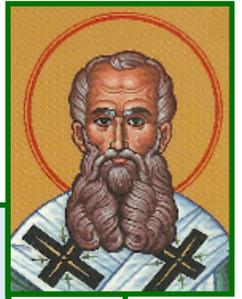
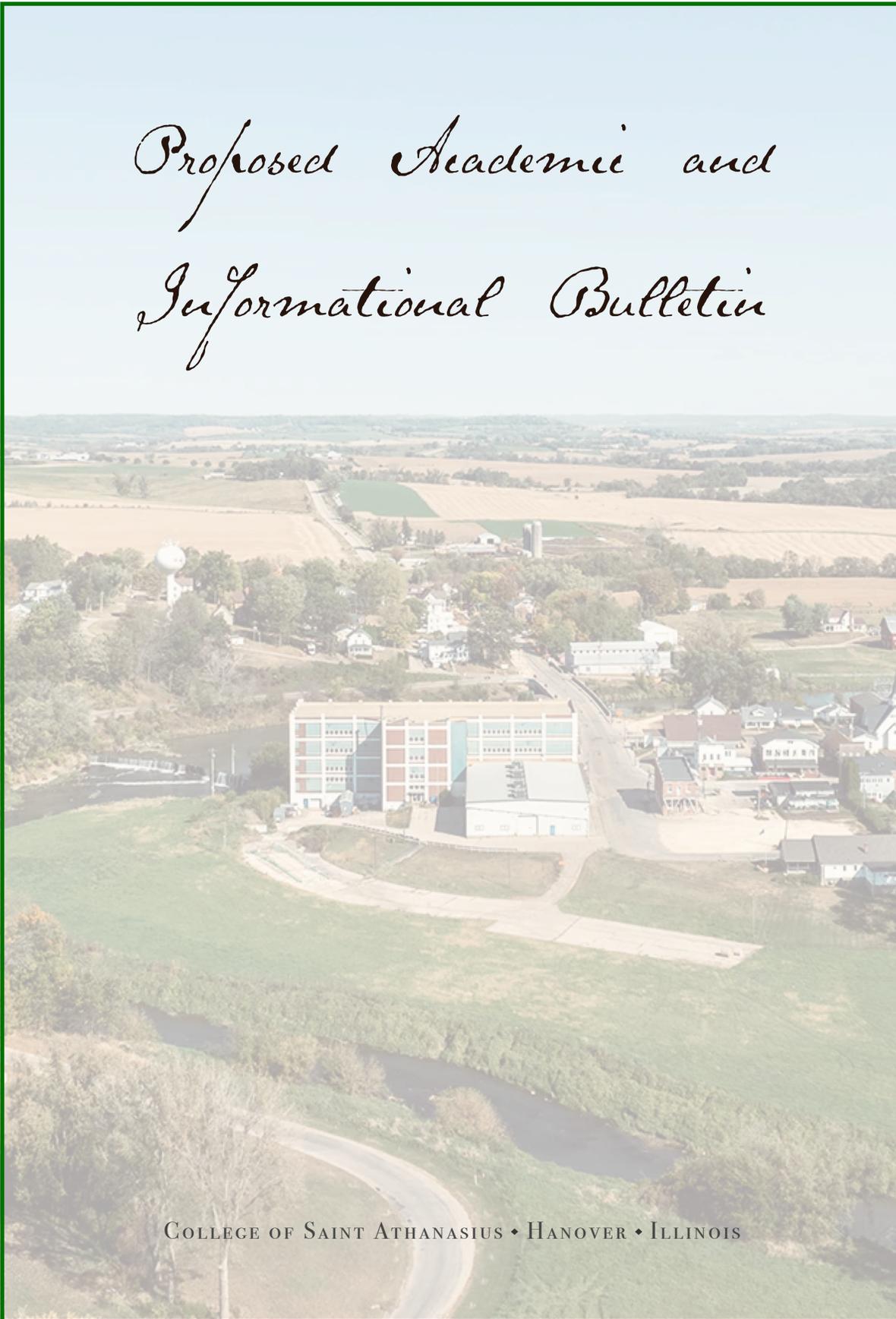


The Great
Vocations

COLLEGE of



*Proposed Academic and
Informational Bulletin*



COLLEGE OF SAINT ATHANASIUS • HANOVER • ILLINOIS

KNOW
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KNOW
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For the Serious Student



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ACKNOWLEDGEMENTS

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This document represents the best efforts of a small group of the Body of Christ. Although it forthrightly addresses the programs of study offered, they are presented as such, at this time, for informational purposes only and are subject to refinement and modifications.

First Edition 2024

Foreword: On Orthodoxy

Orthodoxy is a word derived from the Greek “orthodóxos,” literally meaning “correct (orthós) opinion (dóxa).” As such, it connotes a standard, and a standard is the measure by which things are compared and tested against over time. St. Athanasius, himself the Champion of Orthodoxy, personifies that very word, which challenges one to intently examine its reach and influence. In fact, under such an examination, a broadened definition emerges that further connotes orthodoxy as the occupation of a position, taken by the intellect that enables one to exercise the virtue of prudence in all thought, word, and deed. It therefore eschews rash and hasty decisions and resists the temptation to irrationally embrace novelty and innovation. Relying on the application of orthodoxy in finding the means to an end, rather than rejecting out of hand the customary, the tried and true, or the study of the whole, is essential when weighing those choices in life that will either sever or keep us tied to that which attaches us to our Creator. Subsequently, it becomes essential that what we labor at in life be borne out of a true orthodox examination of our nature and purpose for being here. Once that has been discovered, we may proceed in our earthly labor, knowing that it is pleasing to God.

St. Athanasius, pray for us!

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SECTION I: INTRODUCTION AND FORMULATION



The Location-The Heartland

To be established in the town of Hanover, Illinois, the proposed *Great Vocations* College of St. Athanasius is blessed with a location that is befitting its unique structure of learning. Its agricultural setting engenders an atmosphere of learning that is monastic-like, but more than a geographical location, the heartland as here revealed is a symbol of stability in every sense of the word—satisfyingly unchanging, sweeping in scenery, agriculturally rich, historically linked; mixing a walkable community within a rural, small-town network, and all within a few hours of several mid-sized cities.

It is within such an atmosphere that the reflection necessary for cultivating critical thinking germinates and thrives. The body and soul are rigorously exercised through their daily labor, against a backdrop of land that serves as a constant reminder of our origin and our earthly end: “Remember, O man, that thou art dust and unto dust thou shalt return” (Genesis 3:19).

The Patron Saint-Identity and Influence

St. Athanasius, c. 297-373, served as Bishop of Alexandria, in Egypt, from 327 until his death. During his reign as Bishop he confronted, endured and held out over one of the greatest struggles that the early Catholic Church ever faced- that being its battle with the Arian Heresy. This heresy denied the very divinity of Christ, undermining the Trinitarian Doctrine proclaiming Christ as the second person of the blessed Trinity. Nearly single-handedly, Athanasius opposed Arius, priest and founder of the Arian Heresy, and his accomplices, often evading imprisonment and escaping death by the narrowest of margins. These were the consequences of becoming a prominent figure during the First Council of Nicea in 325, during which the ideas of Arius and his followers were condemned with the drafting of the Nicene Creed. Athanasius became the early Champion of Orthodoxy and was later proclaimed a Doctor of the Church. Due to this status, it becomes evident that the one word that best defines St. Athanasius College is orthodoxy. Orthodoxy is that position assumed by the intellect that enables one to exercise the virtue of prudence in all thought and, subsequently, action. It therefore eschews rash and hasty decisions and resists the temptation to irrationally embrace novelty and innovation.

St. Athanasius is also recognized by many as the father of the western monastic tradition¹, which eventually inspired the traditional orders of the Catholic Church, not the least of which includes the order founded by St. Benedict. The Benedictine practice of “ora et labora” is, in fact, brought to bear upon the college’s daily activities and student duties. Because of this dual recognition of St. Athanasius as the Champion of Orthodoxy and Father of the Western Monastic Tradition, we believe his inspiration most fittingly rests in the heart of Catholicism as a movement towards contemplation in the orthodox way, in which all thought, word, and deed become anchored to constant reflection on Catholic orthodoxy in all things. This is the model of thinking that inspires the type of education offered at St. Athanasius College. It therefore becomes essential that what

¹St. Athanasius: Defender of the Faith; Michael Davies; Angelus Press, 2001.

we labor at in life be borne of a true orthodox examination of our purpose for being here. It is in honor of this Saint and his spirit that Saint Athanasius College finds its inspiration. Whether by heroic bursts or through the routine actions of daily life, St. Athanasius' zest for orthodoxy and love of contemplative thought in all matter of instruction calls us also to zestfully pursue a course of labor that is defined by an orthodox purpose and nourished by contemplative thought, beginning with an education worthy of that labor.

Mission, Concept & Structure Of Education

Mission of the College and its Graduates

The primary mission of the College of Saint Athanasius is the restoration of orthodoxy in all things that matter, through the labor of its graduates. Genesis 3:19 tells us, in relating to our fallen nature, that “In the sweat of your brow you shall eat bread.” This biblical chastisement is made manifest through our labor in life, which in itself is restorative where found to be intimate with our nature. The education offered is restorative through its recognition and teaching of what constitutes the purposeful labor that sustains men, in body and soul, individually and collectively. We are nourished and in turn nourish others through purposeful labor, which in time imparts upon the body and soul a constant appeal to all that is orthodox. The result is again restorative, collectively, appealing to the proper ordering of society, inspiring our graduates to return to that path of tradition which intends that men, first and foremost as husbands, will come to the full knowledge of their role and duty of knowing, loving, protecting and providing for their wives and families as Christ does His Bride, the Church. Knowing that the purposeful labors of the hand and of the mind are holy and honorable, our graduates will become sanctified through their labor and in turn restore a proper Catholic order and purpose to society. Just as Christ’s apprenticeship and dutiful labor as a carpenter secretly prepared Him in many ways for His mission, so will their labor bring them to “imitate Christ as man, so that they may be more like Christ, Who is God.”²

Similarly, returning to this path of Tradition will inspire women to come to the full knowledge of their role and duty of knowing, loving, serving, and nurturing their husbands and families just as Christ’s Bride the Church nurtures the flock of the faithful entrusted to her, and in that course also become restorative, in the natural order, to a Catholic Society.

Finally, those whose intentions and dispositions favor the single, celibate life will come to the full knowledge of their roles and duty in supporting Mother Church through their laboring in the community of the faithful; that their pursuits will be directed in the spreading of joy through their labor. Their handiwork will, more importantly, glorify God, and the perfection of their souls be gained in ever-increasing increments, through the perfection of their tasks, as measured by the inspiration imparted to others through their work, thereby drawing others to Christ and His Church.

It is through this recognition of both the individual and societal purpose of our created nature that we will better “know thyself, know thy God and choose thy path.”

²Theology and Sanity; F. J. Sheed, Sheed & Ward, 1946.

Concept for Education

The College of St. Athanasius is proposed as a private, independent college of applied letters, arts and science, studied through the lens of Traditional, Orthodox Catholic thought. ***Ultimately expected to offer nine 5-year Bachelor Degrees in Letters, Arts or Science, the college will initially offer three degrees, one in each of the three major disciplines of higher education. (*As depicted in the Table of Contents).** Within the courses of study offered, an Associate's Degree will be awarded to students successfully completing three years of a 5-year major. The school's structure is derived from an orthodox examination of the created nature of man and subsequently how that nature shapes and guides man's need to purposefully labor in society and, through that labor, instill and invigorate Catholic thought and culture therein. Purposeful labor is defined and inspired by our created nature. The purpose of our labor consists in providing for the health of our being, body and soul, so as to come to know, love and serve our Lord and one another. Our Lord's prayer for His followers was, "I do not pray that you escape the world, but I pray that you resist the temptations of the world" (John 17:150); therefore, our livelihood should be of service to one another if we are to better strive to resist its temptations.

St. Athanasius College has chosen its areas of study in applied letters, arts, and science through an examination of the created nature of man and the purposeful labor required for sustaining that nature in a manner pleasing to God. The result of this examination reveals the essentials required for the functioning of an ordered Catholic society, a microcosm of which is mirrored on campus in the structure of education and daily life. Man's labor must be intimate to his nature, tied to his very body and soul as created by God. If his labor becomes disconnected from, or less than intimate with his being, then his purpose becomes aimless and wandering. Man's choice of labor must cause him to daily reflect on God and what He has provided for us, and subsequently how his labor best sustains a Catholic society, for it is not enough only to recognize the whole; in order to understand it, one must become a part of it.

