

Divine Word College

2013 – 2016

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CATALOG

Educating Tomorrow's Missionaries

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



EPWORTH, IOWA 52045-0380

Divine Word College reserves the right to make changes to this catalog without prior notice. You may consult the most recent version of the catalog on the school website - WWW.DWCI.EDU

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
- Association of Governing Boards of Universities and Colleges (AGB)
- American Association for Higher Education (AAHE)
- Association of American Colleges and Universities (AACU)
- American Council on Education (ACE)
- Association of Catholic Colleges and Universities (ACCU)
- Catholic Higher Education Research Cooperative
- National Association of College and University Business Officers (NACUBO)

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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General Information

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 Đại 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 văn và kinh nghiệm này nhằm đáp ứng những nhu cầu học hỏi đặc thù của các sinh viên và đề cổ võ việc phát triển thành một con người toàn diện và có tinh thần trách nhiệm, đồng thời nuôi dưỡng lòng quyết tâm dẫn 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 un ambiente 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。

Le collège de la Parole Divine, un séminaire Catholique dans la tradition de la Société de la Parole Divine, prépare les homes et les femmes pour le service missionnaire en tant que prêtres, frères, soeurs, et laics. Pour cette raison, nous offrons une éducation comprenant la formation spirituelle, un programme d'études des arts libéraux, l'apprentissage des langues, et la préparation au mission dans le cadre d'un environnement qui enseigne et cultive le respect des diverses cultures du monde. Cette préparation spirituelle, scolaire, et empirique répond aux besoins spécifiques de nos étudiant(e)s, encourage leur développement en tant que personnes entières et responsables, et favorise un engagement à vie 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 spiritual 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 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 seek to 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 and 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 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 U. S. 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 through 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 and 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 as a religious sister or lay person prepared to pursue missionary work.

While attending 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.

Institution-wide Student Learning Outcomes

Throughout their college careers students at Divine Word College prepare to serve God's people in a number of ways. Divine Word College provides a rich environment for students to develop their spiritual and intellectual abilities. As one of the five facets of the College's religious formation program, the academic programs are designed to help students acquire skills, attitudes, and knowledge in both traditional and contemporary studies which foster their growth in personal maturity and prepare them for future ministry.

Through both the curriculum and student life, strong emphasis is placed on mission and cultural awareness. Students attending Divine Word College live in a diverse intercultural environment that enables them to make a firm, personal decision to commit themselves to a life formed after Jesus Christ. Students are involved in community service outside the College, expanding the learning environment beyond the classroom. Through all of these opportunities, students will acquire basic knowledge, attitudes, and skills required for future ministry as a priest or brother in the Society of the Divine Word, or as a religious sister or lay person prepared to pursue missionary work in the Church.

Through their academic and formational pursuits, graduates of Divine Word College will:

- Demonstrate evidence of an intimate relationship with God.
- Serve the poor, protect the environment, and work for justice and peace.
- Analyze, critically evaluate, and creatively engage with diverse ideas, arguments and systems of beliefs and values.
- Demonstrate a systematic and coherent Catholic understanding of Bible and theological traditions as it informs mission.
- Understand and apply scientific principles and symbolic thinking across disciplines.
- Behave and communicate effectively and appropriately in intercultural settings.
- Possess the necessary 21st century skills to acquire, analyze, interpret and integrate information.

Divine Word College and the Society of the Divine Word

Saint Arnold Janssen, founded the Society of the Divine Word (SVD or *Societas Verbi Divini in Latin*) in Steyl, Holland, in 1875. Today, there are over 6,000 Divine Word Missionaries working in over 70 countries throughout the world. Divine Word priests and brothers may find themselves teaching school in a remote area of Papua New Guinea, bringing 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, those 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, Chicago, a graduate school of theology serving over 40 religious orders.

Campus, Buildings, and Facilities

The main buildings, completed in 1964, contain classrooms, dormitories, a chapel, a gym, a weight room, an indoor swimming pool, a 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 Mathew Jacoby Library, with large windows overlooking the rolling Iowa countryside, provides a pleasant atmosphere for studying. Open stacks contain over 90,000 volumes on all subjects, and an adjacent reading room holds the current issues of the 350 magazines 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 classroom and individual instruction as well as 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 English as a Second Language Institute 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 Weyland, SVD, Gallery is an inviting exhibit area near the College's main entrance. The Weyland Gallery sponsors five art exhibits annually, 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.

Location and Contact Information

Divine Word College is located 15 miles west of Dubuque 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.

Telephone: (563) 876-3353

FAX: (563) 876-3407

www.dwci.edu

Correspondence should be directed to:

Office of the President
Office of the Registrar
Office of the Vice President for Academic Affairs
Vice President for Recruitment and Admissions
Vice President for Financial Affairs
Director of Student Financial Aid
Dean of Students
Vice President for Development

General Correspondence
Academic Records
Academic Programs
Application Papers
Finances
Scholarships and Financial Aid
Student Services
Development and Fundraising

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: Director, Affirmative Action or 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.

Student Orientation

At the beginning of each semester, students attend several days of orientation to introduce 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 formation program.

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

Student Services

Counseling Service - Through the services of the 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 - Minor injuries and illnesses are treated in the College infirmary. Physicians and medical facilities are available in Dubuque and Dyersville. Red Cross First Aid and life-saving courses are periodically made available. A physical examination is required before entry. The health records of students are on file at the College.

Student Activities - Extra-curricular activities are fostered to aid the total development of the student. Among these activities are: the Student Senate, student publications, apostolic work with the handicapped, the aged, the 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.

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.

Personal and Spiritual Formation

Students follow the Religious Formation Program of Divine Word College. This guide 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.

Through the Religious Formation Program, organized into Formation Groups and guided by a formation director, a student strives to develop in five areas:

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

Spiritual Formation – Develop faith-filled, discerning candidates, rooted in Jesus Christ and committed to personal and communal prayer as foundation for missionary service.

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

Intercultural Community Living Formation – Enables candidates 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 – Enables candidates to begin to develop their ministry skills and apply their gifts and education for missionary service.

The Religious Formation Program helps a student acquire interpersonal and intercultural skills. By participating in small group activities and meeting individually with their Formation Director, students at Divine Word College learn to reflect honestly on their lives and to share their vocational development with others.

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.

Ministry Formation

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 college 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 visiting the elderly, 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 Director of Ministry or his/her assistants.

Liturgical Formation

Students regularly participate in liturgies. Music ministry and other special liturgical ministries, such as lector, acolyte, sacristan, cantors, 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 Director of Financial Aid.

The College Financial Aid Director 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 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.

Policy on Sexual Harassment

Divine Word College provides all students, faculty, and staff with copies of the Sexual Harassment Policy. The College is committed to providing students, faculty, and employees a safe and secure environment.

HIV Policy

Divine Word College periodically provides information to all students, faculty, and employees on HIV Infection. A policy has been established for updating and distributing information and education on HIV Infection.

Policy on Sexual Abuse

As mandated by Iowa Code, Chapter 709, Divine Word College provides copies of its policy on Sexual Abuse to faculty, staff, and students. As defined by the Iowa Code, the policy on Sexual Abuse includes definitions, reporting procedures, prevention suggestions, and counseling.

Student Admissions

ADMISSIONS REQUIREMENTS AND PROCEDURES FOR SVD CANDIDATES

Criteria for Admission of SVD Candidates

Vocation Directors assess the candidates applying to Divine Word College. They look for positive indicators for each of the characteristics listed below. 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. Guided by the Constitutions of the Society of the Divine Word (Const. 511.4), when Vocation Directors (Recruiters) and the Admissions Committee make decisions about candidates, they look for positive evidence of:

- sincere interest in responding to a religious missionary calling
- willingness to live in a cross-cultural environment
- sound physical and mental health
- a religious spirit appropriate to the candidate's age
- active participation in the life of the church as evidenced by involvement in local parish or other service projects
- ability to accept responsibility
- a sense of purpose in life
- the necessary talent for the education required
- 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 who contacts the College concerning admission does not receive application papers, but is assigned to a Vocation Director. The Vocation Director maintains contact with the candidate from this initial stage through the admission process. In most cases, the Vocation Director visits the candidate at his home, invites the candidate to visit the College and interviews the candidate. 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 that the Admissions Committee can make an informed decision of the candidate's suitability for admission to formation and one of the education programs at Divine Word College (ESL, College, post-College).

Formal Application Procedures for SVD Candidates

Each SVD candidate applicant normally follows the following procedures:

- Applicants are interviewed by a Vocation Director at the applicant's home, school, Divine Word College or another appropriate location.
- A campus visit by prospective students is usually required.
- 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 GED scores
 - SAT or ACT scores, if available and appropriate
 - TOEFL or alternative test score, if appropriate
 - Health report and up-to-date inoculation record
 - Pastoral recommendation
 - Two professional recommendations (including one from any youth service employer if applicable)

- 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: A copy of the applicant's immigration documents, including a copy of the Alien Registration Card (green card)
 - \$25 Application fee
 - Two photos
 - Where applicable, a letter of recommendation 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)
- Psychological testing or consultation is required when appropriate.
 - Send information to:

DIRECTOR OF ADMISSIONS
 Divine Word College
 P.O. Box 380
 Epworth, IA 52045-0380
 Phone: (800) 553-3321
 Fax: (563) 876-5515
 E-mail: svdvocations@dwci.edu
 Websites: www.dwci.edu
 www.svdvocations.org

The Admissions Committee meets to review all documents gathered during the application process and makes its decision on admission and placement.

Admission Requirements and Procedures for 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 resources. Non-SVD candidates will fall into the following categories:

Degree-Seeking Students (full or part-time)

Applicants submit the following documents:

- Application form
- Personal statement addressing motivation, educational goals, and plans for the future
- A letter of recommendation and/or referral (must be from the congregational superior if applicant is a member of a religious community or bishop if applicant is a diocesan priest)
- 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 test score, if appropriate
- Health report and current inoculation record (SVD members and those from partnering organizations are exempt from the health report)
- International students: A copy of the applicant's passport, visa and all immigration documents
- Non-United States citizens: A copy of the applicant's immigration documents, including a copy of the Alien Registration Card (green card)
- Background check consent form when appropriate
- \$25 application fee
- Lay Ministry Students must sign the Lay Ministry Contract acknowledging receipt of College Catalog, Student Handbook and Formation Program Description; and must commit to following program policies and expectations

The College's Admissions Committee reviews the information for formal acceptance into the College. The Director of Admissions will generally respond to the applicant within 14 days with the committee's decision. The Director of Admissions 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
- A letter of recommendation and/or referral (must be from the congregational superior if applicant is a member of a religious community or bishop if the applicant is a diocesan priest)
- If available, official academic transcripts from each school attended
- Course descriptions and/or syllabi for college classes when the applicant is requesting transfer credit
- SAT/ACT scores, if available
- TOEFL or alternative test score, if appropriate
- Health report and current inoculation record (SVD members applicants and those from partnering organizations are exempt from the health report)
- International students: A copy of the applicant's passport, visa and all immigration documents
- Non-United States citizens: A copy of the applicant's immigration documents, including a copy of the Alien Registration Card (green card)
- \$25 application fee

The College's Admissions Committee reviews the information for formal acceptance into the College. The Director of Admissions will generally respond to the applicant within 14 days with the committee's decision. The Director of Admissions 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. Applicants should return applications to the Admissions Office for processing. Generally, the Director of Admissions will forward the applications to the Registrar immediately so the student can register for classes.

Academic Assessment of Prospective Students

An applicant should have at least average intelligence, which may be indicated in a variety of ways, including academic transcripts ("C" or 2.00 cumulative GPA); standardized testing; and/or rank in class (upper two-thirds). An applicant must have a high school diploma, or the applicant must submit official scores of the General Educational Development (GED) Test.

Students who have completed a four-year high school program in the United States are highly encouraged to submit ACT and/or SAT scores to assist the Admissions Committee in their evaluation of their academic potential.

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 Director of Admissions 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 ESL teachers, or letters attesting to the applicant's academic history.

An applicant whose primary language is not English is required to either submit a TOEFL (Test of English as a Foreign Language) score or take an English language proficiency test at Divine Word College prior to placement into the regular college program. An applicant may also submit an alternative standardized test of English proficiency, such as the ACT COMPASS ESL.

If an applicant does not submit an English Language test score during the application process, if accepted, the new student will be required to complete testing during orientation week in the first semester of attendance at the College. Test scores will determine which classes a student may take.

The college may also use an approved alternative standardized test of English proficiency, such as the ACT COMPASS ESL to assess English skills. An applicant who has a TOEFL score of 550 (213 CBT or 80 iBT) or higher and a writing sample score of six will be placed in the College program without any further requirements to take ESL classes. Applicants with a writing sample score below six may be placed in ESL 06W Freshman ESL Writing. Students with TOEFL scores higher than 500 (176 CBT or 63iBT), but below 550 (213 CBT or 80 iBT), may be placed in the College program, but may also be required to take part-time ESL classes.

Students who completed some of their education outside the United States but who did not complete high school may be admitted to the ESL Institute without a high school diploma or General Educational Development Test (GED). These students will be required to complete the GED before admission to the college program. Students who complete ESL before the GED may take part-time college courses for no more than two semesters while completing the GED. It should be noted that acceptance into the College without a high school diploma or GED is an exception to the norm.

New Students: Assessment and Placement

All new, full-time students will be required to complete assessment testing during orientation week in order to determine placement into appropriate courses. Assessment tests will include reading, writing and math skills, and understanding of Catholic faith. Students who have a previous college-level math course will be exempt from the math placement test. Students may be admitted to either the regular college program or the Intensive English Language Institute if they require further language support. Students in the regular college 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 s/he is not in need of ESL support, 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 s/he will need ESL classes, the student may retake the test during orientation week to assess if his/her ESL level has changed.

New full-time students who are not seeking a degree will be exempt from the math assessment test. These students would include those at the College to complete Philosophy requirements for future Theology studies. Students placed in full-time ESL classes will have their math assessment deferred until they are ready to begin regular college classes.

Application Deadlines

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. 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. Ordinarily, regular college students must be on campus within two weeks (see the Academic Regulations of this Catalog) and ESL students must be on campus within four weeks of the start of the semester.

The Director of Admissions will send a letter to each applicant informing the applicant of the Admission Committee's decision. The Director of Admissions will inform in writing a student who was conditionally accepted. The Director's letter will outline the conditions of the acceptance, which the student must meet and maintain; e.g., a minimum GPA, meeting with the college counselor for academic or personal assistance, tutoring, 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 Director of Admissions during the admissions process or to the Registrar or Vice President for Academic Affairs after enrollment. 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 this 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.

Transition to the College Program from the Intensive English Language Institute

Many students enter the college program after spending time in the Intensive English Language Institute. Before enrolling in regular college classes, ESL students must undergo educational and formational assessments by their instructors and formators.

English Language Assessment

The Intensive English Language Institute assesses students admitted to the ESL program at the end of each semester to determine their readiness for promotion to either the next level of full-time ESL instruction, part-time ESL instruction or full-time academic (college) studies. The ESL Institute uses teacher recommendations, class performance, assessment of writing ability and English proficiency test scores to assess student achievement.

Teacher recommendations/grades - Teachers continually assess students during the course of the semester using the set of outcomes developed by the Institute and specific to the level of instructions. Teachers measure each student's acquisition of language using a variety of class tests and assign grades based on the student's language proficiency at the end of the semester. **Homework, hard work and participation will help improve the student's knowledge, but promotion is based solely on the realization of the outcomes for that level.**

Writing assessment - At the end of each semester, students complete a timed writing sample to evaluate their writing proficiency. Scores on this instrument are used for placement within the ESL Institute and for placement in ENG 111 and ENG 112.

Language Testing - All students enrolled in the Intensive English Language Institute take a standardized language test at the end of each semester. When making placement decisions, the Institute takes into account the results of this test, together with the writing sample, class grades and the instructors' placement recommendations. When the student's performance indicates a readiness for academic study, a recommendation is made by the Director of the ESL Institute for the student's transition into the academic college program either as a 'special freshman' receiving ESL support, or as a 'freshman' receiving no ESL support.

Students wishing to retake a standardized language test, such as the TOEFL or ACT COMPASS ESL, may do so if they:

- take the test at another institution at their expense, or
- write a letter to the Director of the Intensive English Language Institute detailing a plan of English study over the summer recess, and request permission to retake the test at Divine Word College prior to the fall semester.