Structure of Education

Know thyself, know thy God, choose thy path...Every institute of higher education should seek to provide a path upon which their graduates will begin a journey, the intended destination of which will be Heaven and eternal happiness with our God and His heavenly host. In providing this path, it must impart to its students a knowledge of those things that are timeless in nature while at the same time essential for the journey; those things that are both useful as a livelihood and pleasing to God.

At the College of St. Athanasius, those essentials, as previously noted, are bound up in our created nature and the divine will of God. It is from this vantage point that the pathway of education for our students originates.

From this examination, the structure of education is derived. Because man exists as a creation of body and soul imbued with a will of his own, it becomes necessary to sustain those elements, and in the process of learning how, come to choose a course of action, or path, upon which a labor in life will commence. Of course, these major courses of study must in part be relevant to the age in which we live, but in essence transcend the ages. In this way is their value defined. The diagram shown on page 7 illustrates this relationship.

As depicted, there are nine major areas of study offered, three associated with each of the divisions of the created nature of man, those being:

The Body—which must be sheltered, physically nourished, and healed when sick or injured.

The Sensate Soul—which informs the intellect, through the senses, of the external, tangible realities of the world.

The Rational Soul—the possessor of the faculties of intellect and will; the intellect, which must make sense of the realities of the world and the will, which must be disciplined to choose the charitable course of action; and finally the “voice” of the intellect—the cognitive conscience³.

The model for education inspired by St. Athanasius both defines and transcends the orthodox application of the major disciplines of study. It allows for the development of a common, or Core Curriculum that is required of all first-year students. The Core Curriculum is designed to engage the student in a rigorous, year-long, examination of Catholic thought and its unique influence on civilization. Afterwards, a Coordinated Core Curriculum is implemented, which underpins each major area of study. The following four years of education moves the student from the root to the branches of orthodox Catholic thought as it pertains to the particular area of study chosen. Core studies, therefore, become incorporated so that the Catholic perspective remains in focus, emphasizing its foundational influence on the subject matter of the individual majors.

Completion of three years of the five-year majors shown results in the conferring of an Associate degree within that major area of study. This abbreviated course of studies recognizes the many temperaments, dispositions and ‘fortunes’ of men, that those who are disposed to labor primarily through the exercise of the body rather than the mind can also be provided a valuable path to a purposeful livelihood.

The path of our labor becomes better illuminated when presented with the measure of sound orthodox principles. The areas of study offered reflect a timeless value and therefore provide a reasonable, time-honored means to a valued livelihood. The path provided for the journey at St. Athanasius College is not cluttered with the current trends of society, which often fade or become irrelevant to our purpose, but rather emphasizes the essential elements that give genuine structure to a Catholic society. The graduate may, in the course of time, deviate from his chosen path, as Providence demands; however, the threshold crossed must be crossed with confidence. Know thyself, know thy God, choose thy path.

³ Theology and Sanity; F. J. Sheed, Sheed & Ward, 1946.

**BACHELOR OF LETTERS, ARTS & SCIENCE DEGREES
THE DERIVATIVE MAJORS FROM THE NATURE OF MAN**

<p align="center">LETTERS</p> <p align="center"><u>Intellect</u> Philosophy of Education</p> <p align="center"><u>Will</u> Justice & Jurisprudence</p> <p align="center"><u>Conscience</u> Catholic Culture & Literary Arts</p>	<p align="center">R a t i o n a l</p>	<p align="center">S O U L</p>
<p align="center">ARTS</p> <p align="center"><u>Sight</u> Visual Art & Design</p> <p align="center"><u>Sound</u> Music & Dramatic Arts</p> <p align="center"><u>Taste/Smell</u> Culinary Art & Horticultural Studies</p>	<p align="center">S e n s a t e</p>	
<p align="center">SCIENCE</p> <p align="center"><u>Shelter/Sanctuary</u> Architecture</p> <p align="center"><u>Nourishment</u> Agriculture</p> <p align="center"><u>Healing</u> Biology and Pre-Medicine</p>	<p align="center">B O D Y</p>	

SECTION II: ACADEMIC PROFILE & PROGRAMS OF STUDY



Baccalaureate Degrees and Core Curriculum

A baccalaureate degree received from the College of St. Athanasius requires the completion of the relevant course work set forth pertaining to the major program of study chosen. All programs of study are formulated on a semester-credit equivalency. A first year core curriculum is required of all students completing an educational program. The following models shown on pages 10 through 18 illustrate the hierarchy of course work necessary for the awarding of degrees, along with the credit hours necessary for graduation.

As depicted, nine baccalaureate degrees have been drafted. First semester course work commences with core curriculum studies, required of all students. Second semester course work is, similarly, required of all students, except where two first year courses pertaining to a preferred path of studies chosen by the student are required. An additional elective, pertaining to one of the other two programs of study is also required, serving a two-fold purpose: 1) to allow the student to expand his base knowledge at the core level, and 2) to afford the student a final chance to select a more suitable path of studies. Third semester course work will predominantly be related to the requirements of the major program of studies chosen.

An associate degree in either letters, arts or science is awarded after completion of six semesters related to the major studies program chosen. Students choosing to transfer or who prefer to move beyond secondary level educational pursuits can complete a prescribed level of education suitable for either choice. Transcript records will be transferred to those students or to the institution to which those students are transferring, upon pay-off of any outstanding debts to the college.

The baccalaureate degree awarded from the College of St. Athanasius carries the distinction of being ten semesters in length. The first year core curriculum is responsible for this increased duration, providing for a minimal, though potent, grounding in Catholic thought provided through the mind of the Holy Catholic Church. Because the Catholic Church has been virtually the sole purveyor and preserver of scholarly work through the age of western civilization, it is critical that that element of higher education be kept intact and meticulously passed down, generation to generation.

LETTERS: PHILOSOPHY OF EDUCATION

	10th	PHIL 521	PHIL 522 (3)	PHIL 522 (3)		
	9th	EDU 521 (6)	PHIL 513 (3)	PHIL 511 (3)	PHIL 512(3)	
	8th	LIT 422 (3)	MATH 421 (3)	THEO 421 (3)	PHIL 421 (3)	
	7th	PHIL 411 (3)	LIT 412 (3)	MATH 411 (3)	THEO 411 (3)	EDU 411 (6)
S	6th	THEO 321 (3)	PHIL 321 (3)	HIST/LIT 321 (3)	ENG 322 (3)	SCI 321 (4) MATH 321 (3)
E						
M	5th	THEO 311 (3)	PHIL 311 (3)	HIST/LIT 311 (3)	ENG 311 (3)	SCI 311 (4) MATH 311 (3)
E		*POEC 300 (3)				
S	4th	THEO 221 (3)	PHIL 221 (3)	LIT 221 (3)	CLAS 221 (3)	LAT 221 (3) HIST 221 (3)
T		*THEO 222 (3)				
E						
R	3rd	THEO 211 (3)	PHIL 211 (3)	LIT 211 (3)	CLAS 211 (3)	LAT 211 (3) HIST 211 (3)
S		*THEO 211 (3)				
	2nd	SCI	-or-	ART	ELECT (3)	
		ENG	122 (3)	HIST	122 (3)	
		THEO 122 (3)	*CLAS 122 (3)		*PHIL 122 (3)	
	1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3) *MTH 111 (3)

*CORE CURRICULUM

LETTERS: JUSTICE & JURISPRUDENCE

	10th	JURIS 512 (3)	JURIS 513 (3)			
	9th	JURIS 511 (3)	HIST 512 (3)			
	8th	JURIS 412 (3)	JURIS 413 (3)	HIST 413 (3)	FINE ART ELEC (3)	
	7th	HIST 411 (3)	HIST 412 (3)	PHIL 412 (3)	JURIS 411 (3)	
S	6th	JURIS 312 (3)	JURIS 313 (3)	PHIL 314 (3)	THEO 314 (3)	PHIL 313 (3) FRN LNG (3)
E						
M	5th	JURIS 311 (3)	ENG 311 (3)	PHIL 312 (3)	ELEC	FRN LNG (3) *POEC 300 (3)
E						
S	4th	JURIS 212 (3)	JURIS 213 (3)	THEO	ELEC (3)	FRN LNG (3)
T						
E		*THEO 222 (3)				
R	3rd	ENG 211 (3)	ENG 212 (3)	MTH 211 (3)	JURIS 211 (3)	FRN LNG (3)
S						
		*THEO 211 (3)				
		ENG	-or-	LIT ART	ELECT (3)	
	2nd					
		THEO 122 (3)	*CLAS 122 (3)	*PHIL 122 (3)		
	1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3) *MTH 111 (3)

*CORE CURRICULUM

LETTERS: CATHOLIC CULTURE & LITERARY ARTS

	10th	CAT CLT 522 (6)	CAT CLT 523 (6)	ELEC (3)		
	9th	CAT CLT 511 (6)	CAT CLT 512 (6)	ELEC (3)		
	8th	ENG 421 (3)	ENG 422 (3)	DRMA 320 (3)	ELEC (3)	
	7th	LIT ART 411 (3)	HIST 411 (3)	HIST 412 (3)	LIT ART 412 (3)	LIT ART 413 (3) ENG 413 (3)
S	6th	CAT CLT 321 (3)	CAT CLT 322 (3)	CAT CLT 323 (3)	LIT ART 321 (3)	LIT ART 322 (3) FRN LNG (3)
E						
M	5th	THEO 314(3)	PHIL 311 (3)	PHIL 312 (3)	PHIL 313 (3)	FRN LNG (3) *POEC 300 (3)
E						
S	4th	THEO 223 (3)	CAT CLT 224 (3)	CAT CLT 225 (3)	CAT CLT 226 (3)	FRN LNG (3)
T				*THEO 222 (3)		
E						
R	3rd	ENG 211 (3)	ENG 212 (3)	ENG 213 (3)	CLAS 210 (3)	FRN LNG (3)
S				*THEO 211 (3)		
		SCI -or- ART		ELECT (3)		
	2nd	ENG	122 (3)	HIST	122 (3)	
		THEO 122 (3)		*CLAS 122 (3)		*PHIL 122 (3)
	1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3) *MTH 111 (3)

*CORE CURRICULUM

ARTS: VISUAL ART & DESIGN

	10th	ART 516 (3)	ART 520 (1)	ART 521 (9)			
	9th	ART 510 (3)	ART 511 (3)	ART 512 (3)	ART 513 (3)		
	8th	ART 422 (3)	ART 423 (3)	ART 425 (3) SUMMER	ART 420 (3)		
	7th	ART 410 (3)	ART 411 (3)	ART 412 (3)	ART 413 (3)	ART 414 (3)	
S	6th	ART 321 (3)	ART 322 (3)	ART 323 (3)	ART 324 (3)	ART 325 (3)	ART 326 (3) SUMMER
E							
M	5th	ART 310 (3)	ART 311 (3)	ART 312 (3)	ART 314 (3)	*POEC 300 (3)	
E							
S	4th	ART 220 (3)	ART 221 (3)	ART 222 (3) SUMMER	ART 223 (3)	ART 224 (3)	
T		*THEO 222 (3)					
E							
R	3rd	ART 210 (3)	ART 211 (3)	ART 213 (3)	FRN LNG (3)		
S		*THEO 211 (3)					
	2nd	SCI	-or-	LET	ELECT (3)		
		ART 120 (3)		ART 109 (3)			
		THEO 122 (3)		*CLAS 122 (3)		*PHIL 122 (3)	
	1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3)	*MTH 111 (3)

*CORE CURRICULUM

ARTS: MUSIC & DRAMATIC ARTS

	10th	DRMA 520 (3)	MUP 520 (4)	MUS 521 (4)		
	9th	DRMA 510 (3)	MUS or MUP ELECTIVE	MUS or MUP ELECTIVE		
	8th	MUS 420 (2)	MUP 420 (1)	MUP 423 (1)	DRMA 420 (3)	FRN LNG (3)
	7th	MUS 410 (3)	MUS 411 (1)	MUS 412 (3)	FRN LNG (3)	DRMA 410 (3)
S	6th	MUS 322 (3)	MUS 323 (1)	MUP 322 (1)	MUS 324 (3)	MUP 324 (3) DRMA 320 (3)
E						
M	5th	MUS 311 (3)	MUS 312 (1)	MUS 313 (3)	MUP 313 (3)	DRMA 310 (3) *POEC 300 (3)
E						
S	4th	MUS 225 (2)	MUP 222 (3)	MUS 226 (2)	MUP 221 (1)	DRMA 220 (3)
T		*THEO 222 (3)				
E						
R	3rd	MUP 211 (3)	MUP 212 (1)	MUS 213 (2)	MUS 214 (2)	MUS 215 (2)
S		*THEO 211 (3)				
		SCI		-or-	LET ELECT (3)	
	2nd	HIST 122 (3)		MUP 121 (1)		
		THEO 122 (3)		*CLAS 122 (3)		*PHIL 122 (3)
	1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3) *MTH 111 (3)