Reporting

After testing, ESL teachers at each level will meet to discuss student placement. The core teacher leads the discussion and records the comments of the group and the placement recommendation. The core teacher then meets with the Director; the grades, comments and placement recommendations are recorded. Teachers give copies to the student and his/her advisor.

The Director of the Intensive English Language Institute will distribute student placement recommendations to the Vice President for Academic Affairs and the Vice President for Formation.

Process of Transition from Intensive English Language Institute to College Program

Following the English language assessment as outlined above, the Vice Presidents for Academic Affairs and Formation review all ESL students. As appropriate, students transition from one ESL level to another. When students meet the required English language criteria as previously outlined, and meet formation expectations appropriate to their level, they will transition to the regular college program. The Vice President for Academic Affairs notifies the students of their change of status.

Special Admissions

Special Admissions include a wide range of individuals who may request admission to Divine Word College's regular college program or Intensive English Language Institute. The above policy addresses most areas of concern, including SVD candidates and non-SVD candidates, full and part-time students, as well as degree seeking and non-degree seeking students. The following sections more fully address specific situations.

Non-Degree Seeking Candidates

SVD Members - SVD provinces throughout the world frequently ask Divine Word College to help some members learn English for further studies or missionary work in an English-speaking country. Ordinarily, the College relies on the recommendations from the SVD superiors in the sending province and other information in the member's relatio (file) to decide on admissions. The President of Divine Word College or his designee reviews all the documents. If he favors the member's admission, he sends the background materials and his recommendation to the Director of Admissions and the Admissions Committee for formal admission.

Associate Candidates - Some prospective SVD candidates have already completed their bachelor's degree, but need additional credits, especially in philosophy and theology to meet prerequisites for later theological and post-graduate studies as required by the U.S. Conference of Catholic Bishops. The Admissions Committee employs the same procedures and standards previously outlined in the Admissions Procedures and Requirements section, to assess a candidate's readiness for admission. If accepted, these students will complete the normal initial placement assessment tests, with the exception of the math testing.

Degree Seeking Candidates

SVD Members - SVDs in some countries, because of political difficulties, find it impossible to provide adequate seminary education and formation for their candidates. The SVD superiors in those countries often ask Divine Word College to provide education and formation for their candidates. Ordinarily, the College relies on the recommendations from the SVD superiors in the sending province and other information in the member's relatio (file) in making a decision on admissions. The President of Divine Word College or his designee reviews all the documents. If he favors the member's admission, he sends the background materials and his recommendation to the Director of Admissions and the Admissions Committee for formal admission.

Bishop-Sponsored Candidates - Occasionally a bishop from the United States or another country may ask Divine Word College to provide education and formation to a young man from his diocese. Some of these candidates are considering a church vocation, but others are not. The President of Divine Word College or his designee handles the communications between the (arch) diocesan representatives and the College. The Admissions Committee will review the application and apply the usual academic criteria. The College relies on the recommendation of the bishop and other appropriate references for formation considerations. Whether the candidate is a seminarian or not, the candidate is required to fully participate in the formation program at Divine Word College.

Candidates for Other Religious Orders - Most religious orders in the United States do not have college-level seminary programs. If a superior of another congregation asks the College to provide education and formation for their candidate(s), the initial communications will be with the President of Divine Word College or his designee. If the President approves the arrangement with that religious order, the Admissions Committee will review the individual candidate's application and vote on admission. The committee relies on the religious community to make a thorough formational assessment.

Readmission

A student who withdraws from Divine Word College in good standing may reapply after one year. A student who withdrew from Divine Word College because of academic probation may be readmitted to the College after two years in a fresh start program (see Academic Regulation Section of this 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. The College Chairs Committee may make exceptions.

A student reapplying is required to submit the following documentation:

- Signed application form
- A letter to the Director of Admissions outlining why the student left, his/her principal activities during the absence from Divine Word College, 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.

Leave of Absence

A student with good reason and with approval, by both the Vice President for Formation and the Vice President for Academic Affairs, may request and 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 absence. If the student does not return to the college within two semesters, the student must re-apply to Divine Word College under the "Readmission" section above.

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 unclassified part-time students who are not pursuing a degree.

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 an I-20 form to the student in order to apply for a student visa from the United States government.

The Admissions Office requests an official TOEFL (Test of English as a Foreign Language) or an alternative approved standardized test score report for all non-native speakers of English who are applying to the College. The applicant must submit the TOEFL report with completed application papers to the Director of Admissions. If no test score is available, the applicant must complete an English language test during Orientation if accepted to the College.

International students who are seeking admission into the full-time degree program must exhibit proficiency in reading, writing, and speaking English, as well as the ability to understand English with ease. Students with TOEFL scores near 500 (176 CBT or 63 iBT), but below 550 (213 CBT or 80 iBT), may be placed in the College program, but may also be required to take part-time ESL classes. An alternative standardized test of English proficiency, such as the ACT COMPASS ESL test, may also be used by the College to assess English skills.

Information about the TOEFL can be obtained from TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ 08541-6151. For students who are transferring from a foreign university, the regulations on the acceptance of transfer credits are located under the sections Transfer Students and Examinations and Tests. Federal Financial Aid is not available to international students. An applicant may apply for a Divine Word College scholarship.

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.

Student Finances

Student Expenses

Room and Board	
Academic Year 2013-2014	\$3,300
Academic Year 2014-2015	\$3,400
Academic Year 2015-2016	\$3,500
Tuition – Full-Time Attendance	
Academic Year 2013-2014	\$12,000
Academic Year 2014-2015	\$12,250
Academic Year 2015-2016	\$12,500
Tuition – Part-Time Attendance and On-line Courses	
Academic Year 2013-2014	\$400 per credit hour
Academic Year 2014-2015	\$410 per credit hour
Academic Year 2015-2016	\$420 per credit hour
Tuition – Audit Class-Not for Credit	\$100 per class
Tuition for Senior Citizens (55 years and older): 50% reduction in Regular tuition for classes taken for credit	

Miscellaneous Expenses

Transportation	\$300 to \$1,000
Personal Items	\$500
Medical expenses	\$900
<i>(Medical insurance is mandatory for students not otherwise covered by parental medical plans.)</i>	
Total average additional expenses	\$1,700 to \$2,400.

Fees

Application Fee (non-refundable)	\$25
Student Activity Fee (per year)	\$40
Late Registration Charge	\$ 5
Change of Registration Charge	\$ 5
Late Examination and Test Charge	\$ 5
Transcript Fee	\$ 5
Graduation Fee	\$40
Cap and Gown rental	\$50
Computer Lab Use	\$60
Book Rental (per semester)	\$75

Payment of Expenses

All charges for tuition, room and board, book rental, as well as activity and course fees are billed by the semester and are payable in advance: \$7,775 per semester in 2013 – 2014; \$7,950 per semester in 2014- 2015 ; and \$8,125 per semester in 2015 – 2016.

If a student is indebted to the College for room, board, tuition and 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 have been resolved.

Refunds

Upon withdrawal from the College, tuition and 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 Office.

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 aid.

Scholarships and Benefits

Divine Word College Scholarship - After admission and upon application at the beginning of every school year, assistance from Divine Word College of up to \$6,700 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.

Al 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 your 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 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) or the Renewal FAFSA. The FAFSA can be filed electronically, by paper or with the school Financial Aid Administrator's help. The Renewal FAFSA can only be filed electronically. To file the FAFSA or Renewal FAFSA electronically, access the FAFSA website at www.fafsa.edu.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 Office to order a paper FAFSA. To file the FAFSA with the school Financial Aid Administrator's help, contact the Divine Word College Financial Aid Office.

Standards of Satisfactory Progress for Federal Student Financial Aid Recipients

Eligibility - The typical program length for a student admitted to regular undergraduate College program is four (4) years. Non-native permanent resident students who need to develop greater English proficiency to successfully complete the program generally will have from one to three years of ESL to complete 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:

Four years:	12 semesters or six years maximum
ESL:	9 semesters or four ½ years maximum

For the **Four-year program**, the minimum intervals of progress are as follows:

	Quantitative Standard:	Qualitative Standard:
After first year:	minimum of 24 credits earned	minimum average: 1.8
After third semester:	minimum of 36 credits earned	minimum average: 1.9
After second year:	minimum of 48 credits earned	minimum average: 2.0
After third year:	minimum of 72 credits earned	minimum average: 2.0
After fourth year:	minimum of 98 credits earned	minimum average: 2.0
After fifth year:	minimum of 120 credits earned	minimum average: 2.0

For the Intensive English Language Institute, the minimum intervals of progress are as follows:

	Quantitative Standard:	Qualitative Standard:
After first year:	minimum of 36 credits earned	minimum average: 1.8
After third semester:	minimum of 54 credits earned	minimum average: 1.9
After second year:	minimum of 72 credits earned	minimum average: 2.0

After third year:	minimum of 108 credits earned	minimum average: 2.0
After fourth year:	minimum of 144 credits earned	minimum average: 2.0

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

- Is subject to the regulations for Academic Probation as given in the Student Handbook and College Catalog.
- Has the right to appeal to the Committee on Student Activities and Welfare and then to the President.

Specific Information:

- Under normal circumstances, courses with Incomplete (I) grades are resolved within three weeks after the last day of exams for that 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 Committee on Student Activities and Welfare (or the 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 Committee on Student Activities and Welfare (with an appeal to the President). 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.

Federal and State Financial Aid Programs Available at Divine Word College

Federal Pell Grant provides for grants to students of up to \$5,550 for the 2013-2014 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 \$2,000 a year.

The Work-Study Program is a federal (FWSP) or state (IWSP) program with proportionate shares of funds provided by the federal or state government and by Divine Word College, which enables students with demonstrated financial need to work on campus while in attendance normally at the rate of \$7.50 per hour or minimum wage, whichever is higher for maximum award of \$1,680 per academic year to pay for part of their educational expenses.

The Federal Perkins Loan Program is a cooperative loan program between the federal government and Divine Word College that is administered directly by the Financial Aid Office of Divine Word College. The cumulative maximum amount of Perkins Loans a student may borrow is limited to \$4,000 per year and \$20,000 for all undergraduate studies. In no case shall the amount borrowed exceed the demonstrated financial need. A simple interest of 5 percent per year is charged on the unpaid principal beginning nine months after the student graduates or withdraws. Repayment can be extended over a 10-year period. Deferment of payments is available while serving in the Armed Forces, VISTA, or the Peace Corps. Loan cancellation is allowed for the years the borrower is in the Armed Forces in areas of hostilities, or serves as a full-time teacher of the handicapped or preschool students in the Head Start programs, or in schools where 30 percent of the students come from low-income families.

The Direct Loan Program enables students with financial need to borrow up to \$ 3,500 for the first year, \$3,500 to \$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 you receive other financial aid to cover a portion of

your cost of attendance. A guarantee and/or origination fee of up to four 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 (ITG) are offered by the State of Iowa to help needy Iowa students pay their tuition and fees at Divine Word College. The undergraduate must be enrolled full-time. This grant is obtainable for a maximum of four years or eight semesters. All Iowa students, regardless of parental income, are urged to apply each year because of changes in legislative appropriations and the number and income levels of the applicants. Applications should be filed by June 1 before the academic year in which the student wishes to receive a grant.

Pennsylvania Higher Education Assistance Agency Grant: The State of Pennsylvania offers to bona fide residents from low and middle-income families enrolled at Divine Word College, a study grant based on need. Present deadlines for renewing applications are May 1, while the deadline for first time applications is August 1. For information and application forms, call Pennsylvania Higher Education Agency at 1-800-692-7435.

Vermont Incentive Grants: Incentive Grants are awarded to assist Vermont residents with their college expenses. Grants are determined on the basis of financial need rather than academic excellence. Students who are attending or plan to attend an accredited college in or out of state are eligible to apply for an Incentive Grant. For additional information and application forms, contact your high school guidance counselor or: Vermont Student Assistance Corporation, Champlain Mill, P.O. Box 2000, Winooski, VT 05404-2601, (800) 642-3177, FAX: (802) 654-3765 or email: info@rsac.org.

Further information about student finances is available from:

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

Phone: (563) 876-3353 ext. 222
(800) 553-3321
FAX: (563) 876-3407
Email: FinAid@dwci.edu

Academic Regulations

Semester Plan

The academic calendar is divided into two semesters, each ordinarily having 75 full school days. The first semester begins in August and ends before the Christmas holidays. The second 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

- A regular student is enrolled with the intention of obtaining a degree. Students are classified at the beginning of each semester as freshmen, sophomores, juniors, or seniors according to the number of credit hours already accepted toward graduation. Seniors plan to complete graduation requirements during the current year. The classification is as follows: freshmen 1-31 credits; sophomore 32-63 credits; junior 64-95 credits; senior 96 or more credits.
- A freshman special student is enrolled in regular College courses and support courses in the Intensive English Language Institute.
- A special student is defined as one who, on a full-time or part-time basis, is taking courses but is not committed to a formal degree program. A special student is considered an unclassified student.
- An ESL student is enrolled in the Intensive English Language Institute with the intention of obtaining a degree at Divine Word College.

Student Load

- A student taking 12 credit hours per semester is considered full-time; 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 academic advisor, the Dean of Students, and the Vice President for Academic Affairs. Approval is usually given only if the student's cumulative grade point average is 3.00 or above.
- 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 and a major, two majors, a major and a minor, two minors, or a major and a certificate program. At Divine Word College the following rules will apply to the practice of double-counting:

- Double-counting should be limited to 6 credits for all students. Under extenuating circumstances, a chair may permit one additional double-counted course to meet degree requirements.
- Double-counting between core and majors should be avoided.
- Double-counting between a major and minor should be limited to one course.
- Double-counting between two minors should be avoided 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.
- Triple-counting is never permitted.
- All courses taken to fulfill the requirements of a certificate program may also count toward the major within that area.

College Language Policy

Students are expected to use English in public areas. English is the common language to be spoken in groups of individuals from different language backgrounds or in the presence of those who may not share their first language. Use of a common language helps build the sense of community, a priority of Divine Word College, while using languages other than English can easily make others feel excluded. Also, many students are learning English, and regular conversation in English is critical for mastering the language, a necessity for doing well in college courses. Finally, for the SVD missionary, using the language of the country is an important sign of respect for the people and culture around him. For all these reasons, the College requires the regular use of English.

The Dean of Students shall explain the language expectations to all students during the orientation, at the beginning of each semester, and periodically as needed.

Transfer Credits

Transferring credits for 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 program faculty courses that 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 program faculty who are experts in the content of the courses.
- The applicant may appeal the decision of the program faculty 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 for the program faculty 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 numerical 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 numerical skills courses. Students who transfer in a previous college-level math course will be exempted from taking a math placement test.
- Students who transfer a college-level math course will not be required to take "Introduction to College Mathematics."
- 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.

Transferring credits for 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 combination 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 academic advisor and formator;
- to graduate on time, avoiding an extra semester in which only one or two courses would be needed, or
- Where 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 as for courses taken at Divine Word College, and are computed in the grade point average. (Refer to the "Course Variations" section.)
- Students who wish to transfer credits from these courses to Divine Word College should have them pre-approved by the Academic Advisor and the Vice President for Academic Affairs.
- Students enrolled in the Intensive English Language Institute English 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 ESL teaching staff beforehand to ensure that the courses meet the student's needs.

Class Attendance

- Students are required to attend every session of courses in which they are registered. A student who is absent must receive permission from the Dean of Students and the Vice President for Academic Affairs. The student is responsible for completing all class work and missed assignments. Students who miss examinations or other assignments because of an excused absence or because of a medical emergency will be permitted to make them up. In other instances, the instructor determines whether or not students can make up missed examinations or assignments.

- Excused absences totaling a third of the total course sessions will lead to loss of credits unless the instructor and Vice President for Academic Affairs approve a make-up plan.
- Unexcused absences totaling more than the number of credit hours in the course will lead to failure in the course. When a student misses as many classes as the course has credit hours, the instructor gives a written notice of possible course failure to the student, the Vice President for Academic Affairs, and the Dean of Students.
- A student who is more than 10 minutes late for class may be marked absent.
- 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. 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 and the Student Activities and Welfare (SAW) Committee 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 prior to the beginning of each semester indicating the instructor, class time, and classroom for the courses being offered. Courses with insufficient registration may be canceled.

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) and Academic 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 out of the IELI after completion of ESL Level 5 are assigned advisors in the Core Curriculum program. Once students declare and are accepted into a major they can receive a major area advisor.