*CORE CURRICULUM

ARTS: CULINARY ARTS AND HORTICULTURE STUDIES

S E M E S T E R S 2nd 1st	10th	CULARTS 511 (6)	CULARTS 521 (6)	CULARTS 414 (4)		
	9th	CULARTS 413 (4)	CULARTS 412 (4)	CULARTS 411 (4)		
	8th	CULARTS 325 (3)	CULARTS 324 (3)	CULARTS 321 (3)	PRE REQ/ ELECTIVE (2)	HRT INT 2 (3)
	7th	CULARTS 323 (3)	CULARTS 322 (3)	CULARTS 312 (3)	CULARTS 311 (3)	CULARTS 310 (3)
	6th	HRT 220 (3)	HRT 221 (3)	CULARTS 222 (3)	HRT CULARTS INTRO	HRT INT 1 (3)
5th	HRT 210 (3)	HRT 211 (3)	HRT 212 (3)	CULARTS 213 (3)	PRE REQ/ ELECTIVE (2)	
4th	HRT 123 (3)	HRT 122 (3)	HRT 121 (3)	HRT 120 (3)	WRIT COMM (3)	
	*THEO 222 (3)					
3rd	HRT 113 (3)	HRT 112 (3)	HRT 111 (3)	HRT 110 (3)	ORAL COMM (3)	
	*THEO 211 (3)					
	ELECTIVE (3)					
2nd	HIST 122 (3)		MUP 121 (1)			
	3		*CLAS 122 (3)		*PHIL 122 (3)	
1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3)	*MTH 111 (3)

*CORE CURRICULUM

SCIENCE: ARCHITECTURE

	10th	ART 526 COM PROJ (6)	ARCH 527 (6)	ARCH ELEC (3)	ARCH ELEC (3)	
	9th	ARCH 510 (3)	ARCH 511 (3)	ARCH 512 (3)	ARCH 516 COM PROJ (6)	
	8th	ARCH 420 (3)	ARCH 422 (3)	ARCH ELEC (3)	ARCH 425 (3)	
	7th	ARCH 410 (3)	ARCH 411 (3)	ARCH 412 (3)	ARCH 413 (3)	ARCH 414 (3)
S	6th	ARCH 321 (3)	ARCH 322 (3)	ARCH 323 (3)	ARCH 325 (3)	FRN LNG (3)
E						
M	5th	ARCH 310 (3)	ARCH 311 (3)	ARCH 312 (3)	ARCH 314 (3)	FRN LNG (3) *POEC 300 (3)
E						
S	4th	LND SURV 220 (4)	ARCH 220 (3) SUMMER	ARCH 221 (3)	ARCH 222 (3)	ARCH 223 (3)
T		*THEO 222 (3)				
E						
R	3rd	ARCH 210 (3)	ARCH 211 (3)	ARCH 213 (3)	PHYS 212 (3)	MTH 213 (3)
S		*THEO 211 (3)				
		LET	-or-	ART	ELECT (3)	
	2nd	PHYS 121 (3)		MTH 122 (3)		
		THEO 122 (3)		*CLAS 122 (3)		*PHIL 122 (3)
	1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3) *MTH 111 (3)

*CORE CURRICULUM

SCIENCE: AGRICULTURE

S E M E S T E R S	10th	AG 522 (4)	AG 532 (2-4)	AG 542 (1)	AG 542 (1)	ELEC (3)
	9th		AG 521 (5)	AG 531 (3)	AG 541 (3)	AG 511 (5)
	8th		AG 432 (5)	AG 442 (5)	AG 452 (3)	AG 422 (3)
	7th		AG 411 (3)	AG 421 (5)	AG 431 (5)	AG 441 (3)
	6th		AG 312 (3)	AG 322 (5)	AG 332 (5)	AG 332 (3)
5th		AG 301 (3)	AG 311 (5)	AG 321 (5)	AG 331 (3)	*POEC 300 (3)
4th		AG 212 (3)	BIO 222 (5)	AG 311 (5)	AG 222 (5)	CHEM 222 (5)
*THEO 222 (3)						
3rd		AG 201 (3)	AG 211 (5)	BIO 211 (5)	CHEM 211 (5)	
*THEO 211 (3)						
MUS/DRMA (3)			BIO 211			
2nd		ENG	122 (3)	HIST	122 (3)	
THEO 122 (3)		*CLAS 122 (3)		*PHIL 122 (3)		
1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3)	*MTH 111 (3)

*CORE CURRICULUM

SCIENCE: BIOLOGY (BIOMEDICAL)

S E M E S T E R S	10th	BIOL 522 (2)	BIOL 552 (2-4)	BIOL 532 (1)	BIOL/PHIL 542 (3)	ELEC (3)
	9th	BIOL 511 (5)	BIOL 590 (3)	BIO/THEO/ PHIL 591 (2)	BIOL 551 (2-4)	ELEC (3)
	8th	BIOL 462 (2-4)	BIOL 422 (5)	BIOL/HIST 432 (3)	BIOL 442 (3)	BIOL 452. (5)
	7th		BIOL 411 (5)	MATH 221 (3)	BIOL 431 (5)	BIOL ELEC
	6th		BIOL 330 (5)	PHYS 322 (5)	CHEM 322 (5)	BIOL 322 (5)
5th		CHEM 311 (5)	PHYS 311 (5)	BIOL SEM IV (0-1)	BIOL 311 (5)	*POEC 300 (3)
4th	THEO 223 (3)	BIO 222 (5)	CHEM 212 (5)	INTRO PSYCH (3)	BIOL SEM (0-1)	
*THEO 222 (3)						
3rd		CHEM 211 (5)	MATH 211 (4)	BIOL (0-1)	BIOL 211 (3)	
*THEO 211 (3)						
		MUS/DRMA (3)	BIOL SEM (0-1)			
2nd		ENG	122 (3)	HIST	122 (3)	
		THEO 122 (3)	*CLAS 122 (3)	*PHIL 122 (3)		
1st	*HIST 111 (3)	*CLAS 111 (3)	*ENG 111 (3)	*THEO 111 (3)	*PHIL 111 (3)	*MTH 111 (3)

*CORE CURRICULUM

System of Grading

The system of grading utilized for tracking academic performance is standardized as follows: a A

<u>Letter Grade</u>	<u>Point Value</u>
A	4.0
A-	3 2/3 (3.667)
B+	3 1/3 (3.334)
B	3.0
B-	2 2/3 (2.667)
C+	2 1/3 (2.334)
C	2.0
C-	1 2/3 (1.667)
D+	1 1/3 (1.334)
D	1.0
D-	2/3 (.667)
F	0.0

A grade point average (G.P.A.) of 2.5 shall be maintained, with no individual grade falling below a D-. Failure to meet this minimum shall result in retaking those prerequisite classes, successfully, before progressing to the next level.

SECTION III: COURSE OFFERINGS AND DESCRIPTIONS



CORE CURRICULUM

Rationale and Purpose:

Though the educational programs of the College of Saint Athanasius are primarily directed toward the development of a laity skilled in professional endeavors, the good of the Church and the requirements of the human person and Catholic citizenship demand a thorough grounding in the humanities and sciences.

The undergraduate system at the College of St. Athanasius offers a common curriculum for the first year of education that supplements the core knowledge at the primary and secondary levels, as well as provides a Catholic “lens of thought” with which to understand our created nature and function. Such an endeavor will help to establish the common good through the collective experience of students. All students will share the same first-year core, which will instill a sense of common purpose, as well as serve as a sound and prudent basis for their future studies and eventual careers.

Principles:

A Humane Education- The educational heritage of the West is built on the idea of the dignity of the human person. This dignity proceeds from his creation in the image and likeness of God, which includes the fundamental and inalienable possession of a rational intellect and a free will that flows from our human nature. The humanities are so-called because it is through their study that one discerns what is good about man. Their study teaches us that we are not brute animals or complex calculators, but that there is a true humanity that is at the root of our common experience. One encounters this in the art, literature, architecture, and music of the Tradition, all of which are rightly integrated into a solid Core. Such an education is personified in St. Thomas More.

*A Liberal Education-*The education of young men and woman ought to emphasize that liberty and responsibility are the inseparable inheritance at the very heart of humanity. A liberal education is an education proper to leaders of society and it enables men and women to have a platform on which to build their respective professional and private lives. Liberal education takes place most fruitfully in a community of learning where the theory and practice of the virtues—without which it is impossible to be free—are lived and taught. Such an education is personified in Saint John Henry Newman.

A Western Education- Education as an ideal is rooted in the Western tradition: the Greek, Roman, and Hebrew cultures that Christianity brought to fruitful union. The wisdom of these three great precursor civilizations is the foundation of our contemporary societies. As such all three must be studied. The various fields of the humanities and sciences can be approached through a critical examination of these ancient civilizations. An organic idea of the West should be inculcated and followed throughout the entire course of study. Such an education is personified in St. Justin Martyr.

A Catholic Education- In the end it is the Catholic Church, the heart and bearer of Western civilization, which has brought all of this ancient wisdom into the present, which has distilled it, and bound it within a coherent and cohesive civilization that is visible in art, architecture, music, drama, and liturgy. Such an education will value both faith and reason, and eschew the barrenness of an approach which emphasizes only one to the detriment of the other. It will connect students to the perennial Tradition, and order their vision so that they can correctly discern the temporal from the transcendent, and value each for its particular good. It will instill within them a vision of the Final End, both philosophically and spiritually, to enable them to judge the world correctly. It will be at the same time Scriptural, Patristic, Scholastic, Humanist, and Liturgical. This education will enliven the Catholic imagination and root students in the deep traditions of the past. Such an education is personified in the Angelic Doctor, St. Thomas Aquinas.

An Orthodox Education– The education offered through the College of St. Athanasius is fittingly structured according to the following principles:

- Truth begets Orthodoxy.
- Orthodoxy begets orthopraxis, orthopraxis affirms orthodoxy.
- Fundamental to knowing our purpose is understanding our created nature.

Orthodoxy is the particular characteristic of St. Athanasius College: formation of a correct opinion in light of Truth provides for us a purpose.

Core Plan

Freshman Year 36 Credits - 12 Courses

Theology	Philosophy	History	Literature	Latin	Math	
Theology	Philosophy	History	Literature	Latin	Math -or- Science*	Music/ Drama*

*Elective

Particular Required Courses

THEO 111 INTRODUCTION TO CATHOLIC DOCTRINE (1st semester)

This course in Catholic doctrine proceeds through the basics of the Catholic faith, appropriate to a college level course. The organizing principle is the *Catechism of the Catholic Church*, supplemented by Ludwig Ott's *Fundamentals of Catholic Dogma*.

THEO 122 SACRED SCRIPTURES (2nd semester)

This course is an overview of the Old and New Testaments. The student will be familiarized with Catholic doctrine about the Scriptures, Canon Formation, the structure of the texts, as well as study some basics about the historical-critical method, form criticism, textual criticism and redaction criticism. The interpretation of the Bible in the Church, particularly as mediated through the Fathers, will be the guiding principle.

THEO 211 DOGMATIC AND MORAL THEOLOGY (3rd semester)

This course serves as an advanced introduction to Trinitarian Theology, Christology, Ecclesiology, and Moral Theology. The introduction to Moral Theology will include the study of Greek and Roman ethics and natural law. The authority of the Angelic Doctor, Thomas Aquinas, will be the guide here.

THEO 222 APOLOGETICS (4th semester)

This course is in some ways a capstone to the required theology, philosophy, and history classes and provides a practical introduction to the defense of the Catholic faith, particularly as it relates to challenges in the contemporary world.

PHIL 111 INTRODUCTION TO PHILOSOPHY & LOGIC (1st semester)

This class is an introduction to philosophy, focusing on the Pre-socratics, Socrates, Plato, and Aristotle. Students will be taught the rudiments of philosophical thinking to enable them to grasp and understand the basic issues in ancient philosophy. They will be introduced, in an official sense, to Thomas Aquinas in this course. They will also be introduced to the basic logical structure of human thought, especially as identified by Aristotle and Porphyry.

PHIL 122 MODERN PHILOSOPHY (2nd semester)

This course is dedicated to understanding the "Copernican Turn" of Descartes, and the philosophical perspectives of Leibniz, Spinoza, Berkeley, Locke, Kant, Nietzsche, and the rise of post-modern thought. They will also be exposed to formulations of modern thought that will be critiqued against classic thought.

HIST 111 WESTERN AND CHRISTIAN CIVILIZATION I (1st semester)

This course is an overview of sacred and secular history from the dawn of the Western world in Mesopotamia and Egypt, through Greece, Israel, and Rome, and through to the foundations, growth, and hegemony of the Catholic Church, up to the year 1300.

HIST 122 WESTERN AND CHRISTIAN CIVILIZATION II (2nd semester)

Continuing the overview of history, this course continues through the Renaissance and Reformation, the Scientific Revolution, the Enlightenment, and the progression to modernity and post-modernity.

ENGL 111 ANCIENT LITERATURE (1st semester)

This course begins with ancient texts such as Gilgamesh and Homer, and proceeds through later Greek and Roman drama and poetry. It will emphasize Aristotle's Poetics, and teach the students the basic rules of literary criticism. This course will emphasize the need to write clearly, as will the other literature courses that follow.

ENGL 122 MEDIEVAL AND RENAISSANCE LITERATURE (2nd semester)

This course particularly emphasizes the unifying nature of Christendom in its contributions to literature, starting with *Augustine's Confessions*, *The Song of Roland*, *Viking Sagas*, and Dante's *Divine Comedy* and show the fruitful Christian interaction with various cultures and styles. It will then proceed to the Renaissance, with an emphasis on the great works of English literature; Shakespeare, Marlowe, Donne, and Milton. A variety of genres and styles used as a means to convey particular moral judgements will be analyzed.

CLAS 111 LATIN (1st semester)

CLAS 122 LATIN II (2nd semester)

Sequentially, these courses will introduce, familiarize and finally intimate the student to the Latin language, in an examination that makes clear why it is known as the language that will not go away. All facets of the language, from grammar to its application in writing and rhetoric will be analyzed.

MATH 111 EUCLIDEAN GEOMETRY (1st semester)

This math course is included as a core subject primarily because of its application of pure logic in understanding geometric concepts and their application. The importance of comprehending spatial orientations in the physical world provides a valuable foundation for the use of analytical methods in a variety of educational disciplines.

PHYS 121 INTRODUCTION TO THE PHYSICAL WORLD (can be used as elective)

This course functions as an introduction to the science of Physics. Students will become familiar with the fundamental laws derived from the examination of objects at rest and in motion, the force of gravity and the practical uses of Newtonian analysis. MATH 111 or equivalent is a prerequisite.

POEC 300 INTRODUCTION TO POLITICAL SCIENCE AND ECONOMICS

The political science portion will focus on the theories of Plato, Aristotle, Aquinas, Machiavelli, and Locke. The economics portion will include an introduction to the concept of economics as the management of the household from ancient Greece, and will proceed through the Medieval and Baroque scholastics, the Mercantilists, the articulation of Capitalism with Adam Smith, Marx, and various "third-way" authors, such as Chesterton, Belloc, and the thinkers associated

with the rise of the European Union. The course will emphasize the sound and just Catholic business principles that may be utilized in an entrepreneurial setting.

MUP 121 CLASS PIANO I (can be used as elective)

Beginning piano skills for musicians with no previous piano instructions.

DRMA 221 DRAMATIC ARTS WORKSHOP (can be used as elective)

This course is open to all students and is meant to be introductory in scope, touching upon all the facets of the art. It breaks down the dramatic production into its elemental parts, examining each with a critical eye. Skits and minor plays are practiced, giving students a taste of and a chance to cultivate the dramatic skills used to develop characters in a staged setting. All is done to provide and maintain a foundation for the program of study while at the same time promoting the participation of the campus in the presentation of the annual College stage production.

BACHELOR OF LETTERS DEGREE: Philosophy of Education Curriculum

Rationale and Purpose:

In the literal sense, philosophy of education means, a love of the wisdom of education. The word education comes from the Latin *ex-* “out of” and *ducere* “to lead.” This etymology implies many things: a leader, one being led, a clear state that is left behind, a clear destination for the journey, a knowledge of the path from one place to another, a willingness to be led in one, and an ability to lead, in the other. There is a certainty here, a clarity of vision, a love of that vision, and that knowledge to be passed on; *because the governance of the intellect is found in the object of the study and practice of educating properly (leading) those who will, in turn, do likewise.*

A cursory glance at curricula for this degree from various universities around the country shows a very different picture, however. Philosophy is taken to mean one of many schools of opinion or thought, and education is defined by the Merriam-Webster Dictionary as “the field of study that deals mainly with methods of teaching and learning in schools.” So a bachelor’s degree in this field most often means a certain number of years spent in learning the various methods of giving and receiving information. There is no mention of the purpose of education itself (the destination) or the type of knowledge conveyed (the map of the journey), no mention of the qualities necessary in teacher (leader) and student (one led).

This type of degree would not be useful to the mission of the College of St. Athanasius: “to restore orthodoxy in all things that matter through the labor of its graduates.” An expertise in a field which didn’t contain a knowledge of the very reason for its existence would be tantamount to a course for auto mechanics which covered only the basics of driving. Therefore, the degree in Philosophy of Education will have two purposes. First, it will fit the graduates to educate at a primary and secondary level by ensuring that they leave with a knowledge of the purpose of education (destination) and the basics of the liberal arts (the path). According to the *Ratio Studiorum*, the famous Jesuit plan for education, the final goal of education is “teaching all the disciplines in such a way that they are thereby aroused to a knowledge and love of our Maker and Redeemer.” The liberal arts are the classical divisions of truth into the studies which make a man free, that is, able to know the good and to do it. The first three years of the degree will be focused on this formation, which will include a study of the temperaments and methods for leading different types of personalities.

The second purpose of the degree will be accomplished in the last two years: the fitting of the graduates for combat in the world. The first three years prepare one to teach in an environment that is congenial to the Truth: a homeschool or a firmly Catholic school. The last two years prepare one to go into a potentially hostile environment. They will be spent in mastery of the modern errors of thought and in the means of reaching minds trapped in the darkness of this anti-culture.

Principles:

Education as a Journey towards the Light: In Western culture, education has always been viewed as a journey away from ignorance towards knowledge. The end of man’s power of intellect is the Truth. By his nature, he seeks to know, and he is not satisfied with the cheap substitute of a “personal truth,” a subjective belief system somehow discovered or created by himself. Students in this discipline will gain instead a certainty in the mind’s ability to reason, to come to a sure knowledge in the fields of the liberal arts and the beginnings of philosophy and theology.

Education as Discipleship: We see in the famous allegory of Plato’s Cave the importance of the leader and the disciple. The leader is one that has escaped the false reality of the shadows, has seen the light, and has returned to rescue the people still trapped in darkness. The disciple must have the humility to admit his error and his ignorance and the still deeper humility to recognize and follow the one who knows. Without this bond of trust, humility, and ultimately friendship, true education becomes impossible. The student in this field will be pedagogically trained to lead the youth: to recognize the different personalities and temperaments and to respond to the needs of each. He will deepen his self-knowledge as well, and cultivate within himself that dependence upon the one True Teacher and the charity for others which flows from it.

Education as Apology: In a very real sense, the education of the youth is the work of a missionary. It is one of the seven spiritual works of mercy in the basic sense of instructing the ignorant, but in today’s world, especially when educating in an environment hostile to the Faith, it incorporates at least two of the others: counseling the doubtful and admonishing the sinner. To bring the light of Truth to minds and hearts trapped in the darkness of ignorance and sin is one of the greatest acts of charity. The graduates of this program will be trained to recognize the fallacies and heresies rampant in our time and will be given the weapons needed to defend truth. They will have the confidence and the skills to go into the world and be true missionaries, reaching those who otherwise would have no chance to hear of the Word.

1st Year Core

Sophomore Year

Sacred Scripture I	Logic I	Western Literature I	Classical Studies I	Latin III	Medieval History
Sacred Scripture II	Logic II	Western Literature II	Classical Studies II	Latin IV	Renaissance, Protestant Revolt, and Catholic Reformation

Junior Year

Sacraments and Morality I	Medieval Philosophy I	Classical Mathematics I	Modern History/Literature I	English Grammar and Composition	Natural and Physical Sciences I
Sacraments and Morality II	Medieval Philosophy II	Classical Mathematics II	Modern History/Literature II	Composition and Communication	Natural and Physical Sciences II

Senior Year

Modern Philosophy I	Modern Literature I	Apologetics I	Modern Mathematics I	Student Teaching/Observation
Modern Philosophy II	Modern Literature II	Apologetics II	Modern Mathematics II	Student Teaching/Observation

5th Year

Catholic Social Teaching and Modern Economics	Human Sexuality	The Internet, Social Media, and Propaganda	Student Teaching/Observation
Health and Medicine	Introduction to Psychology	The Internet, Social Media, and Propaganda	Student Teaching/Observation

Course Descriptions

THEO 211 SACRED SCRIPTURE I

This course will provide an in-depth study of the Old Testament, with a special focus on Genesis and Exodus, the Wisdom literature, the Psalms, and the Prophets. The emphasis will be on tracing the shadow of the Messiah, His Mother, and His Church as foretold in the books of the Old Covenant. Much use will be made of the commentaries of the Church Fathers and the Haydock Biblical Commentary.

THEO 221 SACRED SCRIPTURE II

This course will continue the study of Sacred Scripture with an intensive look at the New Testament. Much use will be made of the commentaries of the Church Fathers, especially as found in the Catena Aurea of St Thomas Aquinas.

PHIL 211 LOGIC I

This is the first semester of a year-long study of Aristotelian Logic. This half will focus on mastering the basics of Aristotle's *Categories*, and the future teacher will be equipped to reason clearly and well.

PHIL 221 LOGIC II

This second semester of the Logic course will focus on the basic principles of Rhetoric. The study of Rhetoric is especially important for the teacher, as he must be trained to show forth the beauty and attraction and power of the Truth with persuasive speech. The student will be trained to "stand and deliver," accordingly.

LIT 211 WESTERN LITERATURE I

In this year-long course, students will continue in their perusal of the classics of Western Literature, but with a special focus on the classics for youth of the elementary and secondary school ages, using the recommendations of the famous Catholic educator, John Senior. Where necessary, use will be made of the best translations, although obviously nothing can substitute for a reading in the original language. The students will come to understand how storytelling is often the best way of sharing the truths of the nature of man, his fall and his redemption, and his pursuit by Grace. They will also be exposed to good story-telling simply for the sake of joy and laughter, the value of which should never be ignored in the education of man.

LIT 221 WESTERN LITERARY II

The second semester of the above course.

CLAS 211 CLASSICAL STUDIES I

This is the first part of a year-long course which will focus on a study of the history and literature of the ancient and classical worlds, which gave birth to the culture of the West. Students will see the seeds of knowledge, the beginnings of wisdom and the best of pagan man, which were baptized and made whole in the Christian Era. They will be brought to humble admiration of the heights which reason unaided by sacramental grace attained.

CLAS 221 CLASSICAL STUDIES II

The second half of the above course, focusing on the philosophy of the ancients, particularly on Plato and Aristotle.

LAT 211 LATIN III

The third semester of the study of Latin, which is the language of the Church and of Christendom. Its study is the basis of the Liberal Art of Grammar, which used to precede Logic and Rhetoric. It orders the mind and gives a clear understanding of the nature of language itself. It will aid the student immensely in the study of Logic and Philosophy.

LAT 221 LATIN IV

The fourth and final semester of Latin required for the Philosophy of Education major.

HIST 211 MEDIEVAL HISTORY

A semester-long, intensive overview of the Medieval World, from the Fall of the Roman Empire until the end of the glorious thirteenth century. The student will be introduced to the primary source material of the chief thinkers of each century, so that he is given a clear vision of the philosophies that moved the action in each century.