Specifically, Academic Advisors provide the following services:

- Initiate meetings with new students after registration within two weeks of the new term and again at mid-term to ascertain how the student is adjusting and 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, and discuss their general satisfaction/attitudes.
- Help students understand the unique nature and formative purposes of language studies and of higher education at Divine Word College.
- Discuss with students their specific long-term educational goals and how to best prepare for these goals.
- Provide students with accurate information about educational options, requirements, policies, and procedures.
- Help students select courses and a program of study suited to their educational goals, interests, and abilities consonant with a student enrolled in a liberal arts college-seminary.
- Ensure that students, as early as possible, have a balanced and well-planned academic program by helping them to develop a plan for the proper sequencing of courses to meet core curriculum requirements and later prerequisites for their major.
- Assist students in monitoring and evaluating their own progress.
- Inform students of their own responsibilities for academic planning, course selection, and registration.

- Assist the non-traditional student (e.g. special learning needs or older student) with adjusting to academic college life.
- Make appropriate referrals to other College offices (e.g., Financial Aid, Counseling).
- Check advisees' online grades on a regular basis and contact instructors as needed for specific information relating to students' progress.
- Schedule additional meetings as needed to recommend tutoring, modifying schedule, or offering advice about study habits, time management, or similar topics.
- Assist students on academic probation in making specific plans for improving academic standing.
- Designate and post office hours in which the advisor is readily available.
- Keep accurate records and notes of advisement with the student. IS THIS REALLY NECESSARY TO STATE?

Students should familiarize themselves with the advising procedures and maintain periodic contact with their 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 ESL requirements, Core Curriculum requirements, and the requirements of the major programs as needed.
- Schedule meetings with the advisor at least three times a semester.
- 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.)
- Develop a four-year plan with your advisor by the end of the fourth semester.
- Follow through on action plans identified during each advisement meeting.
- Be open to advice and guidance regarding course selection and its relevance to vocational and long-term educational goals.
- Develop a balanced and well-planned academic program and proper sequencing of courses to meet core curriculum requirements and later prerequisites for the major.
- Be willing to discuss progress and goals related to grades with the academic advisor.
- Stay focused on the entire academic experience as integral to formation.
- Request re-assignment to a different advisor from your current department chair, if necessary.
- Accept final responsibility for all decisions.

Registration/Pre-registration

Students register for classes through their advisors. Toward the end of each semester, registration is held for the following semester and is open until the first Monday before classes begin. Freshmen register for their first semester during Orientation Week.

Change of Registration

Drop/Add/Change

- Classes may be dropped, added, or changed during the first two weeks of classes.
- Students meet with their advisors to drop, add or change courses.
- Course changes will not ordinarily be allowed after completion of the second week of classes. Exceptions are authorized by the Vice President for Academic Affairs.

Withdrawal

- To withdraw from a course, regulations "a" and "b" under "Drop/Add/Change" 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 teacher's evaluation of course work completed. A grade of "F" (Failure) is given for any course dropped without authorized approval.

Auditing of Classes

Auditing of classes is governed by the following policies:

- The student must obtain the approval of the instructor of the course, the 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

Divine Word College is in the process of establishing for its SVD candidates a Year Abroad Program in the Philippines. Approved candidates would study and participate in the Formation Program of Christ the King Major Seminary, a college seminary operated by Divine Word Missionaries in Quezon City, Philippines. There will also be an opportunity to study Tagalog and participate in some type of pastoral ministry. The program will begin in June 2014.

To apply for this Year Abroad Program, which normally takes place in one's junior year, the SVD candidate must have a U.S. passport and a cumulative GPA of 3.0 or above. The candidate must have completed his sophomore year at DWC and have a declared major.

Objectives of the Year Abroad Program

- Broadening an SVD candidate's general and liberal education: Through wide and extensive contact with a different country and culture, the candidate encounters different social and political views. Despite differences, he is able to discover that all the world's peoples and cultures are related and interdependent.
- Growth in personal maturity: By living in a different culture/country, the 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.
- Growth in awareness of one's vocation: Attending an SVD seminary in a foreign country gives the SVD candidate a face-to-face experience with the mission work of the Society of the Divine Word. He sees the hardships and

rewards, the difficulties and joys. In a very personal way the Year Abroad Program gives the candidate the opportunity to discern his own calling to the missionary life.

- Intercultural and missionary influence at DWC: The Year Abroad Program is a definite asset to intercultural living and training in intercultural competency promoted by Divine Word College. Candidates who return from the experience themselves bring new insights and knowledge to faculty, student body, and staff.

General Requirements for a Degree

The candidate must fulfill the following requirements:

Core Curriculum

A candidate completes a core curriculum as described in the section under Academic Programs.

Major

- A candidate must apply for admission to the program of his intended major no later than the end of the sophomore year. The application forms may be obtained from the College's Registrar.
- The candidate must complete requirements for a major and earn a cumulative 2.00 grade point average in the courses within the major.
- The candidate must complete all degree requirements specified in the College Catalog in effect at the time the student selected his field of concentration, unless otherwise specified or a waiver is granted.

Foreign Language Requirement

SVD and Glenmary priest and Brother candidates are required to complete a minimum of six credit hours of Spanish.

Minor Program

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. Students who major in Intercultural Studies must complete the requirements for a minor in Philosophy or Theology & Religious Studies. All Theology & Religious studies majors must earn a minor in Intercultural Studies. Requests for an alternative minor as 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 Double Major

Requirements for graduating with a double major include the College-wide core curriculum requirements, foreign language requirements that apply, 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 discouraged from selecting Theology and Religious Studies as their second major, as the content of most theology courses will be repeated in later theological studies at the graduate level
- 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.
- 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.

Procedure

- 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.

Associate of Arts Degree

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

Policy Regarding Students Seeking a Second Degree from Divine Word College

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 is 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 general education, the student does not have to complete the Divine Word College Core Curriculum program. 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.

Assessment Program

Students participate in an ongoing assessment of ability and progress in academic skills and information. This comprehensive assessment program consists of the following components:

Intensive English Language Institute Assessment – In addition to careful, systematic assessment of proficiency by the ESL instructors, ESL students may be required to take an English proficiency test and submit a timed writing sample each semester. Students may periodically be required to take the University of Michigan English Placement Test for diagnostic purposes.

Placement Test – During orientation, all new freshmen and transfer students pursuing a degree take the Numerical Skills Test and submit a timed writing sample so that they can be placed into the appropriate math and composition classes.

Entrance/Exit Examination – During orientation, all new freshmen and transfer students pursuing a degree take the tests for reading and writing skills and the critical reasoning. Test results serve as a basis for comparison to national norms and to results of exit tests (alternate forms of those above), which they take in November of their senior year. While these tests do not affect student grades or transcripts, they provide the College a measure of improvement in important skills. In borderline cases, they also provide additional data to aid in placement decisions.

Core Curriculum – Students seeking a degree complete two Core Curriculum assessments: One in the first semester of the Freshman year and the other in their senior year. Test results serve as a basis for Core Curriculum improvements. In addition, results of the senior level test will help the College to evaluate individual progress over students' college career.

Assessment in the Majors – Students' accountability for knowledge and skills required in the majors is encouraged through comprehensive in-depth application of what they have learned by their senior year. The program's overall objectives are assessed in the following ways:

Intercultural Studies:

- **Geographic Literacy Exam** – Measures ability to identify and understand the significance of human-made and natural features of the global landscape. Normally taken within the context of ICS 481 during the student's final semester.
- **Global Knowledge Exam** – Measures awareness and understanding of current affairs and the capacity to write about global issues in a comprehensive and coherent manner. Normally taken within the context of ICS 481 during the student's final semester.
- **Senior Capstone** – Measures achievement of programmatic and college-wide student learning outcomes through the research, preparation, and presentation of a semester-long project. Students complete the project within the context of ICS 490 during their final semester.

Philosophy Degree Program:

- *Philosophy Capstone Senior Seminar* – The senior seminar is the capstone course of the philosophy program and as such it provides a convenient tool to assess the general objectives of the degree program. A strong basis in philosophical ideas from previous classes is essential for success in this seminar, which brings philosophical inquiry into life within the contexts of the sciences, literature, art, and music. Students are challenged to identify philosophical presuppositions, to detect how different philosophical areas interconnect to form a worldview and to respond with a worldview of their own. Short analytical papers, a senior capstone philosophy paper describing the student's own developing philosophy, a comprehensive exam in philosophy, and a final examination assess both the student's ability in the course and the overall success of the Degree Program. The comprehensive exam in philosophy is in four parts. Students must write essay answers to questions in metaphysics, epistemology, ethics and philosophy of human nature. The comprehensive is given early in the spring semester and takes a total of four hours. A grade of D- or above is required in the senior capstone seminar in order to earn a B. A. in Philosophy. By means of this seminar, the philosophy faculty is able to assess the strengths and weaknesses of students' philosophical knowledge, their ability to integrate what they have learned with other aspects of

their lives and the extent to which the students and faculty have achieved the general objectives of the program.

- Philosophy Degree Program assessment is not confined to the senior year. In order to collect data for program assessment from philosophy students prior to their senior year of study, the program has designed a survey questionnaire concerning the expectations, desires, and needs students have with respect to the Philosophy Degree Program at DWC. This survey is given out to philosophy students twice: first, as students begin to take philosophy courses in their freshman year; and again, when they are accepted as philosophy majors, typically at the end of their sophomore year. Program members review and discuss this data in an on-going effort to improve the quality of the program.

Theology & Religious Studies Degree Program:

In addition to course-specific assessment activities, the degree program's overall effectiveness will be assessed through an advanced Senior Synthesis Seminar (TRS 490) that will require students to reflect on their own interpretation of theology, spirituality, ecclesiology, and Christology. TRS 490 is taken during the student's final semester.

Non-Academic Formation Assessment (The Religious Formation Program) – The purpose of the Religious Formation Program is to enable students to become a healthy, integrated person, committed to a life formed after Jesus Christ, so that they can then make a free and mature decision regarding their life's vocation. The aim of assessment in the program is to foster growth and maturity in four major areas: personal maturity, relationship to community, relationship to Christ, and apostolic/religious/missionary vocation. In order to assess growth of students in these areas, the Formation Team uses a process that combines weekly formation group conferences, questionnaires, interviews, and evaluation by peers and formators.

Graduation Requirements

Credit Hours - 125 credit hours are required for graduation.

Grade Point Average - The candidate must have a cumulative grade point average of 2.00 or more for all college work attempted.

Residence - The candidate must spend 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.

Examinations and Tests

Placement Tests - All incoming students are given tests in reading and composition. Placement in composition courses is dependent on the results of these tests. All new freshmen and transfer students pursuing a degree will also take a mathematics placement test except those who transfer in with a college-level mathematics course. Placement in mathematics courses is dependent on the results of these tests. In addition to other placement tests, an English proficiency test will be given to all non-native speakers of English who were unable to submit a TOEFL score with their application or whose TOEFL scores are over a year old. At its discretion, the College may require that other tests be taken. Those who do not pass the placement test(s) are required to take a non-credit developmental course in that area and pass the course with a grade of "C-" before proceeding into any other courses in that area.

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

Transfer Credit by Examination (TCE) - Transfer students with only unofficial or uncertifiable transcripts of courses taken in a foreign higher educational system may take exams for recognition of these courses. Specific regulations may be obtained from the Vice President for Academic Affairs.

Examinations - Semester Examinations last a double period only for courses of two credits or more. Unless stipulated in the Catalog or in the course syllabus, semester examinations are given in all courses.

Late Testing - There is a late-testing charge of \$5 for all testing taken outside of the regular scheduled times. This includes placement tests, semester examinations, assessment tests, and comprehensive tests.

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 are expected to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Unless otherwise specified by the professor, students must complete homework assignments by themselves (or if on a team assignment, with only their team members). If they utilize sources or receive assistance of any kind, they are expected to cite the source and indicate the extent of the assistance. Each student has the responsibility to maintain the highest standard of academic integrity and to refrain from cheating, plagiarism, or any other form of academic dishonesty.

- A student using dishonest means is subject to referral before the Student Activities and Welfare Committee for disciplinary action.
- Plagiarism is a major form of academic dishonesty, involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:
 - Submitting as one's own work a report, examination paper, computer file, lab report, or other assignment that has been prepared by someone else. This includes research papers, articles, reports, drawings, or other forms of intellectual property obtained from any other person, agency, or source, including the Internet.
 - The direct copying of any source that is someone else's, such as written and verbal material, computer files, audio disks, video programs, or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgment.
 - The paraphrasing of another's work or ideas without proper acknowledgments.
 - Copying any part of any source with only minor changes in wording and syntax, even with acknowledgment.
- The sanctions provided for any form of academic dishonesty are outlined in the Student Handbook.

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 s/he has received an improper grade has been received 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 a student elects to appeal a course grade that s/he believes 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 third-party, 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. Any change of grade will be initiated by the Vice President for Academic Affairs through the Registrar's office.

Grading System

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

Grade Point Value		
A	Outstanding	4.00
A-		3.67
B+		3.33
B	Very Good	3.00
B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D	Poor	1.00
D-		0.67
F	Failure	
I	Incomplete	

*"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 the approval of the Incomplete.** Under normal circumstances, the course work must be completed within three weeks after the last day of exams for that 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".*

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| 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 | Pass/Fail
The Pass/Fail option encourages students to explore courses. P/F grades are included in the student's transcript. Requests for P/F option require the signature of the advisor and the instructor, and must be made to the Registrar by the deadline for pre-registration. |
- 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 "C-" or above evaluation. A grade of "P" is not computed in the grade point average, but is counted among attempted and earned courses.

- NG No Grade
When a student in the Intensive English Language Institute misses more than 10 percent of the class hours for a particular course, a grade of "NG" will appear on the student's transcript. A student receiving a grade of "NG" may still be promoted on his English proficiency.

Grade Point Average

Semester Average - The academic standing at the end of any semester is determined by the ratio of the total number of grade points received to the total number of credit hours carried in that semester.

Cumulative Grade Point Average - is the average of all courses taken at and recognized at the College.

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 that is approved in advance by the Academic Advisor and the Vice President for Academic Affairs. In the computation of the 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 automatically places a student on academic probation: 1.7 for freshmen at the end of the first semester; 1.8 for freshmen at the end of the freshmen year; 1.9 for sophomores at the end of the first semester; 2.0 for sophomores at the end of the sophomore year; 2.0 for all Juniors, Seniors, and Associates. Classification as freshmen, sophomores, etc., is determined by the number of credits earned or accepted toward graduation as indicated under "Student Classification" in the College Catalog.
- A student on academic probation is to be 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 15 credit hours during the semester(s) of academic probation. The advisor has the right to refuse to sign the student's registration form should the student choose not to follow the advisor's counsel. The student may appeal the advisor's decision to the Vice President for Academic Affairs.
- Whenever a student is placed on academic probation, the Committee on Student Activities and Welfare 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 Committee.
- determine immediate dismissal if it is obvious that the student will not satisfy the conditions set by the Committee.
- 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 scholastic average. If there are compelling extenuating circumstances, the student has three semesters to attain the required minimum cumulative scholastic average.
- A student may appeal the decision of the Committee on Student Activities and Welfare to the President.
- Dismissal is automatic if the student does not attain the minimum cumulative scholastic average for the student's classification by the end of:
 - two semesters after being placed on academic probation,
 - the one semester extension for compelling, extenuating circumstances,
 - the sophomore year,
 - three semesters on academic probation, whether the semesters are consecutive or not consecutive.
- A student must meet the standards of satisfactory progress for continued eligibility in the federal student aid programs. These are listed in the Student Financial Resources section.

Disciplinary Probation

The College expects the students to maintain the standards of conduct and good citizenship outlined in the Student Handbook. This document also describes the 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 on probation to return to the College after a period of non-enrollment and 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:

- For readmission under the 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.
- Students must show evidence that the situation that led to their poor performance has been corrected.
- All course work will remain in the transcript; however, course work completed at DWC prior to readmission will not be counted toward the GPA calculation.
- From the list of courses completed previous to readmission only those in which the student earned a "C-" or above will be counted toward the degree requirements.
- The notation "academic fresh start" will be attached to all the course work completed or attempted after readmission.

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

Academic Honors

Dean's List - Full-time students whose grade point averages are 3.50 or above in a given semester are eligible for citation for distinguished scholarship. The Dean's List is published at the end of each semester. Anyone who has received an "I" or "F" is automatically disqualified.

Graduation Honors - Academic honors are awarded in recognition of superior scholarship. These honors are announced at commencement and are inscribed on the recipient's diploma.

- The distinction *SUMMA CUM LAUDE* (with Highest Honors) is given to a student whose grade point average is 3.80 or above.
- The distinction *MAGNA CUM LAUDE* (with Very Great Honor) is given to a student whose grade point average is 3.50 or above.
- The distinction *CUM LAUDE* (with Honors) is given to a student whose grade point average is 3.20 or above.

Course Variations

Courses At 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 as well, should submit the course(s) with the course description(s) to the faculty advisor. Final approval is granted by the Vice President for Academic Affairs. These courses are considered courses taken in residence and are computed in the grade point average.

Seminars - Seminars focus on the scholarly investigation of particular themes in an area in which students already have a general background, with a view to deeper understanding of the basic sources, tools of research, and methods of reporting in that area of study. Such understanding is achieved chiefly through the supervised preparation of a seminar paper and discussions of problems pertinent to the topics of the course.

Individual Studies - A maximum of six credits will be allowed in a field of concentration for any of the individual studies as defined below, provided the department chair approves. Outside the 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.

- **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.
- **Directed Studies / Independent Studies** - Students may take courses privately, under the direction of an instructor, in a mutually selected area. Interviews 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 a 3.50 grade point average and who have received prior approval from the department chair.

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. A graduation fee of \$40 is required and must be paid to 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." The statute governs access to records maintained by educational institutions and the release of educational information.

Briefly, the rights guaranteed to students are:

- The right to inspect and review their educational records.
- The right to a hearing to challenge and amend the content of their educational records if it is found that they are inaccurate or otherwise inappropriate.
- The right to request and receive copies of all or part of their records. (There is a charge of \$5 per copy 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 Financial Aid Office.

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. Information regarding online transcript requests can be obtained by accessing the College's Web site at www.dwci.edu. Ordinarily, the College does not release transcripts until all financial obligations have been met.

Academic Programs

General Information

This section of the Catalog contains the general objectives, degree requirements, and a listing of courses with brief descriptions offered within each degree program. It is intended to guide students in planning their degree program in an area of concentration.

Key to Course Numbers

The following procedure is followed in establishing course numbers:

0 - 99	College preparatory work, conferring no credit hours
100-199	Freshman Courses
200-299	Sophomore Courses
300-399	Junior Courses
400-499	Senior Courses

The prefix indicates the subject area. The first digit indicates the year the course is normally taken. The second digit indicates the division of topics within the subject area. The third digit may indicate a further breakdown within the topic.

Example:	PHI	Philosophy
	PHI 115	Ancient Philosophy
	PHI 216	Medieval Philosophy
	PHI 318	Nineteenth Century Philosophy

Roman numerals after the course name indicate the number of courses the particular subject is divided into, such as Ministerial and Theological Integration I, II, III.

Semester Designation

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, the prerequisites for the course are given and also when the course is offered, e.g., Fall.

Divine Word College Core Curriculum

The primary goal of the Divine Word College's core curriculum is to lay the foundation for academic success and to support the College's mission, core values and institution-wide learning outcomes (see pp. ____).

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 Program 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 curriculum develops and supports intellectual habits essential to lifelong learning.

Outcome Areas of Undergraduate Learning in the Core Curriculum

Communication Proficiency:

- Express ideas clearly and logically in standard spoken and written English
- Comprehend a writer's or speaker's purposes and rhetorical strategies

Information Literacy:

- Evaluate multiple sources of information for reliability and relevance
- Organize, summarize, and synthesize ideas
- Demonstrate multiple applications of information technology
- Analyze data using radical, quadratic, and exponential expressions
- Understand basic statistical tools and their limitations
- Understand information presented in variety of forms (e.g., equations, graphs, diagrams, tables, images, musical notation, or words)

Critical and Creative Thinking Skills

- Construct and evaluate arguments logically
- Develop and support interpretations of works of art, music, and literature
- Identify and solve problems with multiple positive outcomes
- Demonstrate specific skills and concrete applications of artistic concepts
- Understand and apply scientific methods of inquiry
- Convert information into a variety of forms (e.g., equations, graphs, diagrams, tables, images, musical notation, or words)

Global Perspective:

- Analyze creative works from multiple cultures in relation to the historical, political, economic, socio-cultural, aesthetic, or personal contexts in which those works emerged.
- Demonstrate openness to the plurality of belief systems in the world
- Identify the complexity of human behavior as a product of personal development and social, historical, economic, and political relationships.
- Analyze attitudes and behaviors which differ from familiar norms in order to explain those behaviors in their cultural context.
- Explain past and present social, economic, and political trends
- Understand the role of art and literature as a means of expressing cultural identity and the human condition.
- Demonstrate knowledge and understanding of the great diversity of life and human-environment interactions.

Theological literacy:

- Understand the basic doctrines, traditions, and scriptural interpretations of the Church as well as challenges to these teachings from outside our tradition.
- Distinguish between official Church teaching and theological opinion, recognizing how these find expression in diverse cultural contexts;

Core Curriculum

Foundational:

HUM 101	Freshman Seminar
PHI 102	Logic

4 Credit Hours

1
3

Communication literacy

ENG 111	Expository Writing
ENG 112	Academic Writing
COM 112	Public Speaking

12 Credit Hours

3
3
3

One Elective from the following: 3

COM 113	Voice and Articulation	3
COM 114	Performance of Literature	3
TRS 232	Public Witness/Reflection	3

Humanities and Social Sciences 12 Credit Hours

ANT 163	Cultural Anthropology	3
PSY 113	Introduction to Psychology	3
ART 110	Elements of Art	1
MUS 110	Elements of Music	1
ENG110	Approaches to Literature	1

One Elective from the following: 3

HIS 211	World History I	3
HIS 212	World History 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

Total Core Curriculum Requirements: 44 Credit Hours

A minimum of 6 credit hours of Spanish language is required for SVD and Glenmary Priest and Brother candidates to fulfill the foreign language requirements.

Associate of Arts (A.A.) Degree in Intercultural Studies

General Objectives

The Associate of Arts in Intercultural Studies degree offers a broad general education as well as a program of studies which fosters an appreciation of the nature, organization and dynamics of culture.

This degree program is primarily designed for brother candidates. Since brothers are trained in many occupations and professions, the Associate of Arts degree provides a foundation for further academic studies or advanced training in technical fields.

Students in the program are classified as freshmen and sophomores. Admission requirements, academic probation regulations and all other policies and procedures not specifically outlined here are identical to the four-year programs. Students are served by an advisor who is appointed by the department chair.

Requirements for the Associate of Arts Degree in Intercultural Studies

- An application for candidacy in the Associate of Arts Degree program is generally filed with the Vice President for Academic affairs at the time of matriculation. A student who applies for the A.A. Degree must be officially

accepted to this program, preferably at the beginning of his/her first semester in the regular College program. Until a student is accepted as an official candidate in this program, he/she is considered an undeclared degree candidate and is subject to the normal College Core Curriculum requirements.

- Sixty credit hours, as stipulated in the curriculum, must be satisfactorily completed.
- The candidate must have a cumulative grade point average of 2.00.
- The candidate must spend at least the last two semesters of instruction in residence at Divine Word College.

Student Learning Outcomes

See appropriate sections in the Core Curriculum and the Bachelor of Arts in Intercultural Studies section.

Associate of Arts in Intercultural Studies Curriculum

Associate of Arts in Intercultural Studies

Core Curriculum	44 Credit Hours
ICS Required	9 Credit Hours
ICS 111 Intercultural Communication	3
TRS 293 World Religions	3
TRS 370 Missiology	3
Electives from ICS Major Requirements (Groups A & B)	7 Credit Hours
Total credits for A.A. Degree in Intercultural Studies	60 Credit Hours

Bachelor of Arts in Intercultural Studies

Objectives and Degree Requirements

The Intercultural Studies program prepares students for a future of 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 cross-cultural knowledge, strengthen their intellectual capabilities and assemble a toolkit of practical intercultural skills. Traditional academic approaches combine with experiential and technologically-enhanced learning models to facilitate awareness of and respect for cultural difference, the ability to contextualize cultures and an understanding of the processes and consequences of culture change.

Student Learning Outcomes

Graduates with a major in Intercultural Studies:

- Intercultural Competency - Possess the necessary knowledge of different cultures, attitudes towards cultural difference, and behavioral/communication skills to interact with unfamiliar cultures and people in mutually enriching ways.

- Social Science and Environmental Studies Proficiency - Comprehend core social science and environmental studies knowledge, concepts, approaches, and theories and can speak and write logically, coherently, and convincingly about topics in these fields.
- Applied Techniques - Apply skills and methodologies of observation, research, interpretation, critical analysis, synthesis, and critique learned in the program to new situations both in an academic setting and outside the classroom, particularly in missions.
- Humanities Proficiency - Demonstrate the skills and background knowledge required to describe, contextualize, appreciate and communicate clearly and persuasively about works of art, literature, and music from across the cultural spectrum.
- Historical Contextualization - Recognize the dynamics and consequences of large-scale sociocultural developments including colonialism, industrialization, globalization, technological innovation, and environmental change.
- Current Affairs Literacy - Identify and evaluate current events and trends and integrate them into a larger constellation of knowledge, values, and faith to enable meaningful engagement with contemporary issues.
- Social and Environmental Responsibility - Interpret social and environmental challenges in the light of SVD principles based on Catholic social teaching and respond using the knowledge and the disposition acquired in the major.

B.A. in Intercultural Studies Curriculum

Required Courses		31 Credit Hours
Group A	Intercultural Core (All courses required for majors)	25 Credit Hours
ICS 281/381/481	Current Affairs	3 (3 x 1cr)
TRS 293	World Religions	3
MUS 376	World Music	3
ENS 312	Environment & Society I	3
ICS 111	Intercultural Communication	3
ENS 212	Intro to Environmental Science	3
ART 377	Contemporary and World Art	3
ENG 354	Contemporary World Literature	3
ICS 490	Senior Capstone	1
AND		
Group B	Approaches to Culture*	3 Credit Hours
ICS 253	Human Geography	3
ICS 275	Culture Area Study	3
ICS 377	Women & Gender Across Cultures	3
PSY 394	Cross-cultural Psychology	3
ICS 395	Approaches to Culture	3
ENG 336	African-American Literature	3

AND Group C	Intercultural Electives	8 Credit Hours
PSY 246	Diversity in Human Sexuality	3
ENG 353	Mythology	3
PHI 219	Asian Philosophy	3
ICS 275	2 nd Culture Area Study	3
ICS 341	Language and Culture	2
ENS 412	Environment & Society II	3
ICS 445	Theories of Society and Culture	2
TRS 377	Inter-religious Dialogue	3
ANT 371	Anthropology and Mission	3
ICS 482	Current Affairs Elective	1
ICS	Special/Advanced Topics in ICS **	1-4
ICS	Special/Advanced Topics ***	1-4

Total Credits for the Intercultural Studies Major: 36

* Credits in the group over 3 required will be applied to major electives

** Includes ICS courses (200 level and up) not regularly offered

*** Includes courses outside ICS (300 level and up) not regularly offered and with significant intercultural content; by permission of ICS department

Associate of Arts (A.A.) Degree in Interdisciplinary Studies

General Objective

The Divine Word College Interdisciplinary Studies major is designed for students pursuing broad areas of study and exploration in any of the areas of emphasis.

Requirements for the Associate of Arts Degree in Intercultural Studies

- An application for candidacy in the Associate of Arts Degree program is generally filed with the Vice President for Academic affairs at the time of matriculation. A student who applies for the A.A. Degree must be officially accepted to this program, preferably at the beginning of his/her first semester in the regular College program. Until a student is accepted as an official candidate in this program, he/she is considered an undeclared degree candidate and is subject to the normal College Core Curriculum requirements.
- Sixty credit hours, as stipulated in the curriculum, must be satisfactorily completed.
- The candidate must have a cumulative grade point average of 2.00.
- The candidate must spend at least the last two semesters of instruction in residence at Divine Word College.

Student Learning Outcomes – Emphasis in Arts and Humanities, including Theology and Religious Studies:

Students completing this program will be able to:

- Select, evaluate, and use information to solve problems, investigate and express a point of view, support a conclusion, engage in or assess creative expression, and explicate the intellectual connections between disciplines.

- Use spoken and written language, source material, evidence, and artistic expression to convey an idea or set of facts according to institutional and discipline standards.
- Demonstrate the ability to recognize and interpret multiple points of view and means of expression that emerge from a diverse world of peoples and cultures.

Student Learning Outcomes – Emphasis in Social and Behavioral Sciences, including Intercultural Studies:

Students completing this program will be able to:

- Analyze Social Science concepts and theories.
- Evaluate diverse viewpoints related to the human experience.
- Produce evidence based arguments.

Associate of Arts in Interdisciplinary Studies Curriculum

Associate of Arts in Interdisciplinary Studies

Core Curriculum	44 Credit Hours
IDS Approved Electives	16 Credit Hours
Total credits for A.A. Degree in Intercultural Studies	60 Credit Hours

Bachelor of Arts in Philosophy

Objectives and Degree Requirements

The Philosophy degree program strives to foster an awareness of philosophical problems basic to understanding the nature of being, knowledge, the human person, the good life, and the good society. Students are challenged to read primary works by historically important philosophers and to enter into a reflective dialogue with them. The program presents different philosophical views assisting students to discover the underlying principles and methods of these views and to critically assess them. The program seeks to help students, in the course of their studies, to experience the integration of philosophy with life and to begin development of their own Christian philosophy. In the Senior Seminar, the capstone course for the Philosophy degree program, students are asked to do this integration. See "Assessment in the Major."

Student Learning Outcomes:

Graduates with a major in philosophy should have the requisite knowledge and critical skills to:

- Read and understand, in significant detail, primary works of great philosophers.
- Recognize problems and/or solutions encountered in philosophical works, be able to critically assess the corresponding strengths and weaknesses of these problems and/or solutions, and pose alternatives.
- Be able to think and write philosophically by using analytical and research skills.
- Understand both the distinction and interconnection between the basic philosophical areas of human nature, metaphysics, ethics, epistemology, and logic.
- Begin to formulate a Christian philosophical view of their own.
- Detect philosophical ideas, arguments, and assumptions in fields such as film, literature, music, art, science, and theology.
- Be able to utilize diverse methods of reasoning in recognizing and evaluating good and bad arguments and have the ability to apply these skills to philosophical argumentation.

B.A. in Philosophy Curriculum

History of Philosophy		15 Credit Hours
PHI 115	Ancient Philosophy	3
PHI 216	Medieval Philosophy	3
PHI 217	Modern Philosophy	3
PHI 318	Nineteenth Century Philosophy	3
PHI 419	Twentieth Century Philosophy	3
Thematic Courses		12 Credit Hours
PHI 122	Ethics	3
PHI 223	Philosophy of Human Nature	3
PHI 322	Epistemology	3
PHI 332	Metaphysics	3
Capstone Course in the Major		3 Credit Hours
PHI 429	Senior Seminar	3
Electives		6 Credit Hours
PHI 219	Asian Philosophy	3
PHI 323	Philosophy of the Arts	3
PHI 327	Political Philosophy	3
PHI 371	Philosophy of God	3
PHI 414	American Philosophy	3
PHI 423	Existentialism	3
PHI 424	Source Works	1-3
Total Credits for the Philosophy Major		36
Minor in Intercultural Studies		18
Grand Total Credits for Philosophy Major and Minor in Intercultural Studies		54

A grade of "D-" or above is required in the Senior Capstone course in order to earn a B. A. in Philosophy.

Logic is an essential tool of philosophy. It is a requirement for the Core Curriculum and is not an elective in the Philosophy major or minor.

All students majoring in Philosophy will earn a minor in Intercultural Studies, unless an exception is granted by the Vice President for Academic Affairs. See Academic Regulations, *Minor program*.

Associate of Arts in Theology and Religious Studies Curriculum

Associate of Arts in Theology and Religious Studies

Core Curriculum		44 Credit Hours
Required Theology & Religious Studies		12 Credit Hours
TRS 233	Sacramental & Liturgical Theology	3
TRS 250	Prayer	3
TRS 273	Pastoral Care	3
TRS 293	World Religions	3

Electives in Theology & Religious Studies

4 Credit Hours

Total credits for A.A. Degree in Intercultural Studies

60 Credit Hours

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 religious Sisters, Brothers, and lay men and women 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 situations, 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 competency; (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

Graduates with a major in Theology and Religious Studies will:

- Understand the basic doctrines, traditions, and scriptural interpretation 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.
- Internalize requisite attitudes and skills for dialogue with persons in ecumenical, interreligious, intercultural, and secular contexts.