HIST 221 RENAISSANCE, PROTESTANT REVOLT, AND CATHOLIC REFORMATION

Here the students will be immersed for a semester in the history of the splintering of Christendom, from its roots in the man-centered glories of the Renaissance to the horrifying Wars of Religion which devastated Europe. The Church's attempt to solve and control the chaotic situation, the discovery and evangelization of the New World, and the role of the educational system developed by the new order of Jesuits will be studied with especial care.

ENG 311 ENGLISH GRAMMAR AND COMPOSITION

This semester course is especially necessary for today's teacher. Many undergraduates will find themselves lacking in a basic knowledge of the structure of the English Language and in the ability to construct tightly knit, well-written composition. They will leave this course with the confidence to share this knowledge and ability with their future students.

ENG 322 COMPOSITION AND COMMUNICATION

In this semester course, the students will continue to delve into the basics of clear writing and public speaking. There will be a special focus on teaching primary and elementary students the arts of composition and communication in an age-appropriate fashion, beginning with simple sentences, paragraphs, and poetry/prose recitations, and moving to more difficult essays, research papers, and different types of speeches. Students will study the works of the masters of different styles, so that they are familiar with the best examples to use in their own future teaching.

THEO 311 SACRAMENTS AND MORALITY I

The first part of this year-long course will focus on the 7 sacraments of the Church in great detail, with a special emphasis on imparting the subject matter to children and youth.

THEO 321 SACRAMENTS AND MORALITY II

This course will focus on the 10 commandments, with the deeper conclusions and ramifications of each commandment drawn out clearly. Again, special emphasis will be placed on bringing the knowledge of good and evil to the younger generations, taking into account the unique challenges faced by the children of the digital age.

PHIL 311 MEDIEVAL PHILOSOPHY I

This year-long course will give students an in-depth look at the study of philosophy in the medieval era, beginning with St Augustine and culminating in the Scholastics. The focus will be

not only on the works of the philosophers but on understanding their method of examination as well, so as to apply them to questions of the modern era.

PHIL 321 MEDIEVAL PHILOSOPHY II

The second semester of the above course, with a special focus on the four temperaments and the practical means of reaching each. This will be directed especially towards those future homeschoolers/tutors in environments already supportive of education in the truth. Later psychology courses will focus on reaching those in less congenial, even hostile, circumstances.

HIST/LIT 311 MODERN HISTORY/LITERATURE I

The student will focus on the events of the modern era, from the Discovery of the New World to the contemporary age. The study of the historical timeline will go hand in hand with a reading of primary sources and the classic literature of the period.

HIST/LIT 321

The second semester of the above course.

MATH 311 CLASSICAL MATHEMATICS I

This course will be an overview of the mathematics of the ancients, focusing mainly on Nicomachus, Euclid, Archimedes, and others. There will not be time to go deeply into their works, but the goal is to give the student an idea of the basic view of arithmetic, geometry, music, and astronomy which informed the world up until the modern ages. Various, successful methods of understanding concepts will be explored.

MATH 321 CLASSICAL MATHEMATICS II

The second semester of the above course.

SCI 311 NATURAL AND PHYSICAL SCIENCES I

The aim of this year-long course is to introduce the student to the views of the natural world held until the seismic changes of the modern era and its new discoveries and accompanying philosophies. Excerpts from the works of Aristotle, Galen, Harvey, Anselm, Aquinas, Fabre, etc. will be studied, so as to come to an understanding of the basic picture of unity and order underlying all facets of creation. Qualitative analysis pertaining to the classification methods and techniques used in cataloguing observations made of natural phenomena will be emphasized. Included will be the study of things botanical, zoological, geological, meteorological and how the principles of physics and chemistry influence their properties and behavior. Laboratory exercises expected.

SCI 321 NATURAL AND PHYSICAL SCIENCES II

The second semester of the above course. Nomenclature and quantitative analysis of observed phenomena will be emphasized. Laboratory exercises expected.

PHIL 411 MODERN PHILOSOPHY I

This course will focus on the works of the modern philosophers, beginning with Descartes and continuing with Hobbes, Locke, Hume, Rousseau, and others. The students will see the gradual erosion of the unity of truth and the darkening of the human intellect which occurred after the gradual rejection by society of the true Faith and even of religion in general.

PHIL 421 MODERN PHILOSOPHY II

The second semester of the above course, with a focus especially on postmodern philosophy. The student will trace the errors of modern logic and see its influence on the contemporary world's inability to have a coherent discussion in any area of life. Practical methods for reaching the minds of modern youth by awakening their ability to reason will be discussed and assessed.

THEO 411 APOLOGETICS I

This full year course will give students the ability to defend the Faith against the main arguments of its varied, opposing doctrines. It will also introduce the students to many of the more modern reasons for disbelief and will dovetail neatly with the year's philosophy course in giving ideas for future teachers to use in evangelizing the youth of today. That task has become increasingly difficult the more children are disconnected with reality by the nearly constant immersion in virtual reality.

THEO 421 APOLOGETICS II

The second half of the above course.

SCI 411 EVOLUTION AND MODERN SCIENCE I

This year long science course will be a review of the basics of modern biology, chemistry, and physics. The student will be expected to have retained a knowledge of high school science courses, as the focus here will be on the change to the philosophy of nature which now underlies modern science, beginning with Galileo and Newton and continuing with Darwin and others. The student will recognize the effect this change has had on modern man's idea of himself and of all nature in all fields, including religion, medicine, political science, economics, bioethics, and education.

SCIENCE 421 EVOLUTION AND MODERN SCIENCE

The second half of the above course.

MATH 411

This year-long course will review the basics of modern algebra, geometry, trigonometry, and pre-calculus. Students will come to the course with their high school mathematics retained, as the focus will be on the principles and ideas that have changed from the classical quadrivium mathematics to the modern. Students will then be able to assess the effects these changes have had on man's view of nature, including time, space, and technology.

MATH 421 MODERN MATHEMATICS II

The second semester of the above course, along with a historical analysis of mathematical evolution.

LIT 412 MODERN LITERATURE I

A continuation of the Hist/Lit course of the Junior year. The students will continue to study the classic literature of the time period following the discovery of the New World into that of the Enlightenment, the Romantics, the Industrial Revolution, the War Between the States, the World Wars, the Communist Revolutions, the Modernist Revolution in the Church, and on into our own seemingly apocalyptic age. From Jane Austen and Rousseau to T.S. Eliot, Evelyn Waugh, J.R.R. Tolkien, Flannery O'Connor, William Faulkner, Adolphus Huxley, John Steinbeck, and others, the student will be immersed in the human imagination's expression of the timeless truths of human nature in the concrete circumstances of each period.

LIT 422 MODERN LITERATURE II

The second semester of the above course.

EDU 411 STUDENT TEACHING/OBSERVATION

The philosophy of education major will begin his two years' practical coursework by observing classes, tutoring all ages, and substitute teaching in the local schools, be they public, private, or at home.

PHIL 511 CATHOLIC SOCIAL TEACHING AND MODERN ECONOMICS

This year-long course will focus on the Church's perennial, well-developed doctrine on the order of society, the common good, the family as the basis of society, the role of government and its relation to the Church, the freedoms numbered in the Bill of Rights, a well-ordered economy vs a dysfunctional one, and much more. These questions will be studied with the goal of presenting to secondary school students the Church's answer to modern ideas of liberty, the pursuit of happiness, the pursuit of wealth, the duties of government, etc. The course will build upon the history and philosophy courses of the first four years, and students will be equipped to teach basic government and economic high school courses from the Catholic perspective. The relevant papal encyclicals will be studied in detail, as well as the primary source material for the modern ideas of government, society, and economy.

PHIL 512/522 THE INTERNET, SOCIAL MEDIA, AND PROPAGANDA

In this year-long course, the students will focus on the role played in education by the rise of the computer (including the now ubiquitous cell phone), and virtual reality. We will take virtual reality to mean "a reality based only in the computer," (*American Heritage Dictionary of the English Language*, 5th ed.) which definition would include most social media. The many studies done on the effects of virtual reality on the brain and its ability to process and store information will be assessed, as well as the use made of this alternate reality by secular powers to influence patterns of thought and behavior. Students will focus on discussing the legitimate use to be made of the computer in education, as well as the dangers thereof, both in the homeschool and brick-

and-mortar school environments. Alternatives to its use will be developed and shared, as well as strategies for helping children overcome addictions to social media in all its forms.

PHIL 513 HEALTH AND MEDICINE

This semester course will focus on the basics of health and medicine, which naturally flow from the Church's doctrine of the natural law. Students will gain a cursory knowledge of medical ethics, and learn to apply that knowledge to many of the difficult issues presented by the capabilities of modern medical technology. The course will also develop apologetical strategies to deal with these questions in a classroom setting, which requires the teacher to find methods on communicating these truths to students from all backgrounds.

PHIL 521 HUMAN SEXUALITY

This semester course is the companion to the one above, and will continue the study of the natural law and its application to questions of human sexuality. It is clear that Sr. Lucia, the seer of Fatima, spoke truly when she declared that, "The final battle between the Lord and the kingdom of Satan will be about marriage and the family." Careful consideration, therefore, will be given to the nature of the two sexes, both their differences and their complementarity. The beauty of God's plan for marriage, the different sins and heresies which attack it, and especially the current war made on the family will be studied in depth. Students will be equipped to teach "family life" or "health" courses required by modern schools, and will be able to do so in a way that gives the youth a true picture of themselves as rational, moral, and sexual creatures.

PHIL 522 INTRODUCTION TO PSYCHOLOGY

This semester long course will be an introduction to the human psyche from an Aristotelian-Thomistic perspective. The focus will be practical: on the different personalities and temperaments and how best to educate each type, the roadblocks that basic dysfunction can place in the way of learning and how to overcome them, and the effects of trauma on the personality. This last is to enable the teacher to spot problems early so that the student can be provided with the help needed to address potentially crippling issues. The second semester of the course will focus on the discoveries and errors of modern psychological and educational methods, so that the future teacher is equipped to make use of their good and avoid their evil in the classroom.

EDU 521 STUDENT TEACHING /OBSERVATION

The philosophy of education major will complete his two years' practical coursework by observing classes, tutoring all ages, and substitute teaching in the local schools. If possible, as a capstone project, he should be given complete control (under supervision) of one class in the field of his choosing for the final semester. He would be required to develop the curriculum for the semester, teach the class, assign and assess the coursework and calculate final grades, communicate with the parents, and maintain discipline in the classroom.

Major in Letters

Major Credit Hours beyond the Core (125 Total)

6 Theology Classes
11 Philosophy Classes
4 Literature Classes
2 Classics Classes
2 History Classes
2 History/Literature Classes
2 Latin Classes
2 English Classes
4 Mathematics Classes
2 Science Classes
2 Education Classes

Proposed Classes outside the Core Curriculum

THEO 211-Sacred Scripture I
THEO 221-Sacred Scripture II
THEO 311-Sacraments and Morality I
THEO 321-Sacraments and Morality II
THEO 411-Apologetics I
THEO 421-Apologetics II
PHIL 211-Logic I
PHIL221-Logic II
PHIL 311-Medieval Philosophy I
PHIL 321-Medieval Philosophy II
PHIL 411-Modern Philosophy I
PHIL 421-Modern Philosophy II
PHIL 511-Catholic Social Teaching and Modern Economics
PHIL 512/522-The Internet, Social Media and Propaganda
PHIL 513-Health and Medicine
PHIL 521-Human Sexuality
PHIL 522-Introduction to Psychology
LIT 211-Western Literature I
LIT 221-Western Literature II
LIT 412-Modern Literature I
LIT 422-Modern Literature II
CLAS 211-Classical Studies I
CLAS 221-Classical Studies II
LAT 211-Latin III
LAT 222-Latin IV

HIST 211-Medieval History
HIST 221-Renaissance, Protestant Revolt, and Catholic Reformation
HIST/LIT 311-Modern History/Literature I
HIST/LIT 321-Modern History/Literature II
ENG 311-English Grammar and Composition
ENG 322-Composition and Communication
MATH 311-Classical Mathematics I
MATH 321-Classical Mathematics II
MATH 411-Modern Mathematics I
MATH 421-Modern Mathematics II
SCI 311-Natural and Physical Sciences I
SCI 321-Natural and Physical Sciences II
EDU 411-Student Teaching/Observation
EDU 521-Student Teaching/Observation

BACHELOR OF LETTERS DEGREE: Justice and Jurisprudence Curriculum

Rationale and Purpose:

The governance of the will is found in the object of the study and practice of the law, which functions to correctly discipline the individual person as well as collective society. Justice is the essential virtue for living in society. Justice regulates and orients all our virtuous actions to the common good. Students choosing to major in Justice and Jurisprudence receive a solid foundation in history and philosophy that will enable them, regardless of profession or future vocation, to participate intelligently, prudently, and justly in civil society. The speculative aspect of the degree focuses on the perennial philosophy of Aristotle and St. Thomas and the social teaching of the Church. All aspects of Justice are considered thoroughly: commutative, distributive, and legal justice. In addition to a solid speculative foundation, the students will learn practical skills that are indispensable for anyone who works in public service or the legal profession: public speaking, professional writing, and financial literacy. This degree is an excellent preparation for those students who are considering a law degree and entering the legal profession as an attorney. A thorough introduction to the first year of study in law school will be accomplished by the end of this program thus giving students a head start on law school. For others not looking to pursue law school, the degree is also an American Bar Association accredited Legal Assistant Education Program and will prepare students to seek employment as a legal assistant (or paralegal). The degree would also prepare one to enter into law enforcement. Finally, anyone who pursues a career in the public or private sector will have a firm grounding in the legal principles that regulate society that will be indispensable in their career.