Assessment in Theology & Religious Studies

In addition to course-specific assessment activities, the program's overall effectiveness will be assessed through an advanced Senior Synthesis Seminar that will require students to reflect on their own interpretation of theology, spirituality, ecclesiology, and Christology.

B. A. in Theology and Religious Studies Curriculum

36 Credit Hours

Lower Division

TRS 233	Sacramental & Liturgical Theology
TRS 250	Prayer
TRS 253	Christian Ethics
TRS 273	Pastoral Care
TRS 293	World Religions

15 Credit Hours

3
3
3
3
3

Upper Division

TRS 333	Christology
TRS 353	Catholic Social Teaching
TRS 370	Missiology

13 Credit Hours

3
3
3

TRS 441	Vatican II Theology	3
TRS 490	Senior Synthesis Seminar	1

Electives from the Theology & Religious Studies Program **8 Credit Hours**

Lower Division

TRS 131	Ministerial & Theological Integration I	1
TRS 175	Special Topics	2
TRS 231	Ministerial and Theological Integration II	1
TRS 232	Public Witness/Reflection Skills	3
TRS 242	Faith and Film	2
TRS 275	Catechist Special Topics	2
TRS 277	Teaching Methods	3
TRS 285	Liturgical Practicum	3
TRS 295	Summer Internship	1-3
TRS 299	Ministry and the Arts	1

Upper Division

TRS 312	Mariology	3
TRS 331	Ministerial and Theological Integration III	1
TRS 335	Church History	3
TRS 336	Ecclesiology	3
TRS 355	Moral Theology	3
TRS 363	Spirituality	3
TRS 375	Scripture Special Topics	2
TRS 377	Inter-Religious Dialogue	3
TRS 385	Pastoral Leadership Skills	3
TRS 395	Pastoral Practicum	3
TRS 399	Pastoral Counseling Practicum	3
TRS 412	Scripture as Literature	2
TRS 422	Women of the Bible	2
TRS 432	Contemporary Theology:	2
TRS 475	Leadership Special Topics	2
TRS 495	Catechetical Methods Practicum	2

Total Credits for the Theology & Religious Studies Major **36 Credit Hours**

Minor Programs

Minor in Intercultural Studies

The Intercultural Studies minor acquaints students with cultural diversity and develops an ability to understand cultural systems other than their own. Students learn the role of missions in other cultures. They take courses that introduce them to world cultures and focus on specific regions of the world. All students majoring in Philosophy will earn a minor in Intercultural Studies, unless an exception is granted by the Vice President for Academic Affairs (See **Academic Regulations, Minor program**).

The normal Intercultural Studies minor is 18 credit hours, as follows:

Requirements **9 Credit Hours**

ICS 111	Intercultural Communication	3
TRS 293	World Religions	3
AND		
Group B		3

AND		6 Credit Hours
Group A and/or B		6

AND
Group C

3 Credit Hours
3

Total Credit Hours

18

Minor in Philosophy

The philosophy minor introduces the students to major philosophical questions. It challenges them to read primary works by historically important philosophers and to enter into a reflective dialogue with them. Students in the minor begin to see the integration of philosophy with life. The Philosophy minor consists of 18 credit hours, as follows:

Required Courses

PHI 115	Ancient Philosophy
PHI 217	Modern Philosophy
PHI 122	Ethics
PHI-332	Metaphysics

12 Credit Hours

3
3
3
3

Electives Courses

Elective
Elective

6 Credit Hours

3
3

Total Credit Hours

18

(A recommended elective is PHI 371 Philosophy of God.)

Candidates for the priesthood complete 30 semester credits in philosophy and 12 semester credits in theology to fulfill the Program for Priestly Formation (PPF, Article 178, 179) requirements. There are also prerequisites for the CTU Track II Master of Divinity degree. See also "Special Requirements" below for further details.

Minor in Theology & Religious Studies

Required Courses

TRS 233	Sacramental and Liturgical Theology
TRS 293	World Religions
TRS 333	Christology
TRS 253	Christian Ethics
TRS 370	Missiology

12 Credit Hours

3
3
3
3
3

Electives Courses

Elective
Elective

6 Credit Hours

3
3

Total Credit Hours

18

Special Requirements

Candidates for Brotherhood

Requirements will be met by pursuing the associate degree or the baccalaureate degree.

Candidates for Priesthood

Philosophy - Currently, candidates for the priesthood must have taken 30 semester credits in philosophy and 12 semester credits in theology (Program for Priestly Formation (PPF), article 178, 179). This includes either the major in philosophy or the 18 credit hour minor in philosophy, plus 12 additional credit hours in philosophy to be composed of Logic (PHI 102) and Epistemology (PHI 322).

Theology - The PPF (article 179) currently requires 12 semester credits in theology. Divine Word College encourages all students to enroll in elective theology courses after completion of the required theology courses of TRS 121 Introduction to Catholic Theology, TRS 211 Old Testament, and TRS212 New Testament .

Other - Candidates for the priesthood are required to fulfill the academic entrance requirements of their prospective major seminary.

(NOTE: Catholic Theological Union – Master of Divinity (Track II) – has an entrance requirement of 30 semester credits in philosophy and 12 semester credits in theology.)

Course Descriptions

COURSE DESCRIPTIONS

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. Every Spring.

ANT 371 ANTHROPOLOGY AND MISSION

3 Credit Hours

Addresses the question of how anthropological knowledge and the principles of cultural relativism may be reconciled with and applied to the practice of missionary work today. Prerequisites: ANT 163. Every Spring.

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 look at, research, write about, and make works of art as they learn about art and its significance. Due to the studio component, this course meets 1.5 hours per week. Every semester.

ART 121 DRAWING

1-3 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. Prerequisite: ART 110 or permission of instructor. Every semester.

ART 135 TWO-DIMENSIONAL STUDIO

1-3 Credit Hours

Focuses on image making through the use of a variety of two-dimensional media. Students can explore painting, printmaking, collage, and digital image manipulation. Projects are centered on specific media. Subject matter can range from realist to abstract. Course requires two hours of studio per week for each credit taken. Prerequisite: ART 110 or permission of instructor. Every semester.

ART 155 THREE-DIMENSIONAL STUDIO

1-3 Credit Hours

Introduces the basic skills of designing and making three-dimensional sculptural objects. Students can explore clay, modeling, casting, carving, and assemblage using traditional and contemporary tools and techniques. Course requires two hours of studio per week for each credit taken. Prerequisite: ART 110 or permission of instructor. Every semester.

ART 295 SPECIAL TOPICS IN ART

1-3 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 and the student according to the student's area of interest. Course requires six credit hours in art or permission from the instructor. 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. Prerequisite: Sophomore standing. Every Spring.

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 2 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 diversity of life, biochemistry, cell biology, genetics and reproduction, and maturation. In laboratory periods, students will gain hands-on experience with concepts learned in lectures. Requires three lecture and two lab hours per week. Prerequisite: SCI 211. Every semester.

COM 112 SPEECH**3 Credit Hours**

Teaches skills and theory of public oratory; provides guided practice in preparation and delivery of informative and persuasive speeches, voice and articulation, debate, and theories of argumentation. Focuses on extemporaneous delivery, but may include work with scripted and impromptu methods of speaking as well as special occasion speeches and oral interpretation of literature. Generally taken concurrently with ENG 112 or after. Every semester.

COM 113 VOICE AND ARTICULATION**3 Credit Hours**

Develops the student's articulation skills making the student easier to understand; develops the student's natural voice, which improves voice quality and teaches good voice projection while exploring a variety of speech forms. Prerequisite: COM 112. Every semester.

COM 114 PERFORMANCE OF LITERATURE**3 Credit Hours**

Through performance of prose and poetry individually and in groups, students develop skills in voice and diction, movement, interpretation of text. Prerequisite: COM 112. Every semester.

COM 295 SPECIAL TOPICS IN COMMUNICATION**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 002 BASIC WRITING**3 Non-Credit Hours**

Required for new students with native or near-native proficiency in English whose writing placement tests indicate a need for review of fundamentals in preparation for essay writing in ENG 111. Emphasizes standard grammar and syntax in effective sentences and paragraphs. Students must demonstrate proficiency in these skills in order to earn the grade of "C-" or better required for registration in ENG 111. Class meets three hours per week. As needed.

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. Fulfills one of the prerequisites for Humanities Survey I. 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. Every semester.

ENG 112 RESEARCH AND RHETORIC**3 Credit Hours**

Prepares students to write effective research papers across the curriculum by teaching standard research methods, rhetorical principles, patterns of organization and the Modern Language Association system of documentation. Fulfills one of the prerequisites for Humanities Survey I. Every semester.

ENG 112 ACADEMIC WRITING**3 Credit Hours**

Prepares students to write effective research papers by teaching rhetorical principles, standard research methods, and the Modern Language Association system of documentation. Prerequisite: ENG 111. Every semester.

ENG 295 SPECIAL 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**

Features writing practice, group workshopping and revision of students' poetry, short stories and creative nonfiction. Prerequisite: ENG 112 or permission of instructor. Spring in even numbered years.

ENG 318 ADVANCED WRITING**3 Credit Hours**

Gives student guided practice in personal, persuasive, and critical writing to expand students' range of technique and refine their control of prose style. Prerequisite: ENG 112 or permission of instructor. Spring in odd numbered years.

ENG 332 AMERICAN LITERATURE SURVEY**3 Credit Hours**

Surveys literature written in the United States before 1900. Emphasizes literature as a cultural phenomenon existing in a social and historical context. Prerequisite: ENG 110. Every Fall, as needed.

ENG 336 AFRICAN-AMERICAN LITERATURE**3 Credit Hours**

Examines literature written by African Americans from its beginning to the present. Emphasizes understanding and appreciation of African-American culture and experiences as reflected in various literary genres. Prerequisite: ENG 110.

ENG 337 TWENTIETH-CENTURY AMERICAN LITERATURE**3 Credit Hours**

Examines literature of various genres. Emphasizes understanding of cultural context and appreciation of diverse voices and experiences. Prerequisites: ENG 110 and ENG 112. Fall, as needed.

ENG 353 MYTHOLOGY**3 Credit Hours**

Introduces themes and archetypes from African, Asian, Greco Roman, Northern European, and Native American hero myths. Examines these myths as they order, define, and connect events, motives, and values in the human experience from cultural and historical perspectives. Fall in odd numbered years.

ENG 354 CONTEMPORARY WORLD LITERATURE**3 Credit Hours**

Features analysis of distinctive literary contexts and approaches to important contemporary social issues reflected in prose and poetry from Africa, Asia, the Middle East, Europe, and the Americas—most published in or translated into English in the last ten years. Texts will vary. Seminar format. Prerequisites: Junior standing or permission of instructor. Every Spring.

ENG 395 SPECIAL TOPICS OR AUTHORS**3 Credit Hours**

Focuses on particular authors, genres, or movements according to students' and teachers' special interests. Could include topics such as immigrant autobiography, women's literature, or American poetry since 1950. Prerequisite: ENG 110. 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; Prerequisite for ENS 312 (required for Intercultural Studies majors). Every Spring.

ENS 312 ENVIRONMENT AND SOCIETY I**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. Prerequisites: BIO 221 and ENS 212. Recommended: HIS 211, HIS 212, ANT161. Every Fall.

ENS 412 ENVIRONMENT AND SOCIETY II**3 Credit Hours**

Addresses issues in human-environment relations using a similar approach as in *Environment and Society I*, 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. Prerequisites: ENS312. Recommended: HIS 211, HIS 212,ANT 161. Spring of even numbered years.

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. Every Fall.

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. Every Spring.

HIS 295 TOPICS IN HISTORY**3 Credit Hours**

Explores History topics not covered in other courses. Topics chosen by the instructor according to the student 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.

HUM 276 HUMANITIES SURVEY I**3 Credit Hours**

Examines the role of the arts from prehistory through the Renaissance in a team-taught survey of world art, literature, and music. Analyzes the content of the arts in context, emphasizing their importance in shaping and articulating the human experience. Encourages students' awareness of the connectedness of human experience while developing their openness to the aesthetic values of diverse cultures. Prerequisites: ART 110, ENG 110, MUS 110. As needed.

HUM 277 HUMANITIES SURVEY II**3 Credit Hours**

Examines the role of the arts from the end of the renaissance to the 20th century in a team-taught survey of world art, literature, and music. Analyzes the content of the arts in context, emphasizing their importance in shaping and articulating the human experience. Encourages students' awareness of the connectedness of human experience while developing their openness to the aesthetic values of diverse cultures. Prerequisites: ART 110, ENG 110, MUS 110. As needed.

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. Every fall.

ICS 253 HUMAN GEOGRAPHY: PEOPLE, PLACE, AND CULTURE**3 Credit Hours**

Examines the relationships between people and the places and spaces in which they live at scales ranging from the local to the global. Explores how these relationships create the diverse spatial arrangements that we see around us, including homes, neighborhoods, cities, nations, and regions. Employs a cultural approach which emphasizes the meanings, values, attitudes, and beliefs that different groups of people around the world lend to and derive from places and spaces. Fall of odd-numbered years.

ICS 275 CULTURE AREA STUDY**3 Credit Hours**

Surveys major features of the culture(s) of a specified region. Examines the historical roots of the culture(s), interaction with other cultures and the Church, as well as contemporary economic, political, environmental, and social conditions. Prerequisites: ANT163 or permission of instructor. Fall in even numbered years.

ICS 281 INTRODUCTION TO CURRENT AFFAIRS**1 Credit Hour**

Introduces the skills, knowledge, and dispositions necessary to access various news sources, judge the validity and importance of reported events and trends, and summarize in writing current affairs in the areas of politics, security, economics, science, environment, and culture. Students engage in weekly discussion and debate of current events. As needed. Prerequisite: Sophomore standing or permission of instructor.

ICS 295 TOPICS IN INTERCULTURAL STUDIES**1-4 Credit Hours**

Surveys intercultural and interdisciplinary topics not covered in other courses at Divine Word College, chosen by an instructor or by arrangement among students and instructor. Prerequisites: variable, depending on topic. By arrangement.

ICS 341 LANGUAGE AND CULTURE**2 Credit Hours**

Introduces the study of language structure and surveys the interrelationships between language and several social and cultural variables, including learned patterns of thought, social status, ethnicity, gender, and perceptions of nature. Spring of even numbered years.

ICS 377 WOMEN AND GENDER ACROSS CULTURES**3 Credit Hours**

This course is an introduction to the study of women and gender. Interdisciplinary perspectives are used to explore women's (and men's) lived experiences within and across cultures, and the intersections of gender with other relations of power and categories of identification such as race, nationality, class, sexuality, religion, and age. Topics include family, representation, the construction and formation of gender, health, violence, law and politics, work, and poverty. Prerequisites: ANT 163 and junior standing or permission of instructor. Spring of odd-numbered years.

ICS 381 INTERMEDIATE CURRENT AFFAIRS 1 Credit Hour

Students develop their ability to critically analyze current affairs with increasing emphasis on integrative and interdisciplinary understanding, and growing proficiency in communication of ideas in both verbal and written form
Prerequisite: ICS 281. As needed.

ICS 395 APPROACHES TO CULTURE: 3 Credit Hours

Introduces ways of analyzing and understanding cultures, as developed in various academic disciplines, that are not regularly available in the Divine Word College curriculum. Prerequisites: Junior standing or permission; other prerequisites as determined by the instructor.

ICS 445 THEORIES OF SOCIETY AND CULTURE 2 Credit Hours

Examines the major theoretical approaches that account for social phenomena and helps us to understand cultural variation. Content includes both past schools of thought and current trends. Prerequisite: Junior standing in Intercultural Studies or permission of instructor. Spring in odd numbered years.

ICS 481 ADVANCED CURRENT AFFAIRS 1 Credit Hour

Students analyze, interpret, discuss and write about current affairs with increasing mastery and sophistication. Prerequisite: ICS 381. Recommended: Senior standing for ICS majors. (See Assessment in the Major for explanation) As Needed.

ICS 482 ADVANCED CURRENT AFFAIRS ELECTIVE 1 Credit Hour

Continuation of ICS 481. Seminar Format. Prerequisite: ICS 481. As needed.

ICS 490 SENIOR 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. As needed.

ICS 495 ADVANCED TOPICS IN INTERCULTURAL STUDIES 1-4 Credit hours

Develops intercultural and interdisciplinary topics for which considerable academic preparation is required. Prerequisite: Junior standing in Intercultural Studies. By arrangement.

LAT 151, 152 FUNDAMENTAL LATIN I AND II 3 Credit Hours

Prepare students to read Latin texts including those of the Church. Emphasize vocabulary, declensions, conjugations, and syntax. As needed.

MAT 011 INTERMEDIATE ALGEBRA 3 Non-Credit Hours

Reviews algebra skills and prepares students for MAT 121. Required for all students who do not pass the mathematics placement test. Class meets three hours per week. Every Fall.

MAT 121 INTRODUCTION TO 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. Prerequisite: passing grade on mathematics placement test or completion of MAT 011 with a grade of "C-" or better. Every Spring.

It is understood that none of the elements mentioned in the course description would be treated as a single overriding factor for credit transfer decisions. The general level of proficiency in mathematics will be weighted more than mere quantity of elements and/or number of mathematical courses taken.

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 SIGHTSINGING

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. Every semester.

MUS 122 GROUP PIANO

1 Credit Hour*

Provides group instruction for students with little or no background in reading notes and piano performance. Covers hand position, finger numbers, keys' names, treble and bass clefs, chords, basic rhythms, and simple individual and ensemble performance. As needed.

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. 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. Prerequisite: MUS 131 or permission of instructor. Every semester.

MUS 141 APPLIED ORGAN

1 Credit Hour*

Offers individualized organ instruction. The course progresses at the student's rate with exercises and repertoire. Provides opportunities to play at liturgical services for those who have the necessary skills. Prerequisites: keyboard skills and permission of the instructor. Every semester.

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. 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. Every semester.

MUS190 APPLIED INSTRUMENT

1 Credit Hour*

Provides instruction in an instrument not offered in other courses at DWC. Prerequisite: permission of music faculty member. Every semester.

*To develop adequate skills, applied music courses require a minimum of 30 minutes of daily practice.

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 295 SPECIAL TOPICS IN MUSIC

1-3 Credit Hours

Provides an opportunity for students to pursue special interests in music, history, literature, composition, or advanced theory. Topics chosen by the instructor according to the students' areas of interest and musical background. Prerequisite: MUS110 or permission of the instructor. As needed.

MUS 376 WORLD MUSIC

3 Credit Hours

Explores the music of the peoples of the world through their musical activities such as listening, transmitting, and music-making. Places these musical activities in their historical, sociological, and cultural context. Through reading, listening, and music making projects, examines folk and art music, vocal and instrumental music, traditional and modern music, and sacred and secular music. Every Fall.

MUS 395 ADVANCED TOPICS IN MUSIC

3 Credit Hours

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

MUS 491 MUSIC IN WORSHIP

1-3 Credit Hours

Studies the place of music in the celebrations of the Church, historically and at present. Emphasizes a practical application of the principles of the Constitution on the Sacred Liturgy and other Church documents concerning music in liturgy. Students learn to make wise pastoral, musical, and liturgical judgments in planning music for liturgies. As needed.

PHI 102 LOGIC

3 Credit Hours

Studies principles of valid deductive reasoning and methods of constructing and evaluating deductive arguments. (Classical Aristotelian and Symbolic Logic). Every Fall and as needed.

PHI 115 ANCIENT

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). Every Fall and as needed.

PHI 122 ETHICS

3 Credit Hours

Considers and assesses the major historical and contemporary ethical theories such as natural law theory and the philosophical issues involved in these theories. Develops the philosophical possibility of normative ethics. Analyzes some contemporary problems in light of ethical norms. Every Spring and as needed.

PHI 216 MEDIEVAL PHILOSOPHY

3 Credit Hours

Presents philosophies of the Middle Ages. Philosophers discussed may include Augustine, Boethius, Anselm, Abelard, Ibn-Sina (Avicenna), Ibn-Rushd (Averroes), Moses ben Maimon, Bonaventure, Aquinas, Duns Scotus, and Ockham. Prerequisite: PHI 115. Every Spring and as needed.

PHI 217 MODERN PHILOSOPHY

3 Credit Hours

Contrasts rationalism with empiricism. May include philosophers such as Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, and Hume. Prerequisite: PHI 115. Every Fall and as needed.

PHI 219 ASIAN PHILOSOPHY

3 Credit Hours

Examines the philosophical and spiritual thought of Hinduism, Confucianism, Daoism, and Buddhism and explores the role of meditation, ritual, and other social practices. Every other Fall and as needed.

PHI 223 PHILOSOPHY OF HUMAN NATURE (SSC 223)

3 Credit Hours

Considers the Thomistic theory of human nature along with other theories. Includes issues such as the unity of human nature, the freedom/determinism controversy, and the origin and immortality of the human soul. May study the distinction between nature and person, the relationship between person and being, and the role of imagination in human living. Every Fall.

PHI 295 SPECIAL TOPICS

3 Credit Hours

PHI 318 NINETEENTH CENTURY PHILOSOPHY

3 Credit Hours

Analyzes the Kantian synthesis of the rational and empirical, the German idealism of Hegel and the subsequent philosophical response of Schopenhauer, Kierkegaard, and Nietzsche. May also include Fichte, Schelling, Schleiermacher, Comte, Mill, Marx, Peirce, and James. Prerequisite: PHI 217 or permission of instructor. Every Spring.

PHI 322 EPISTEMOLOGY

3 Credit Hours

Studies knowledge and its objects and related concepts such as belief, certainty and truth. Investigates the modes of acquiring knowledge, the scope of knowledge, and the defense of criteria for knowledge. Prerequisite: PHI 217 or permission of instructor. Every Spring.

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 of 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 115 or permission of instructor. As needed.

PHI 332 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 217 or permission of instructor. Recommended PHI 318 or PHI 322. Every Fall.

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. Prerequisite: PHI 332. Every Spring.

PHI 414 AMERICAN PHILOSOPHY**3 Credit Hours**

Presents American philosophy as an expression of the American experience: An historical survey from the Puritan era to the early 20th century with primary emphasis on James, Peirce, and Dewey. Prerequisite: PHI 322 or permission of instructor. As needed.

PHI 419 TWENTIETH CENTURY PHILOSOPHY**3 Credit Hours**

Considers analytic philosophy and phenomenology. May also include a study of pragmatism and/or process philosophy. Prerequisite: PHI 318. Every Fall.

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. Prerequisite: PHI 318 or permission of instructor. As needed.

PHI 424 SOURCE WORKS**1-3 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 429 SENIOR SEMINAR**3 Credit Hours**

Challenges students to see the interconnectedness of philosophical problems encountered in individual courses required for the major and to begin the development of a consistent and coherent view of their own. This course functions as the comprehensive assessment for philosophy majors. Prerequisites: PHI 332 and PHI 419. Every Spring.

PSY 113 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. Every Fall.

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. Every Fall.

PSY 394 CROSS-CULTURAL PSYCHOLOGY**3 Credit Hours**

Examines how different aspects of an individual's culture (e.g. religion, gender roles, ethnicity) influence behavior, 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. A variety of issues that will help students understand and relate to people from different cultural backgrounds are examined. Prerequisite: PSY 113. Every Spring.

SCI 295 SPECIAL TOPICS IN SCIENCE**1-4 Credit Hours**

Introduces or surveys science topics not covered in other courses, chosen by an instructor or by arrangement among students and instructor. Permission of instructor. By arrangement.

SCI 495 ADVANCED TOPICS IN SCIENCE**1-4 Credit Hours**

Develops science topics for which considerable academic preparation is required. Prerequisite: Junior standing in Intercultural Studies and permission of instructor. By arrangement.

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. Fundamental language classes meet five times per week. Every Fall.

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. Fundamental language classes meet five times per week. Prerequisite: SPA 121. Every Spring.

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. Every Fall.

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. Every Spring.

SSC 161 INTRODUCTION TO WORLD POLITICS AND ECONOMY**3 Credit Hours**

Surveys comparative political and economic systems in select countries by examining governmental structures, contending political perspectives, and relevant economic systems. As needed.

SSC 221 AMERICAN GOVERNMENT**3 Credit Hours**

Surveys the workings of the American political system and government from its founders into the twenty-first century. Examines in detail the United States Constitution, the functions and responsibilities of the branches of government, the entire election process, and the role of a citizen in a representative form of government. Every Spring.

SSC 223 PHILOSOPHY OF HUMAN NATURE (PHI 223)**3 Credit Hours**

Considers the Thomistic theory of human nature along with other theories. Includes issues such as the unity of human nature, the freedom/determinism controversy, and the origin and immortality of the human soul. May study the distinction between nature and person, the relationship between person and being, and the role of imagination in human living. Every Fall.

SSC 295 SPECIAL TOPICS IN SOCIAL SCIENCE**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.

SSC 495 ADVANCED TOPICS IN SOCIAL SCIENCE**1-4 Credit Hours**

Develops social science topics for which considerable academic preparation is required. Prerequisite: Junior standing in Intercultural Studies and permission of instructor. By arrangement.

TRS 090 FAITH, BELIEF AND TRADITIONS 3 Non-Credit Hours

A developmental course in the study of religion, faith, spirituality, and theology as significant dimension of what it means to be human. Beliefs and traditions will be studied in particular from their Judaic origins and to their expression in Christianity, with emphasis on Catholic beliefs and traditions. Successfully passing the final exam is a requirement for entry into any other Theology and Religious Studies courses. Every semester.

TRS 121 INTRODUCTION TO CATHOLIC THEOLOGY 3 Credit Hours

Students study the *Catechism of the Catholic Church*, which is divided into four major parts. They are referred to as the "four pillars" on which the *Catechism* is built. They are 1) the Creed, what the Church believes; 2) the Sacraments, what the Church celebrates; 3) the Commandments, what the Church lives; and 4) the Lord's Prayer, what the Church prays. In promulgating the *Catechism*, Pope John Paul II called them the "four movements of a great symphony." Every Fall.

TRS 131 MINISTERIAL AND THEOLOGICAL INTEGRATION I 1 Credit Hour

Through presentation and small group process students just beginning their ministry will explore feelings, images and insights from particular experiences and connect them with theological reflection and method. Using this model, students will explore the correlation of their gifts for and experience in service with the variety of Church traditions about charism. Freshman standing, Prerequisite: TRS 121. Every Spring.

TRS 175 TOPICS 2 Credit Hours

Explores various themes of ministry and ministerial practice. Prerequisite: TRS 121. As needed.

TRS 211 OLD TESTAMENT 3 Credit Hours

Introduces the content, principal themes, and figures of the Hebrew Scriptures. Emphasizes the manner in which the Hebrew Scriptures came to be written. Israel's Sacred History will be central to the course, which includes the story of creation, the patriarchs, exodus, judges, monarchy, prophets, exile, and restoration. Prerequisite or concurrent with TRS 121. Every Fall.

TRS 212 NEW TESTAMENT 3 Credit Hours

Offers a first exposure to the scientific study of the New Testament. Treats New Testament background, circumstances of the composition of individual books and the theology of the authors. Examines the formation and spread of early Christian communities as well as the understanding of who was being revealed in the person of Jesus Christ. Prerequisite or concurrent with TRS 121. Every Spring.

TRS 231 MINISTERIAL AND THEOLOGICAL INTEGRATION II 1 Credit Hour

Serves as an intermediate step for second year students. Through presentation and small group process students just beginning their ministry will explore feelings, images, and insights from particular experiences and connect them with theological reflection and method. Using this model, students will explore the correlation of their gifts for and experience in service with the variety of Church traditions about charism. Prerequisite: TRS 121. Sophomore standing. Every Spring.

TRS 232 PUBLIC WITNESS REFLECTION SKILLS 3 Credit Hours

Students will be introduced to public proclamation and is grounded in the document on preaching entitled "Fulfilled in Your Hearing" published by the United States Conference of Catholic Bishops. The course introduces students to the theological context and practical dynamics of preaching and centers on preparation methods, presentation skills, and critical review tested in actual preaching. Competencies include public speaking/proclamation, coherent organization and convincing presentation, and theological understanding. Meets the Core Communication Elective. Every Spring.

TRS 233 SACRAMENTAL AND LITURGICAL THEOLOGY 3 Credit Hours

Studies the nature of sacramentality, Christ as sacrament, and Church as sacrament. Explores Catholicism's sacramental imagination. Examines the liturgy as the source and summit of Christian life and community. Explores the sacraments of

initiation, sacraments of healing, and the sacraments of service, relating to contemporary and historical views. Prerequisite: TRS 121. Every Spring.

TRS 242 *FAITH AND FILM*

2 Credit Hours

Provides a thought-provoking passage into the word of the Gospels through popular film. By exploring movies in light of the Sunday Scriptures we will create a dialogue between Scripture and film, engaging faith through culture and culture through faith. Prerequisite: TRS 121. As needed.

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 from 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 different forms of prayer. 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. Every Fall.

TRS 253 *CHRISTIAN ETHICS*

3 Credit Hours

Examines the principles and methods, formulation and development of the principles of Christian ethics based on Scripture, Catholic tradition and teaching, and philosophical and theological reflection. Introduces basic themes 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 moral issues emerging in medicine, technology, politics, human rights, and environment and their application to areas of contemporary life and Christian commitment. Prerequisite: TRS 121. Every Fall.

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 his 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. Explores both 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. 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. Every Spring.

TRS 275 *TOPICS*

2 Credit Hours

Explores topics such as Faith Formation, Small Group Formation, Leadership, and Catechetical Methods. Prerequisite: TRS 121. As needed.

TRS 277 *TEACHING METHODS*

3 Credit Hours

Prepares students for religious education ministry in various Church and school settings with knowledge and skills built upon an interdisciplinary approach including theology, psychology, social science, and education. Considers learning styles, teaching methods, communication skills, curriculum development, assessment methods, resource evaluation, and instructional use of technology. Inquires into the psychological, spiritual, and faith growth in child, youth, and adult, the ability to recognize those with special needs, and the skills to adapt the teaching ministry to cross-cultural contexts. Provides opportunities to practice and observe varied catechetical ministries. Prerequisite: TRS 121. Every Fall.

TRS 285 *LITURGICAL PRACTICUM*

3 Credit Hours

Treats the history, theology, practices, and models of Christian worship emphasizing the role of liturgy as the source and summit of the Catholic faith and worship leadership as a pastoral task. Helps students acquire experience and develop skills in organizing and leading communal worship: The Eucharistic celebration and other sacramental liturgies such as liturgies of Word and Communion, the Liturgy of the Hours, catechumenal rites, penitential liturgies, funerals, and ministry to the sick and the dying. Prerequisite: TRS 121. As needed.

- TRS 293 *WORLD RELIGIONS* 3 Credit Hours**
 Introduces students to the historical evolution, beliefs and practices, institutions, and cultural expressions of the major religious traditions of the world. It also familiarizes students with the diversity of religious beliefs, relevant issues from comparative religious studies, and socio-cultural impacts of religion in various contexts. Prerequisite: TRS 121. Every Fall.
- TRS 295 *PASTORAL INTERNSHIP* 1-3 Credit Hours**
 Allows a supervised internship placement, over the summer months, giving students the opportunity to work in a parish or agency for a minimum of 8 hours (if 3 credits are sought) per week for a minimum of 10 weeks. Placements are available through the Chair of the Department. Students must apply for an internship at least four months before they plan to participate. Normally, TRS 295 would be taken between the sophomore and junior years. Prerequisite: TRS 121. Summer.
- TRS 299 *MINISTRY AND THE ARTS* 1 Credit Hour**
 Interdisciplinary course integrating music or art or church environment in worship by study of the tradition, intercultural sensitivities, and the documents issued by the United States Conference of Catholic Bishops: "Music in the Liturgy," "Built on Living Stones," and "How Do We Welcome the Stranger in Our Parishes?" Prerequisite: TRS 121. As needed.
- TRS 312 *MARIOLOGY* 3 Credit Hours**
 Explores the Blessed Virgin Mary's role in salvation history through Scriptures, tradition of the Church, contemporary Marian documents from the *Magisterium*, inter-cultural Marian devotions, and Mary in ecumenical and interreligious dialogue. Prerequisite: TRS 121. As needed.
- THE 322 *TOPICS* 2 Credit Hours**
 Explores such topics as Revelation, Pneumatology, Ecumenism and Grace. Prerequisite: TRS 121. As needed.
- TRS 331 *MINISTERIAL AND THEOLOGICAL INTEGRATION III* 1 Credit Hour**
 Serves as a synthesis for completing students. Through presentation and small group process, participants will explore feelings, images, and insights from particular experiences, then connect these with the resources of Christian tradition. This model of correlation will be explored as the axis for theological reflection and for theological method itself. Students will explore the correlation of their gifts for and experience in service with the variety of Church traditions about charism and office in ministry. This theological reflection process will work toward different images of oneself as minister and an understanding of the role of the Trinity in ministry. Prerequisite: TRS 121. Junior standing. Every Spring.
- TRS 333 *CHRISTOLOGY* 3 Credit Hours**
 Introduces a historical-critical reading of accounts of the person and ministry of Jesus in the New Testament and examines the experience of a historical Jesus and the resulting understanding and profession of the Christ of faith, as found in the early Christian community, the *creedal formulae* of the early Church Councils, and the treatises of patristic, medieval, and modern theologians. Surveys current problems in Christology and explores the implications of the uniqueness and universality of Jesus Christ in the religiously pluralist world today. Prerequisite: TRS 121. Every Fall.
- TRS 335 *CHURCH HISTORY* 3 Credit Hours**
 This course surveys the history of the Christian Church from its origins to the present time. Within the broad sweep of the four main periods of the Church (Early to 800; Medieval 800-1500; Reformation 1500-1650; and Modern 1650-to present, students consider key persons, dates, developments, movements, and theological concepts. Prerequisite: TRS 121. As needed.
- TRS 336 *ECCLESIOLOGY* 3 Credit Hours**
 Studies the biblical, historical, and theological development of the Church in its redemptive role, structure, and ministry. Special attention is given to issues challenging the Church today – the magisterium, secularism, atheism, ecumenism, and the Church's role and relation to other religions in a religiously pluralist context. Prerequisite: TRS 121. Every Spring.
- TRS 353 *CATHOLIC SOCIAL TEACHING* 3 Credit Hours**
 Provides a historical, theoretical, and practical overview of the 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 peace-building, justice, reconciliation, and integrity of creation. Prerequisite: TRS 121. Every Fall, even years.