Most importantly, the solid philosophical and historical component of the degree rooted in Catholic philosophy and theology will make any graduate prepared to be an ideal citizen of both perfect societies of Church and State.

Principles

The Virtue of Justice—The core principle of this degree is the study of the virtue of justice in all its aspects. The mind and will are to be trained in the constant and perpetual will to render to each man what is due to him as his own. Justice perfects all our virtuous actions by orienting them to the common good. The Greco-Roman philosophical tradition as perfected by Catholic theology is at the heart of the program of study.

Communication—Law is a virtue that can only be practiced in society. Language, the ability to communicate with other rational creatures, is at the heart of the degree. Students will have opportunities to perfect their oral and written communication skills. From the study of logic, students will learn how to think clearly so that they can learn the art of constructing arguments and using rhetoric to persuade.

Catholic Social Teaching—The philosophy of justice must be put into practical practice in real political communities. Thus, the degree requires course work in the particular application of

justice to various spheres of communal life. The Church's traditional teaching about the just organization of society and her diagnosis of modern errors is the final principle that crowns the program.

1st Year Core

Sophomore Year

Grammatical and Rhetorical Methods	Understanding Financial Statements and Accounting	Speech	Intro to Legal Studies and Research	Foreign Language	Dogmatic and Moral Theology
Constitutional Law	The Law of Property	Elective	Foreign Language	Theology	

Junior Year

Retributive Justice: Criminal Law	Professional Writing	Logic	Elective	Foreign Language	Intro to Political Science and Economics
Voluntary Commutative Justice: Business and Contracts	Involuntary Commutative Justice: Paying for Injuries Caused	Justice	New Testament Sacred Scripture	Ethics	Foreign Language

Senior Year

Ancient History to the Mid-Eighteenth Century	From Colonial America to the Fall of the Soviet Union	Contemporary Theories of Jurisprudence	Natural Law Jurisprudence
Distributive Justice: Catholic Social Teaching and Economic Activity	The US Court System and Procedural Justice	History of Roman Law and the European Jus Commune	Theology

5th Year

Church State Relations	American Legal History
Legal Research Project	Advanced Public Speaking and Moot Court

Course Descriptions

ENG 311 PROFESSIONAL WRITING

This course will be a practical course that will allow students to develop and perfect professional writing skills. By the end of the course students will have developed a portfolio of professional writing including letters, memos, reports, and slide presentations.

HIST 413 HISTORY OF ROMAN LAW AND THE EUROPEAN JUS COMMUNE

This course surveys European legal history from Roman law through the development of the pan-European common law (Jus Commune) that developed in the High Middle Ages after the rediscovery of the Corpus Juris Civilis. The purpose of the course is to introduce students to the influence of Roman Law, and its medieval reintroduction, on both secular and ecclesiastical law. Parts of Justinian's Corpus Juris Civilis will be studied in detail and the continuity between its principles and modern law will be noted. The course will explore the revival of Roman law in Italy at the end of the eleventh century and its adoption by the law schools (civil and ecclesiastical) of Europe, and its integration into the Jus Commune. This part of the course will describe how the jurists of the twelfth to the eighteenth centuries used principles, norms, categories, and concepts of Roman law and applied them to various European legal systems. In addition to studying the codification of Justinian and parts of Gratian's Decretum, other required readings will include Manlio Bellomo, *The Common Legal Past of Europe* and Peter Stein, *Roman Law in European History*.

HIST 512 AMERICAN LEGAL HISTORY

This course will examine the historical development of American legal institutions and themes and arguments that persist throughout the history. Books will include: Friedman, *Law in America: A Short History* and Hall, Wiecek & Finkelman, eds., *American Legal History: Cases and Materials*.

PHIL 314 JUSTICE

Since at least the time of Plato's Republic, men have debated the nature of justice. This course will examine classical and contemporary understandings of justice. Readings will include Plato's Republic, Aristotle's Ethics (Book V), selected readings from Cicero, St. Thomas Aquinas, and some contemporary philosophers including Joseph Pieper.

PHIL 412 NATURAL LAW JURISPRUDENCE

This course will thoroughly explore natural law jurisprudence from the ancient world to modern times. The origins of natural law jurisprudence in Aristotle and Plato will be considered followed by the influence of the Stoics on the tradition. The heart of the course will be an examination of the great synthesis of pagan natural law and Christianity in the Middle Ages. The legal treatises of St. Thomas Aquinas and Gratian will be thoroughly examined. Some contemporary defenders of the natural law tradition will be considered such as Joseph Pieper.

MATH 211 UNDERSTANDING FINANCIAL STATEMENTS AND ACCOUNTING

This course provides a basic introduction to reading and understanding financial statements. Financial statements are the language of business and anyone who will work in business or a profession needs a basic literacy in the language. Readings will be drawn from articles and financial statements of public companies.

JURIS 211 INTRODUCTION TO LEGAL STUDIES AND RESEARCH

This course will introduce the students to the study of law and the structure of legal institutions. Students will also acquire the skills of reading legal cases and researching legal topics. Readings will include Beth Walston-Dunham Introduction to Law.

JURIS 212 CONSTITUTIONAL LAW

This course introduces students to the study of American Constitutional Law including the organization and division of powers and Constitutional principles relating to civil liberties. Readings will be from C. Suzanne Bailey, Constitutional Law

JURIS 213 THE LAW OF PROPERTY

The course begins by considering the natural law basis (in the secondary precepts) of the law of property and the tension throughout the tradition between the “common ownership of all things” and private property. The course then considers the legal rules for the ownership and transfer of real property and the regulation of use of property. Readings from Aristotle, Gratian, and Leo XIII as well as Michael P. Kearns, The Law of Real Property.

JURIS 311 RETRIBUTIVE JUSTICE: CRIMINAL LAW

The course will consider the nature of retributive justice and its ends and methods. In addition to the theory of criminal law and procedure, an overview of the American criminal law system will be pursued. Readings will be determined.

JURIS 312 VOLUNTARY COMMUTATIVE JUSTICE: BUSINESS AND CONTRACTS

The basic law governing commerce is rooted in commutative justice which requires equality in voluntary exchanges. This course will explore the law of contracts (both its basis in justice and its practice in particular rules). Readings are from Martin A. Frey, Essentials of Contract Law.

JURIS 313 INVOLUNTARY COMMUTATIVE JUSTICE: PAYING FOR INJURY CAUSED

Commutative justice requires that one make restitution for harm caused to another person. This course studies the different legal remedies and standards for effecting restitution for harms

caused. The class will examine a range of harms from physical to reputational as well as harms caused by selling defective or dangerous products.

JURIS 411 CONTEMPORARY THEORIES OF JURISPRUDENCE

After the students have mastered the perennial jurisprudence of the natural law, this course will examine the various errors that have arisen since the Reformation. The error of the separation of law and morality that arose in the Enlightenment will be the starting point of analysis. Legal Positivism, in its various forms, as well as the so called “new” natural law theories will be studied and refuted.

JURIS 412 DISTRIBUTIVE JUSTICE: CATHOLIC SOCIAL TEACHING AND ECONOMIC ACTIVITY

Students will read the traditional encyclicals concerning social and economic matters starting with *Rerum Novarum*. The strong condemnations of communism will also be studied to demonstrate the communists’ errors regarding commutative and distributive justice. In addition to the original texts of the encyclicals some of the work of Catholic scholars discussing the implementation of Catholic economic principles will be studied including Belloc, Father Vincent McNabb, and Father Heinrich Pesch.

JURIS 413 THE US COURT SYSTEM AND PROCEDURAL JUSTICE

The first part of the course examines the principles of procedural justice that ensures that like cases are treated alike and that those accused of wrongdoing are afforded a fair opportunity to defend themselves. The second part of the course contains an overview of the US court system, federal and state, and examines how litigation, civil and criminal, progresses through those systems. The second part is used as a case study to apply the principles learned in the first part to evaluate the fairness of the US legal system.

JURIS 511 CHURCH STATE RELATIONS

In this course, students study the relationship between Church and civil society. The classic papal encyclicals on Church/State relations form the basis of the principles studied, including *Immortale Dei* and *Quas Primas*. Students will consider both circumstances in which the Church can find herself: in a professed Catholic society and in a liberal pluralist society and will see how the core principles remain unchanged despite these different practical circumstances. Following the study of correct principles, American law relating to Church/State relations will be evaluated in light of the principles.

JURIS 512 LEGAL RESEARCH PROJECT

This capstone course allows the student to pursue a research project on a subject chosen by the student and approved by his advisor.

JURIS 513 ADVANCED PUBLIC SPEAKING AND MOOT COURT

This capstone class allows the student to deepen and perfect public speaking and oral argumentation and culminates in a moot court experience.

Major in Letters

Major: Credit hours beyond the core

- 4 required classes in History
- 4 Foreign language classes
- 3 required classes in English
- 3 additional electives classes in English or Literary Arts
- 4 required classes in Philosophy
- 1 required math class
- 12 required classes in Jurisprudence
- 2 classes in Theology
- 2 classes in Fine Arts

Proposed Classes Outside the Core Curriculum

- ENG 211-Grammatical and Rhetorical Methods
- ENG 212-Speech
- ENG 311-Professional Writing
- HIST 411-Ancient History to the Mid-Eighteenth Century
- HIST 412-From Colonial America to the Fall of the Soviet Union
- HIST 413-History of Roman Law and the European Jus Commune
- HIST 512-American Legal History PHIL 312 Logic
- PHIL 313-Ethics
- PHIL 314-Justice
- PHIL 412-Natural Law Jurisprudence
- MATH 211-Understanding Financial Statements and Accounting
- JURIS 211-Introduction to Legal Studies and Research
- JURIS 212-Constitutional Law
- JURIS 213-The Law of Property
- JURIS 311-Retributive Justice: Criminal Law
- JURIS 312-Voluntary Commutative Justice: Business and Contracts
- JURIS 313-Involuntary Commutative Justice: Paying for Injuries Caused
- JURIS 411-Contemporary Theories of Jurisprudence
- JURIS 412-Distributive Justice: Catholic Social Teaching and Economic Activity
- JURIS 413-The US Court System and Procedural Justice
- JURIS 511-Church State Relations
- JURIS 512-Legal Research Project
- JURIS 513-Advanced Public Speaking and Moot Court

**BACHELOR OF LETTERS DEGREE:
Catholic Culture and Literary Art Curriculum**

Rationale and Purpose:

Catholic Culture and Literary Art is, particularly, the writer's major. Coupling the study of Catholic Culture with Literary Art lends a particular potency to the art of effective communication. *Because the governance of the cognitive conscience is most effectively learned in the object of the study of literature in Catholic culture*, its end is to produce broadly educated Catholics who will act as the properly formed Catholic conscience in society, engaged in the world in varied, though related, professions. Such a major will be useful in fields such as Journalism, Law, Education, Playwriting, Publishing/Editing and Political Science as well as providing a foundation for the priesthood and religious life. It will be especially useful where the use of the written word is necessary to be persuasive in making sound arguments and challenging errors that in every age promote disordered thought and action. Course work will emphasize writing, research and the practice of rhetoric. The graduate receiving a degree in the Catholic Culture and Literary Art curriculum will be able, at will and as an extension of a properly formed conscience, to draw upon a variety of literary styles, techniques and forms in order to communicate persuasively concerning the salvific power and nature of the Catholic Church as well as Catholicism as the crown jewel of philosophical thought.