TRS 355 MORAL THEOLOGY**3 Credit Hours**

Explores basic themes of the Christian moral theology, including the nature of the human person as a free and self-determined moral agent, the nature and function of conscience, sin and virtues. Enables students to think systematically about the Christian moral life within the framework of Scripture and the Catholic tradition and teaching, while more broadly engaging current debates in Christian ethics and moral theory. Prerequisite: TRS 121. As needed.

TRS 359 CHRISTIAN SEXUALITY**3 Credit Hours**

This course will examine the Catholic Church's official teachings on 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. Prerequisite: TRS 121. As needed.

TRS 363 SPIRITUALITY**3 Credit Hours**

Explores the biblical, historical, and theological foundations of the practices and methods of Christian spirituality, emphasizing the teachings and traditions of the Catholic Church, to help students grasp the principles and the progress in the spiritual life and its various stages on the path to holiness. It will focus on the 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. Every Spring, even years.

TRS 370 MISSIOLOGY**3 Credit Hours**

Discusses the concept of and trends in mission. Explores issues related to prophetic dialogue with culture, religion, the poor, peace, justice, reconciliation, integrity of creation, and other important dimensions concerning the missionary activity of the Christian Church. Prerequisite: TRS 121. Fall.

TRS 375 TOPICS:**2 Credit Hours**

Explores such topics as the Prophets, Letters of Paul, or the Gospel of Luke. Prerequisite: TRS 121. As needed.

TRS 377 INTER-RELIGIOUS DIALOGUE**3 Credit Hours**

In a world that has daily tensions between the different religious traditions, this course explores the issues of 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 teachings of the Church, and their perspectives from their own faith. This enables students to know the importance, challenges, and opportunities of interreligious dialogue. Spring.

TRS 385 PASTORAL LEADERSHIP SKILLS**3 Credit Hours**

Four aspects of church leadership will be considered, including 1) the person of the leader; 2) the leader's relationship with people in the parish; 3) the task(s) the leader is attempting to accomplish; and 4) the influence of the context or setting on the leader and the parish or community of faith. This course will focus on these four key elements of community leadership, applying them to the changing times and the challenges that these changes pose for today's pastoral ministry. Prerequisite: TRS 121. As needed.

TRS 395 PASTORAL PRACTICUM**3 Credit Hours**

Students will create a job description in concert with their site supervisor which will include professional goals. Students will be accountable to meet their goals and are required to take TRS 331 during the same semester to reflect on their internship. Student self-reflection, supervisor evaluation, and peer review will assess the student's competences. Prerequisite: TRS 121. As needed.

TRS 399 PASTORAL COUNSELING PRACTICUM**3 Credit Hours**

This course provides a continuation of the learning begun in TRS 273, and is aimed at skill formation for Pastoral Counseling of adults. The focus will introduce students to the basic elements of counseling and provide the foundation for more advanced study in theory and technique, while students complete a supervised pastoral placement. This course seeks to prepare students for work in diverse settings and with diverse populations. Throughout the course consideration will be given to both theological and psychological points of view, and students will be encouraged to begin to develop a personally relevant model of integrated pastoral counseling. The classroom work is in conjunction with a Pastoral Placement. Prerequisite: TRS 121. As needed.

TRS 412 *SCRIPTURE AS LITERATURE***2 Credit Hours**

Students taking this course read Sacred Scripture for its beauty and artistry in illuminating the sacred mysteries. Recognizing that the Catholic Christian tradition rooted in Scripture has inspired much of Western Civilization's art and artistry, students examine how the Bible has inspired great works of poetry, drama, and prose fiction. Through this art, this mystery is mediated, transformed, and made manifest. Through this art, these traditions are both celebrated and challenged. Prerequisite: TRS 121. Spring, even years.

TRS 422 *WOMEN OF THE BIBLE***2 Credit Hours**

Examines the roles and images of women in the Bible. Critical reflection on how the images portrayed have impacted modern understandings of women and women's roles in society and the church. Students will develop a wider understanding of women representations in Scripture--and the role of such representations in shaping the culture in general and Christian communities in particular--to promote inclusive readings of the biblical text. The course will foster creativity for the renewing of the church and society through innovative expressions and interpretations of women characters and their stories in the Scripture, as a way of empowering the leadership of women in the church and the world. Prerequisite: TRS 121. As needed.

TRS 432 *CONTEMPORARY THEOLOGY***2 Credit Hours**

An interdisciplinary course that explores the dialogue that is occurring between science and theology or politics and religion. It examines the historical context of the methods of inquiry used in the sciences and those used in religion and the similarities and differences between them. Included are varied case studies where scientists and theologians are engaged in dialogue to include Eco-Theology. Some semesters will focus on Digital Evangelization. Prerequisite: TRS 121. As needed.

TRS 441 *VATICAN II THEOLOGY***3 Credit Hours**

The course presents an overview of the teachings of the Second Vatican Council and how profoundly its effects continue to guide and inform our Catholic Christian worldview in the 21st century. We will explore how our tradition and practice have been guided by the teachings of the Council. Vatican II represented a new epoch in the development of the Church, Jesuit 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. Prerequisite: TRS 121. Every Spring.

TRS 475 *TOPICS***3 Credit Hours**

The Bishops' documents "Go and Make Disciples" and "Co-Workers in the Vineyard of the Lord" are the basis of exploration of the call to Ministerial Leadership and how Lay Ministry is most effective in the context of ecclesial structures of the Catholic Church. This course also considers group theory and offers time to practice and reflect on the skills required for group participation, group leadership and team building. It includes attention to conceptual frameworks, intentional experience within a stable group, and reflection on the person and the process. Prerequisite: TRS 121. As needed.

TRS 490 *SENIOR SYNTHESIS SEMINAR***1 Credit Hour**

Advanced seminar discussion of the student's own interpretation of theology, spirituality, ecclesiology, and Christology. Prerequisite: TRS 121. Senior standing, as needed.

TRS 495 *CATECHETICAL METHODS PRACTICUM***3 Credit Hours**

Combines theological knowledge, development of teaching skills and approaches, and practical training. Examines the historical and theological view of catechetics with a special focus on content, materials, structures, and pedagogical methods developed in different cultural contexts. In class and in catechetical ministries, students learn skills in teaching and in forming and training catechists, and administrative skills in planning, implementing, and revising catechetical programs. Prerequisite: TRS 121. As needed.

VTN 261 *FUNDAMENTAL VIETNAMESE I***3 Credit Hours**

Introduces basic sound systems and tone structures of the Vietnamese language and their effects on meanings or changes of meaning. Develops listening, speaking, and reading skills. Discusses basic grammar structures of simple sentences. Fundamental language classes meet five times per week. Every Fall as needed

VTN 262 *FUNDAMENTAL VIETNAMESE II*

3 Credit Hours

Introduces basic vocabulary and more advanced grammar structures. Develops basic reading and writing skills. Application of basic sentence patterns in everyday conversation and in simple reading passages. Fundamental language classes meet five times per week. Every Spring as needed.

VTN 263 *INTERMEDIATE VIETNAMESE I*

3 Credit Hours

Develops advanced vocabulary taken from reading materials from different areas such as daily life, literature, and humanities. Introduces Vietnamese culture and literature. Prerequisite: VTN 262 or equivalent. As needed.

VTN 264 *INTERMEDIATE VIETNAMESE II*

3 Credit Hours

Continues VTN 263: Practices writing simple essays based on materials discussed in class and/or outside readings. Students read and comment on modern prose pieces of Vietnamese literature. Prerequisite: VTN 263 or equivalent. As needed.

Intensive English Language Institute

Statement of Philosophy

The Intensive English Language Institute provides students with a culturally sensitive, supportive environment in which to build English language proficiency and academic skills needed for college success. Opportunities for creative language practice and expression of ideas are provided in content-rich classes and learning experiences outside of class. Teachers regard students as motivated, self-directed individuals and respond to students' varied learning styles and educational backgrounds by selecting instructional techniques and materials to facilitate progress toward fluent, accurate English.

Structures and Policies

The Intensive English Language Institute 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 College. In Levels One through Five, full-time students receive 18-21 hours of instruction per week in semester units of 15 weeks. Classes combine the skill areas of reading, writing, listening, speaking, grammar, pronunciation, and critical thinking with academic content. Particular care is taken to offer courses that prepare students academically as well as linguistically for work at the college level.

Students in Level Six matriculate into the College and carry a reduced academic course load while continuing to receive four to eight hours of English instruction. They may be required to take ESL 06A, an academic support class. Depending on their writing sample scores, part-time students may also be required to enroll in the ESL 06W writing class.

Assessment of student progress and proficiency takes place at the end of each semester. Advancement is based on final grades, the recommendations of current teachers, writing sample scores, and proficiency exams. Students normally advance one level per semester before reaching a proficiency that enables them to enroll in undergraduate classes. A student who fails to achieve the expected outcomes of a level is required to repeat it. A second failure at the same level may result in dismissal from the College.

Students are required to attend all ESL classes. When a student misses more than 10 percent of the class hours for a particular course, a grade of "NG" (no grade) will appear on the student's transcript. A student receiving a grade of "NG" may still be promoted based on his or her English proficiency. See section entitled "Grading System" for other grades earned in classes.

The Intensive English Language Institute may also offer courses in the summer. This summer program is typically eight weeks in length and begins one week after the spring commencement exercises. The summer program emphasizes developing fluency in the language, and it is designed to be highly flexible in order to meet changing student needs.

Course Descriptions

ESL 001 *BEGINNING ESL*

10 Non-Credit Hours

Introduces basic vocabulary and sentence structure to students with minimal English proficiency. Focuses on topics related to daily life. Provides instruction in the sound/spelling system of English, and gives students opportunities to practice elementary reading and writing skills. Students successfully completing the course can read and comprehend highly simplified English texts and write about familiar material at the sentence level. 10 hours per week. As needed.

ESL 01L *BEGINNING LISTENING AND SPEAKING*

5 Non-Credit Hours

Provides structured activities that enable students to begin understanding and using spoken English. Students learn the basic sounds of English and have simple conversations about familiar topics in their everyday environment. 5 hours per week. As needed.

ESL 002 *HIGH BEGINNING ESL*

10 Non-Credit Hours

Expands reading, listening, and speaking topics to include the United States, other countries and cultures, and world events. Builds on basic grammar structures and adds high-frequency vocabulary. Introduces writing at the paragraph level. Students

successfully completing this course can read and comprehend simplified English texts and write short paragraphs about course topics. 10 hours per week. As needed.

ESL 02L *HIGH BEGINNING LISTENING AND SPEAKING* 5 Non-Credit Hours

Builds students' skills in producing accurate spoken English in common social situations. Students listen to short audio clips and practice speaking about high-interest topics including American culture, activities and hobbies, school, and current events. 5 hours per week. As needed.

ESL 003 *INTERMEDIATE ESL* 10 Non-Credit Hours

Utilizes materials written for the intermediate learner while adding brief stories and articles intended for a broad audience of native speakers. Expands reading and critical thinking skills. Reviews present, past, and future verb tenses, and introduces complex sentence structures. Provides further practice in writing at the paragraph level and introduces the 5-paragraph essay. Upon completion of this course, students' writing demonstrates control of basic grammar structures and a growing ability to organize and support ideas. 10 hours per week. As needed.

ESL 03L *INTERMEDIATE LISTENING AND SPEAKING* 5 Non-Credit hours.

Builds fluency by providing students daily opportunities to practice speaking English. Students listen to carefully selected samples of spoken English related to social situations and academic topics. Successful students understand main ideas and recognize details in listening tasks, and can speak comprehensibly about familiar non-academic topics. 5 hours per week. As needed.

ESL 004 *HIGH INTERMEDIATE ESL* 10 Non-Credit Hours

Continues to build students' vocabulary through the study of academic topics. Reading tasks include articles and literature intended for a popular audience of native speakers. Provides instruction in all verb tenses. Continues to build on complex grammatical structures. Guides students through higher order thinking skills. Provides practice in writing short essays in various rhetorical modes. Introduces students to basic research skills. Students successfully completing this course can comprehend most non-academic texts with teacher guidance, and they are proficient in writing essays. 10 hours per week. As needed.

ESL 04L *HIGH INTERMEDIATE LISTENING AND SPEAKING* 5 Non-Credit Hours

Introduces note-taking and discussion strategies. Students focus on a range of topics from various academic disciplines. Students learn to organize and give effective presentations. Successful students demonstrate sufficient fluency to function effectively in most social and academic situations. 5 hours per week. As needed.

ESL 005 *LOW ADVANCED ESL* 10 Non-Credit Hours

Provides additional instruction, practice, and guidance in all skills areas described in ESL 004. Emphasizes critical examination of texts and composition of analytical and argumentative essays. Students successfully completing this course comprehend academic topics with limited guidance. They show grammatical accuracy in English and can compose well-structured essays. 10 hours per week. As needed.

ESL 05L *LOW ADVANCED LISTENING AND SPEAKING* 5 Non-Credit Hours

Builds competence in listening and speaking skills as students prepare to enter college programs. Students follow academic lectures, create adequate notes and speak intelligibly in extended discourse on a range of academic topics. Students continue refining presentation skills, including the effective use of technology. 5 hours per week. As needed.

ESL05C *CALL (COMPUTER ASSISTED LANGUAGE LEARNING)* 1-5 Non-Credit Hours

Utilizes Web technologies to improve students' English language skills—listening, reading, writing, grammar, pronunciation, and vocabulary. Much of the learning is self-directed with instructor assistance, but there are also group activities. Students keep a blog of websites/software used, exercises completed, and evaluation notes. Also offered as ESL 01C, ESL 02C, ESL 03C, and ESL 04C for levels one, two, three, and four respectively. Students in lower levels may enroll with instructor permission. May be offered on a pass/fail basis. 1-5 hours per week. As needed.

ESL 05G *GRAMMAR* 1-5 Non-Credit Hours

Provides extra task-based instruction in English grammar. Also offered as ESL 01G, ESL 02G, ESL 03G, and ESL 04G for levels one, two, three, and four respectively. Students in lower levels may enroll with instructor permission. May be offered on a pass/fail basis. 1-5 hours per week. As needed.

ESL 05P PRONUNCIATION**1-5 Non-Credit Hours**

Aids students in recognizing and correctly producing the sounds, stress, intonation, and rhythm of English. Students work to improve clarity and comprehensibility of speech. Also offered as ESL 01P, ESL 02P, ESL 03P, and ESL 04P for levels one, two, three, and four respectively. Students in lower levels may enroll with instructor permission. May be offered on a pass/fail basis. 1-5 hours per week. As needed.

ESL 05R READING**1-5 Non-Credit Hours**

Combines lessons in reading to improve students' English language proficiency. Also offered as ESL 01R, ESL 02R, ESL 03R, and ESL 04R for levels one, two, three, and four respectively. Students in lower levels may enroll with instructor permission. Alternatively titled "Reading and Vocabulary." May be offered on a pass/fail basis. 1-5 hours per week. As needed.

ESL 05T TOPICS**1-5 Non-Credit Hours**

Provides students with content-rich language learning experiences. These courses are intended to meet the changing needs of students from semester to semester. Topics may include Idioms, Geography, History, Photojournalism, Film, Environmental Science, Drama and Storytelling, Current Events, and American Culture. Further practice in skills such as Sustained Reading or Note-taking may be included as well. Also offered as ESL 01T, ESL 02T, ESL 03T, and ESL 04T for levels one, two, three, and four respectively. Students in lower levels may enroll with instructor permission. May be offered on a pass/fail basis 1-5 hours per week. As needed.

ESL 05V VOCABULARY**1-5 Non-Credit Hours**

Offers students opportunities to learn and practice new vocabulary words through a variety of activities and methods. Also offered as ESL 01V, ESL 02V, ESL 03V, and ESL 04V for levels one, two, three, and four respectively. Students in lower levels may enroll with instructor permission. May be offered on a pass/fail basis. 1-5 hours per week. As needed.

ESL 05W WRITING**1-5 Non-Credit Hours**

Provides students with focused practice in writing. Also offered as ESL 01W, ESL 02W, ESL 03W, and ESL 04W for levels one, two, three, and four respectively. Students in lower levels may enroll with instructor permission. May be offered on a pass/fail basis. 1-5 hours per week. As needed.

ESL 06A FRESHMAN ESL**3-4 Non-Credit Hours**

Provides a bridge from full-time ESL study to successful study in academic classes. Students receive academic support as they are guided through the content of an introductory college course in which they are concurrently enrolled. Improves academic reading and writing skills, strengthens study skills, and provides additional practice with test-taking, note-taking, and oral presentations. Offered on a pass/fail basis with the grade based on outcomes established by the Institute. 3-4 hours per week. As needed.

ESL 06W FRESHMAN ESL WRITING**3-4 Non-Credit Hours**

Required for non-native speakers of English who do not meet the criteria for ENG 111. Students continue to develop the writing skills necessary for success in college, including organization, editing, and using sources effectively. Focuses on improving grammatical accuracy and expressing ideas effectively. Students must demonstrate proficiency in these skills in order to earn the grade of "C" or better required for registration in ENG 111. 3-4 hours per week. As needed.

Appendix

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 Recruiter
 Recruiter
 Vice President for Formation/Dean of Students
 Associate Dean of Students
 Coordinator for Spiritual Life
 Counselor.....
 Vice President for Development
 Associate Development Director
 Associate Development Director, Vietnamese Outreach.....
 Public Relations Director
 Vice President for Financial Affairs/Director of Student Financial Aid
 Financial Aid Officer

Rev. Timothy Lenchak, SVD, Ph.D.
 Dr. Mathew Kanjirathinkal, Ph.D.
 Mr. Paul Stamm
 Mr. Daniel Boice
 Bro. Anthony Kreinus, SVD
 Mr. Len Uhal
 Rev. Quy Dang, SVD
 Rev. Trung Mai, SVD
 Rev. Joseph Chau Nguyen, SVD
 Rev. Adam MacDonald, SVD
 Bro. DuyLinh Tran, SVD
 Rev. Cong Bang Tran, SVD
 Rev. Thang Cao Hoang, SVD
 Rev. Nick Hien Nguyen, SVD
 Ms. Nan Peck
 Mr. Terrance Sykora
 Mr. Mark Singsank
 Rev. Linh Pham, SVD
 Ms. Sandy Wilgenbusch
 Mr. Mark Pasker
 Ms. Molly Evers

Faculty

Rev. Kenneth Anich, S.V.D., Professor of Counseling Psychology

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
Foreign Service: Christ the King Seminary, Quezon City, Philippines

Mr. Daniel Boice, Professor/College Librarian

Service Date: 1996

B.A. - Calvin College, Grand Rapids, MI (History)
M.A. - University of Michigan, Ann Arbor, MI (History)
A.M.L.S. - University of Michigan, Ann Arbor, MI

Dr. Cathleen Cleary, Lecturer of Biology

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

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)

Dr. Bang Lang Do, Assistant Professor of Music

Service Date: 2006

D.E.S.S. (Diplome d'Etudes Superieures) - Montreal Conservatory in Quebec
Artist Diploma with honours, Royal College of Music, London, England
D.Mus. - University of Montreal, Canada (Piano Performance)
Foreign Service: Mahidol University College of Music, Salaya, Nakhonpathom, Thailand

Ms. Emily Embree, Assistant Professor of ESL

Service Date: 1998

B.A. - University of Iowa, Iowa City, IA (French)
M.A. - University of Iowa, Iowa City, IA (Applied Linguistics)
Foreign Service: Radboud University (formerly Katholieke Universiteit Nijmegen), the Netherlands; Dalat University, Vietnam; Wilton Academy, Ho Chi Minh City, Vietnam

Dr. Francis Clare Fischer, Associate Professor of Communication Studies

Service Date: 2004

B.A. - St. Cloud University, St. Cloud, MN (Speech Community & Philosophy)
M.A. - Ohio University, Athens, OH (Speech Communication)
Ph.D. - Union Institute, Cincinnati, OH (Communication Studies)

Dr. Mark Garton, Associate Professor of ESL/Director of the Intensive English Language Institute

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

Dr. Joseph Hartel, Associate Professor of Philosophy

Service Date: 1991

B.A. - Lewis University, Romeoville, IL (Liberal Arts)
M.A. - Marquette University, Milwaukee, WI (Philosophy)
Ph.D. - Gregorian University, Rome, Italy (Philosophy)
Foreign Service: Notre Dame International High School, Rome, Italy

Mrs. Jill M. Heitzman, Assistant Professor of Music/Director of Liturgical Music

Service Date: 1992

B.M. - DePauw University, Greencastle, IN (Vocal Music Performance)
M.M. - Northwestern University, Evanston, IL (Vocal Music Performance)

Rev. Thang Cao Hoang, S.V.D., Instructor of Theology/Associate Dean of Students

Service Date: 2005

B.A. - Divine Word College, Epworth, IA (Cross-Cultural Studies)
M.Div. - Catholic Theological Union, Chicago, IL (New Testament/Mission)
M.A. - Catholic Theological Union, Chicago, IL (New Testament)
Foreign Service: Misiones, Argentina

Dr. Mathew Kanjirathinkal, Vice President for Academic Affairs/Professor of Sociology

Service Date: 2010

Ph.L. - Pontifical Athenaeum, Pune, India (Philosophy)
S.T.L. - Pontifical Athenaeum, Pune, India (Theology)
M.A. - Western Michigan University, Kalamazoo, MI (Counseling and Personnel)
Ph.D. - University of Notre Dame, Notre Dame, IN (Sociology)

Bro. Anthony Kreinus, S.V.D., Instructor/Assistant Librarian

Service Date: 1993

B.A. - DePaul University, Chicago, IL (English/German)
M.A. - DePaul University, Chicago, IL (English)
M.A.L.S. - University of Wisconsin, Milwaukee, WI (Library Sciences)

Rev. Timothy Lenchak, S.V.D., President/Professor of Theology

Service Date: 2011

B.S. - Divine Word College, Epworth, IA (Mathematics and Science)
M.A. - Catholic Theological Union, Chicago, IL (Theology)
S.S.L. - Pontifical Biblical Institute, Rome, Italy (Scripture)
S.T.D. - Pontifical Gregorian University, Rome, Italy (Scripture)
Foreign Service: St. Victor's Major Seminary, Tamale, Ghana
Collegio del Verbo Divino and Beda College, Rome, Italy

Ms. Kirsten Lillegard, Instructor of ESL

Date of Service: 2011

B.A. - Loyola University, New Orleans, LA (B. A. in Communications)
M.A. - Southern Illinois University – Carbondale, IL (English)

Rev. Nick Hien Nguyen, S.V.D., Director of Spiritual Direction / Instructor of Theology and Religious Studies

Date of Service: 2011

B.A. - University of North Dakota, Grand Forks, ND (History)
M.Div. - Catholic Theological Union, Chicago, Illinois (Theology)
M.A. - Loyola University, Chicago, Illinois (Spirituality)
Foreign Service: Taiwan

Sr. Mary Oladimeji, RSM, Instructor of Theology and Religious Studies

B.A. - University of Ibadan, Ibadan, Oyo State, Nigeria (English Language and African Literature in English)

M.A. - University of San Francisco, San Francisco, CA (International and Multicultural Education)

Ms. Suzanne Reinhardt, Instructor of ESL

Service Date: 2012

B.A. – Hiram College, Hiram, OH (English)

M.A. – Oakland University, Rochester, MI (English with TESOL Certification)

Dr. David Roberts, Lecturer of Sociology/Political Science

Service Date: 2002

B.A. - Western Michigan University, Kalamazoo, MI (Political Science)

M.A. - Western Michigan University, Kalamazoo, MI (Political Science)

Ph.D. - California Coast University, Santa Ana, CA (Political Science)

Mr. Jeremy Rudd, Assistant Professor Art/Chair of General Education Program

Service Date: 2008

B.F.A. - Iowa State University, Ames, IA (Visual Studies)

M.F.A. - University of Massachusetts, Dartmouth, MA (Sculpture)

Ms. Sharon Sinton, Instructor of ESL

Date of Service: 2012

B.A. - Kalamazoo College, Kalamazoo, MI (Biology)

M.A. - Michigan State University, East Lansing, MI (Literature)

M.S. - Western Michigan University, Kalamazoo, MI (Occupational Therapy)

Rev. John Szukalski, S.V.D., Assistant Professor Theology / Chair, Theology and Philosophy Department

Date of Service: 2012

B.A. - Divine Word College, Epworth, IA (Sociology & Theology)

M.Div. - Catholic Theological Union, Chicago, IL (Divinity)

M.A. - Catholic Theological Union, Chicago, IL (Sacred Scripture)

Ph.D. - Catholic University of America, Washington, D.C. (Sacred Scripture)

Foreign Service: Mexico, Paraguay

Dr. Marilyn Taylor, Associate Professor of English

Service Date: 1989

B.A. - Ball State University, Muncie, IN (English)

M.A. - Ball State University, Muncie, IN (English)

Ph.D. - University of Denver, Denver, CO (Creative Writing and Literature)

Sr. Theresa Marie Tran, SCC, Spiritual Director / Instructor of Theology and Religious Studies

Service Date: 2013

B.S. - Loyola University, Chicago, IL (Education)

M.A. - Loyola University, Chicago, IL (Pastoral Counseling)

Mr. Larry Udry, Assistant Professor of ESL

Service Date: 2003

B.A. - University of Cincinnati, OH (English/Economics)

M.A. - Ohio University, Athens, OH (TESOL/Linguistics)

Foreign Service: U.S. Peace Corps – Morocco; Nagasaki Wesleyan Junior College, Isahaya, Japan;

Universidad del Oriente, Venezuela *with Partners of the Americas*.

Ms. Michelle Vargo, Instructor of ESL

Service Date: 2013

B.A. - Marygrove College, Detroit, MI (Sociology)

M.A. - Madonna University, Livonia, MI (TESOL)

Dr. Jackson Zimmerman, Associate Professor of Social Science

Service Date: 2010

B.A. - University of Massachusetts, Amherst, MA (Anthropology)

A.S. - Cabrillo College, Soquel, CA (Horticulture)

M.A. - University of Vermont, Burlington, VT (Geography)

Ph.D. - University of Washington, Seattle, WA (Geography)

Dr. Peter Zografos, Associate Professor Theology / Chair, Interdisciplinary Department

Service Date: 2011

B. S. - University of San Francisco, CA (Organizational Behavior)

M. Div. - Seattle University, Seattle, WA (Divinity)

D. Min. - Barry University, Miami, FL (Ministry)

Professor Emerita

Mrs. Dona Schlesier, Professor Emerita of Art

Service Date: 1981

B.A. - Clarke College, Dubuque, IA (Art-Mixed Media)

M.A. - University of Northern Illinois, DeKalb, IL (Art-Drawing)

M.F.A. - University of Iowa, Iowa City, IA (Art-Multimedia)

Foreign Service: Peace Corps, Lima, Peru

Academic Calendar 2013-2014

Fall 2013

August 16	Faculty Institute
August 17	Students Arrive
August 19-21	Student Orientation
August 19	Registration - Returning Students
August 21	Registration - New Students
August 22	Classes Begin
September 2	Labor Day - No Class
September 8	Family Feast: SVD founded in 1875
September 9	Free Day for Students
October 11	Mid-Semester
October 20	Mission Sunday
October 21	Presidential Free Day for Students - No Class
November 6	Pre-registration
November 28- December 2	Thanksgiving Break
December 3	Classes Resume
December 6	Classes End
December 9-12	Semester Exams
December 13-January 4	Christmas Vacation

Spring 2014

January 5	All Students Return
January 6-8	New Student Orientation
January 6	Registration - Returning Students
January 8	Registration - New Students
January 9	Classes Begin
January 31	No Classes - Prep Day for Lunar New Year
February 1	Lunar New Year Celebration
February 3	Presidential Free Day for Students - No Class
March 7	Mid-Semester
March 8-15	Spring Break
March 17	Classes Resume
April 2	Pre-registration
April 17-19	Holy Week Triduum (Student Attendance Obligatory)
April 19-22	Easter Break (after Holy Saturday Service)
May 2	Classes End
May 5-8	Semester Exams
May 9	Mass of Thanksgiving/Banquet/Commencement

Academic Calendar 2014-2015

Fall 2014

August 18	Faculty Institute
August 19-20	Students Arrive
August 21-23	Student Orientation
August 21	Final Registration - Returning Students
August 22	Registration - New Students
August 25	Classes Begin
September 1	Labor Day - No classes
September 5	Last Day to Add/Drop a Course
September 8	Family Feast: SVD founded in 1875 - No Class
October 16	Mid-Semester
October 17	Free Day – No Classes
October 19	Mission Sunday
October 20	Presidential Free Day for Students - No Class
November 12	Registration
November 27- December 1	Thanksgiving Break
December 2	Classes Resume
December 5-15	Course Evaluations Open
December 12	Classes End
December 15-18	Semester Exams
December 22	All Grades Finalized by noon
December 19-January 12	Christmas Vacation

Spring 2015

January 13-14	All Students Return
January 15-17	New Student Orientation
January 14	Final Registration - Returning Students
January 16	Registration - New Students
January 19	Classes Begin
January 30	Last Day to Add/Drop a Course
February 20	No Class - Prep Day for Lunar New Year
February 21	Lunar New Year Celebration
February 23	Presidential Free Day for Students - No Class
March 6	Mid-Semester
March 7-14	Spring Break
March 16	Classes Resume
April 2-4	Holy Week Triduum (Student Attendance Obligatory)
April 4-6	Easter Break (after Holy Saturday Service)
April 7	Classes Resume
April 8	Registration
May 8	Classes End
May 11-14	Semester Exams
May 15	Commencement/Banquet
May 16	Mass of Thanksgiving

Academic Calendar 2015-2016

Fall 2015

August 21	Faculty Institute
August 22	Students Arrive
August 24-26	Student Orientation
August 24	Final Registration - Returning Students
August 26	Registration - New Students
August 27	Classes Begin
September 7	Labor Day - No classes
September 8	Family Feast: SVD founded in 1875 - No Class
October 16	Mid-Semester
October 18	Mission Sunday
October 19	Presidential Free Day for Students - No Class
November 11	Registration
November 26-30	Thanksgiving Break
December 1	Classes Resume
December 11	Classes End
December 14-17	Semester Exams
December 18-January 9	Christmas Vacation

Spring 2016

January 10	All Students Return
January 11-13	New Student Orientation
January 11	Final Registration - Returning Students
January 13	Registration - New Students
January 14	Classes Begin
February 5	No Classes-Prep Day for Lunar New Year
February 6	Lunar New Year Celebration
February 8	Presidential Free Day for Students - No Class
March 4	Mid-Semester
March 5-12	Spring Break
March 14	Classes Resume
March 24-26	Holy Week Triduum (Student Attendance Obligatory)
March 26-29	Easter Break (after Holy Saturday Service)
March 30	Classes Resume
April 13	Registration
May 6	Classes End
May 9-12	Semester Exams
May 13	Mass of Thanksgiving/Banquet/Commencement