Principles:

Culture is defined by one modern source as "the totality of socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human work and thought characteristic of a community or population." Foundationally, this definition may be synthesized to state that "culture is the result of a conscious effort by man to elevate and gratify the collective, sensate soul; characterized and distinguished by the boundaries imposed on it by God." Following such a definition, it becomes imperative that, through and by a properly formed conscience, the gratification of the sensate soul must ultimately subordinate itself to the gratification of God Himself; that anthropology must absolutely give way to theology, so that our ultimate end remains visible. Subsequently, the study of Catholic Culture is the salvific application of the intellect and the will to the purpose of supplying and surrounding the sensate soul with the beauty intended by God. The skill of the student must be honed for this purpose through a dissection of the great literary works that bind us to this purpose as well as through the repetitive process of giving animation to thought, which is the essence of communication.

In a classical sense then, the major in Catholic Culture and Literary Art has a three-fold end to the formation of the graduate:

Unitivus- In that it weds the function of the sensate soul to the function of the rational soul through the proper formation of the individual as well as the collective conscience of man, ultimately giving voice to the intellect, clarity to thought and purpose to action.

Creare- In that it produces, in the mind of the writer, through the imaginative process, a fertile landscape in which to sow the written word.

Transformare- In that it preserves, in writing, all that transforms the will of man, causing him to continually choose the charitable, or God-loving course of action in all his endeavors.

1st Year Core

Sophomore Year

Grammatical- Rhetorical Methods	Speech	Modern Lit/ Cat Lit Imagination	Greek	Foreign Language	Dogmatic and Moral Theology
Old Testament	Christology	Ecclesiology	Apologetics	Foreign Language	Practical Apologetics

Junior Year

New Testament	Pursuit of Wisdom	Logic	Ethics	Foreign Language	Intro to Political Science and Economics
Moral Theology	Aesthetic Theology	Mystical Theology	Ancient Greek	Roman Literature	Foreign Language

Senior Year

Classical Literature from Early Middle Ages to the Renaissance	Ancient History to the Mid- Eighteenth Century	History of Colonial America to the Fall of the Soviet Union	Development of English Literature from 700-1550	Survey of Literature from 700-1550	English & American Literature from 1550-1861
English Literature from 1861-2000	American Literature from 1861-2000	Drama & Playwriting	Elective		

5th Year

Manuscript	Publication	Elective
Manuscript	Publication	Elective

Course Descriptions

CLAS 210 GREEK

One semester providing a rigorous examination of the Greek language, including an introduction to grammatical structure, analysis, composition and vocabulary, particularly in regard to its interpretive influence on New Testament Scripture.

Texts used: To Be Determined. (TBD)

ENG 211 GRAMMATICAL AND RHETORICAL METHODS

This course aims at developing foundational skills of writing through the study and proper use of the structure of the English language-- the eight parts of speech, eight parts of a sentence, and types of sentences and paragraphs; proceeding to the study of communication theory as it relates to the distinctive characteristics of persuasive written, oral, and electronic communications, including (a) the five parts of the art of rhetoric (invention, arrangement, style, memory and delivery) as they relate to effective speaking and writing, with particular attention given to developing journalistic skills of interviewing, researching, news reporting, feature writing, and reviews of books, plays, and films, (b) the form of classical oration in its practical uses in both writing and public speaking (forming proper theses, selecting relevant information, and persuasive proofs, the refuting of opposing arguments), and (c) the recognition and avoidance of common logical fallacies and the effective use of emotional appeals.

Texts used: TBD

ENG 212 SPEECH

The work in this course pertains to the forming and expressing judgments in an organized and coherent fashion and presenting information articulately (pronunciation, articulation, voice projection and rhythmical phrasing), developing the skills of effective extemporaneous and public speaking, and of leading and participating in group discussions (projecting self-confidence, eye contact, posture, gesture).

Texts used (for both preceding courses): readings may include passages of Aristotle's *Rhetoric*, Cicero's *De Oratore*, St. Augustine's *De Doctrina Christiana*, Corbett's *Classical Rhetoric for the Modern Student*; essays by Seneca, Plutarch, Bacon, Addison, Macaulay, DeQuincey, Newman, Belloc, and Chesterton, Sobran, O'Rourke, Berry, and by other authors published in contemporary journals and newspapers.

ENGL 213 MODERN LITERATURE/THE CATHOLIC LITERARY IMAGINATION

Special attention will be paid in this class to the Catholic literary revival of the 19th and 20th centuries, especially as understood against the pessimism of other contemporary literary movements, giving students an organic idea of the conflict presented by modernism and the struggles it creates.

Texts used: TBD

THEO 223 OLD TESTAMENT SACRED SCRIPTURE

This course examines the science of Theology as it relates to philosophy, especially as faith relates to reason. Following THEO 122, this course continues with the study of the Old Testament, expanding on the creation narrative, prophesy, wisdom literature, the Psalms, the history of Israel, including an analysis of the signature marks identifying the early formation of Catholic Culture within the Jewish Community.

Texts used: TBD

THEO 314 NEW TESTAMENT SACRED SCRIPTURE

This course addresses the authoritative interpretation of Divine Revelation by the Magisterium; and the speculative interpretations of Theologians. The Greek and Roman conversions are evaluated in light of the cultural shift leveraged by Catholicism after Pentecost.

Texts used (for both preceding courses): readings include passages from the Old and New Testaments and may include readings from the Eastern and Western Church Fathers (e.g., St. Irenaeus, St. Basil, St. John Chrysostom, St. Jerome, St. Ambrose, St. Gregory, St. Athanasius, and St. Augustine); the early Councils of the Church; St. Thomas Aquinas's *Summa Theologica*; *The Catechism of the Catholic Church*; and Chesterton's *Orthodoxy* and *The Everlasting Man*.

CAT CLT 224 CHRISTOLOGY (RITES OF THE CATHOLIC CHURCH); CAT CLT 225 ECCLESIOLOGY; CAT CLT 226 APOLOGETICS

This triad of courses lays the groundwork of Catholicism proceeding forth from its establishment in the Holy City, Rome. These courses are taken concurrently to enhance the student's grasp of the mission of the Catholic Church and the formation of the distinctive culture generated in its wake. CHRISTOLOGY studies and develops the two natures of the person of Jesus and His relation to the Trinity. ECCLESIOLOGY examines the nature, founding, mission, rites, organization and history of the Catholic Church, including its Councils, as well as the development of doctrine (dogmatics) and its influence on Catholicism as a culture. The study of these subjects provides the foundation for the study of the art of APOLOGETICS, which examines the rational grounds for belief in the existence of God, in Divine revelation, in the divinity of Christ and in His founding of the Catholic Church.

Texts used: readings may include passages from the Old and New Testament; the Eastern and Western Church Fathers (e.g., from St. Irenaeus, St. Basil, St. John Chrysostom, St. Jerome, St. Ambrose, St. Gregory, St. Athanasius, and St. Augustine); the *Didache*; the Councils of the Church; St. Thomas Aquinas's *Summa contra Gentiles*; Newman's *The Development of Christian Doctrine* and *Grammar of Ascent*; Vaughan's *The Divine Armory of Holy Scripture*; Ott's *Fundamentals of the Catholic Church*; and *Orientalium Ecclesiarum*.

CAT CLT 321 MORAL THEOLOGY; CAT CLT 322 ASCETICAL THEOLOGY; CAT CLT 323 MYSTICAL THEOLOGY

Natural and supernatural grace as the benevolent bestowal of gifts is the matrix upon which this triad of coursework is developed. The study of the human will as it relates to the fulfillment of

human nature by forming a proper relationship with God and other human beings (Moral Theology); the disciplines that remediate the effects of original sin and lead to the greater perfection of the virtue of charity (Ascetical Theology); and the study of contemplative prayer (Mystical Theology) grounded in a detailed examination of the lives of the Saints of the Church to demonstrate how their lives impacted the spiritual course of human events in their times.

Texts used: readings may include passages from the Old and New Testaments, The Eastern and Western Church Fathers (e.g., St. Irenaeus, St. Basil, St. John Chrysostom, St. Jerome, St. Ambrose, St. Gregory, St. Athanasius, and St. Augustine); St. Bernard of Clairvaux, St. Theresa of Avila, St. John of the Cross, the *Didache*, St. Thomas Aquinas's *Summa Theologica*, the Councils of the Church, and *The Catechism of the Catholic Church*.

PHIL 311 THE PURSUIT OF WISDOM

The study of philosophy, grounded in the love of wisdom, strives for greater knowledge of reality gained by the use of reason. Theoretical or speculative philosophy includes the study of being (metaphysics- the one and the many, causation, motion, etc.), while practical philosophy includes the study of the divine (Theodicy and the problem of evil) and the scientific investigation of nature and human nature. This course focuses mainly on the study of theoretical philosophy and on some of the influential schools of philosophy, especially Platonism, Aristotelianism, Epicureanism, Stoicism, Scholasticism, empiricism, idealism, materialism, determinism and positivism, (as they compare, influence or subjugate their principles with the crown jewel of philosophical thought, Catholicism).

Texts used: Readings may include passages from "Book I" of Boethius's *Consolation of Philosophy*, Copleston's *A History of Philosophy*, Doolan's *The Science of Being as Being: Metaphysical Investigations*, McNerny and O'Callaghan's, *Recovering Nature: Essays in Natural Philosophy, Ethics, and Metaphysics in Honor of Ralph McNerny*, and Pieper's *Living the Truth: the Truth of All things and Reality and the Good*.

PHIL 312 LOGIC

Coursework is a continuation of the study of logic or the science of reasoning as a form of thinking using syllogistic and symbolic techniques to establish and evaluate truth claims in the physical sciences, in language, and in philosophical argument.

Texts used: passages from Herrick's *The Many Worlds of Logic*, John Paul II's *Centesimus Annus*, Benedict XVI's *Caritas in Veritate*, Schall's *Roman Catholic Political Philosophy*.

PHIL 313 ETHICS

This course, the study of ethics, a branch of moral philosophy, investigates human character and principles of praiseworthy and blameworthy conduct in order to form judgments about "what ought to be done" and about the degree to which human acts can be validly considered moral and immoral, and if unjust the extent to which the acts are excusable.

Texts used: Chesterton's *Eugenics and Other Evils*, Meilaender's *Bioethics: A Primer for Christians*, and Ratzinger and Bovone's "Instruction on Respect for Human Life in Its Origin and on the Dignity of Procreation."

LIT ART 321 ANCIENT GREEK AND LIT ART 322 ROMAN LITERATURE

Continues the study of classical literature, ancient Greek and Roman literary works of enduring significance whose imaginative perspicacity about the complexities of human nature and society- and the literary forms in which they were composed- continue to influence Western thought and culture to the present day. These literary works and the variety of the literary forms in which they were written shaped much of the literature that has been written from the Middle Ages to the present time.

Texts used: Homer's *Odyssey*, Vergil's *Aeneid*, Ovid's *Metamorphoses*, and among other works may include the poetry of Alcman, Anacreon, Sappho, Theophrastus, Catullus, and Horace; the comedies of Aristophanes, Plautus, and Terence; the tragedies of Sophocles, Euripides, and Seneca; the satires of Martial and Lucian; and the biographies of Plutarch.

LIT ART 411 CLASSICAL LITERATURE FROM THE EARLY MIDDLE AGES TO THE RENAISSANCE

Begins the study of literary works written from the early Middle Ages to the end of the Italian Renaissance- excluding English literature- that continue to influence Western thought and culture to the present day. Emphasis will be on form and style.

Texts used: Dante's *Divine Comedy*, and among other works may include Boethius's *The Consolation of Philosophy*, St. Augustine's *Confessions* and *The City of God*, the poems of the *Carmina Burana*, *The Song of Roland*, the romances of Chretien de Troyes, the Lais of Marie de France, Boccaccio's *Decameron*, and Cervantes's *Don Quixote*.

HIST 411 ANCIENT HISTORY TO THE MID-EIGHTEENTH CENTURY

This course is an examination of opposing presuppositions about what history is, unveiled under the Catholic perspective: (1) it is a chronological record of human action that manifests no coherent pattern, which may be interesting but has no overreaching significance, meaning, or practical use; (2) it is the chronological record that demonstrates a deterministic movement whereby the human species and its society, in general, progresses and will continue to do so; (3) it is a record of the rise, flourishing, and demise of civilizations, a cyclical pattern characteristic of all civilizations, though not necessarily of primitive societies; (4) it is the record of human striving to balance the right relationship with transcendent being and living in the world in a salutary way.

The study of ancient history to the mid-eighteenth century: the ancient empires of Babylon, Egypt, Assyria, Israel, the Greek city-states; the conquests of Alexander; the Roman republic and empire; the rise of Christendom; caesaropapism; the rise of humanism; the emergence of the nation-state, colonialism, and mercantilism.

Texts used: readings include passages from Herodotus's *The Histories*, Thucydides's *The Peloponnesian War*, Polybius's *The Histories*, Caesar's *Commentaries*, Livy's *From the Founding of the City*, Tacitus's *Annals*, Bede's *Ecclesiastical History of the English People*, Suetonius's *Lives of the Caesars*, Procopius's *Secret History*, Gibbon's *History of the Decline and Fall of the Roman Empire*, Burkhardt's *The Civilization of the Renaissance in Italy*, Dawson's *Religion and the Rise of Western Culture*, and Huizinga's *The Waning of the Middle Ages*.

HIST 412 FROM COLONIAL AMERICA TO THE FALL OF THE SOVIET UNION

The study of history under the scrutiny of Catholic thought and position, from the beginnings of the War of American Independence to 1991: European colonies in the Americas; the U. S. Constitution and Bill of Rights; the industrial revolution in Europe and America; wars against Native Americans; the French Revolution; the Napoleonic wars; the European wars of 1948; the Civil War in America and Reconstruction; the Gilded Age; World War I; the Great Depression; and the Cold War.

Texts used: U. S. Constitution and Bill of Rights and may include passages from *The Federalist*; McCullough's *1776* and *John Adams*; Chernow's *Washington: A Life* and *Alexander Hamilton*; Washington's "Letter to the Hebrew Congregation in Newport" and "Farewell Address", the Monroe Doctrine; Tocqueville's *Democracy in America*; Marx's "Communist Manifesto"; Foote's *The Civil War: A Narrative*; Catton's "Grant and Lee: a Study in Contrasts"; Wesseling's *The European Colonial Empires*; Taylor's *The Struggle for Mastery in Europe: 1848-1918* and *The Habsburg Monarchy*; Leo XIII's "On Capital and Labor" and "Concerning Americanism"; Pius X's "On the Doctrine of the Modernists"; "Wilson's Fourteen Points"; Roosevelt's "The Four Freedoms" ; Weiss's (et. al.) *The United Nations and Changing World Politics*; U. S. Dept. of State's *Free at Last: The U. S. Civil Rights Movement*; MacNamara's *In Retrospect*; and Sakwa's *The Rise and Fall of the Soviet Union*.

LIT ART 412 DEVELOPMENT OF ENGLISH LITERATURE 700 TO 1550

This course studies the development of the English Language from Anglo-Saxon times to the present, particularly on changes caused by the Norman conquest in 1066; the great vowel shift in the 15th century; the humanistic influences in the 16th century; the promulgation of the Authorized (King James) Bible in 1611.

LIT ART 413 SURVEY OF ENGLISH LITERATURE 700 TO 1550

A survey of the periods of English literature from 700 to 2000 follows a study of Old English literature in translation from the Anglo-Saxon period to the beginnings of the English Renaissance and of the popular literary forms of the period: heroic, romantic, and religious narratives, alliterative verse, the dream vision, hagiography, drama, satire, lyric poetry, and the conduct book. Emphasis will detail the rationale for its development and popularity, as a study in human nature.

Texts used (for both preceding courses): will include *Beowulf*, the Pearl Poet's *Sir Gawain and the Green Knight*, Passages from Chaucer's *Canterbury Tales*, *Everyman* and may include

Caedmon's "Hymn," "The Wanderer," passages from the *Anglo-Saxon Chronicle*, Malory's *Le Morte d'Arthur*, More's *Utopia*, and Skelton's "Philip Sparrow."

ENG 413 ENGLISH AND AMERICAN LITERATURE FROM 1550 TO 1861

A study of literary works from the beginnings of the English renaissance to the American Civil war, with particular attention given to popular genres of the period: religious and lyric poetry, especially the sonnet, travelogue, drama, sermon, essay (religious, philosophical, historical, and journalistic), satire, novel, the conduct book, and literary criticism.

Texts used: A play by Shakespeare, passages from Milton's *Paradise Lost*, and Bunyan's *Pilgrim's Progress*. Among other readings may be poems by Wyatt, Surrey, Spenser, Sidney, Jonson, Herrick, Donne, Herbert, Dryden, Pope, Wordsworth, Coleridge, Keats, Shelley, Byron, Bryant, Poe, Whittier, and Longfellow; fiction by Defoe, Fielding, Sterne, Scott, Cooper, Hawthorne, and Melville; essays by Bacon, Franklin, Emerson, and Thoreau; plays by Marlowe, Beaumont and Fletcher, Jonson, Dryden, and Congreve; satires by Dryden, Swift, and Pope; and literary criticism of Dryden, Pope, Johnson, and Wordsworth.

ENG 421 ENGLISH LITERATURE AND ENG 422 AMERICAN LITERATURE AND FILM FROM 1861 TO 2000.

These surveys will examine the nuance in styles within similar forms as well as the influence that Catholic culture imparts upon those forms, including a study of literary works from the time of the American Civil War- and of films from 1915 to the end of the twentieth century. Particular attention will be given to the crafting of plot, theme, imagery, point of view, dramatic conflict, and irony. Students will also practice writing their own literary works- poems, fiction, and/or journalistic essays (news stories, interviews, book and film reviews, feature writing, and editorials).

Texts used: readings may include poems by Tennyson, Browning, Arnold, Timrod, Whitman, Dickinson, Hopkins, Master, Sandburg, Eliot, Kipling, Frost, Berry; fiction by the Brontë sisters, Austen, Eliot, Dickens, Hardy, Twain, Joyce, Lawrence, Waugh, Hemingway, Greene, Orwell, O'Connor, Welty, Faulkner, Tolkien, and Vonnegut; essays by Holmes, Mill, Carlyle, Newman, Chesterton, Belloc, Eliot, and Lewis; plays by Gilbert and Sullivan, Wilde, Shaw, and Miller; and literary criticism by Arnold, Eliot, and Lewis. Among the films to be studied may be Griffith's *Intolerance*, Chaplin's *The Gold Rush*, Wells's *Citizen Kane*, Ford's *The Searchers*, Coppola's *The Godfather*, Kubrick's *Dr. Strangelove* and *2001: A Space Odyssey*; and Branagh's *Henry V* and *Much Ado About Nothing*.

CAT CLT 511 AND 522 MANUSCRIPTING (6)

Under the guidance of a Faculty Advisor, the student will engage in the composition of a draft manuscript suitable for possible use in post-graduate thesis work or for future publication as a professional author.

CAT CLT 512 AND 523 PUBLICATION (6)

Under the guidance of a Faculty Advisor, the student will participate as a contributing author, editor, researcher and publicist for the College periodical.

Major in Letters

Major: Credit Hours beyond the Core (123 Total)

- 10 Catholic Culture Classes
- 6 English Classes
- 5 Literary Art Classes
- 4 Foreign Language Classes
- 3 Electives
- 3 Philosophy Classes
- 2 History Classes
- 2 Theology Classes
- 1 Classics Class
- 1 Drama Class

Proposed Classes Outside the Core Curriculum

- CLAS 210-Greek
- ENG 211-Grammatical and Rhetorical Methods
- ENG 212-Speech
- THEO 223-Old Testament Sacred Scripture
- THEO 314-New Testament Sacred Scripture
- CAT CLT 224-Christology
- CAT CLT 225-Ecclesiology
- CAT CLT 226-Apologetics
- CAT CLT 321-Moral Theology
- CAT CLT 322-Ascetical Theology
- CAT CLT 323-Mystical Theology
- PHIL 311-The Pursuit of Wisdom
- PHIL 312-Logic
- PHIL 313-Ethics
- LIT ART 321-Ancient Greek Literature
- LIT ART 322-Roman Literature
- LIT ART 411-Classical Literature From the Early Middle Ages to the Renaissance
- HIST 411-Ancient History to the Mid-Eighteenth Century
- HIST 412-From Colonial America to the Fall of the Soviet Union
- LIT ART 412-Development of English Literature 700- 1550
- LIT ART 413-Survey of English Literature 700-1550
- ENG 413-English and American Literature from 1550-1861
- ENG 421-English Literature

ENG 411-American Literature and Film from 1861-2000
CAT CLT 511-Manuscripting
CAT CLT 522-Manuscripting
CAT CLT 512-Publication
CAT CLT 523-Publication
DRMA 320-Playwriting

BACHELOR OF ARTS DEGREE: Visual Art and Design Curriculum

Rationale and Purpose:

The governance of the sense of sight is found most ardently in the object of the study and practice of the visual arts; to visually reproduce well what is seen. Traditional, realistic drawing and painting can be taught. Modern art has almost completely eliminated this type of training over the last 120 years. Modernist artists focus primarily on the very end of art, that is, the expressive aspect. The traditional approach was to teach the aspiring artist the craft of drawing and painting, and then, once that was mastered, the artist could express himself with the learned craft. In the modernist movement the craft or skill of drawing and painting was not the focus and the craft was nearly lost. Yet there were a few individuals who did keep the traditional method of the art training alive during the twentieth century.

One such man was Ives Gammell, who was born in 1893 in Rhode Island. He had studied with the American artist William Paxton who had studied in Paris under the French painter, Jean Leon Gerome. Gammell saw what was happening in the art world in the first half of the twentieth century and decided to devote his life's work to keeping traditional art training alive. He taught aspiring artists, and he wrote about the differences between traditional and modern art, and he was a painter himself. In *The Twilight of Painting*, Gammell compared traditional and modern art. *The Boston School Painters, 1900-1930* is a compilation of brief biographies of the group of American artists, all traditional painters, from whom Gammell learned this craft.

The writer of this curriculum for the College of St. Athanasius was trained by two students of Ives Gammell. It is the primary goal of this program to pass on the time-tested craft of realistic drawing and painting. This skill has been passed on from master to pupil for centuries, since the time of the Renaissance, which of course has its ties to ancient Greece and Rome. More and more young people are drawn to this rigorous, traditional art training and more and more traditional art schools, or "ateliers" are being opened. We are at the beginning of a resurgence of traditional art. The basis of this art is drawing, and the basis of that is learning to see well. This program is about learning to see and to draw and paint beautifully what is seen. A wonderful by-product of this traditional training is improving one's ability to notice more of the natural world. One's skill at observation can be enhanced by learning to draw and paint.

At the same time, art brings a richness to daily life. Man has been expressing himself through works of art for all of recorded history (think of the cave paintings of animals found in France and Spain). Man is able to participate, in a small way, in God's creation of the universe when he creates a work of art. Pope John Paul II wrote in his letter to artists, "With loving regard, the divine Artist passes on to the human artist the spark of his own surpassing wisdom, calling him to share in his creative power." The created world has innumerable subjects to be drawn and painted, and concepts, imaginative or otherwise, to be visually conveyed. This craft enables the artist to depict the created world, whether it be a landscape, portrait, or figure. As part of this

curriculum, it also allows the artist to influence the contemporary world when collaborating with others in communicating ideas, where “a picture is worth a thousand words.”

Principles:

Passing on the craft of traditional drawing and painting is a slow process. Numerous hours of practice and many hours of sound instruction are necessary for the student. The vast majority of classes will be studio classes in which the student will be drawing and painting and receiving critiques from the instructor. Training the eye to see as an artist is the initial goal. This means to see proportions and angles and shapes and forms well and accurately. It also means to see the whole, or the “big picture,” and not just a collection of details. The drawing of plaster casts, which are replicas of famous sculptures, is the initial training. This not only provides a subject to draw, enabling the student to work on proportion, shape, angle, and form, but also can and should improve the student’s taste. Following cast drawing, the student will advance to a basic composition class and begin to learn the fundamentals of composing, or the assembling of a still-life; and then drawing that still-life. Oil painting will be introduced in the third year with still-life painting. Drawing will also be continued that third year with the drawing of clothed human figures. This figure drawing and eventually figure painting is so valuable to the traditional artist that it will be part of the curriculum for the final three years of the program. Additionally, portraiture will be introduced in year three and will be pursued for the remainder of the program. It is the figure and the face that are the ultimate subjects to be painted beautifully if the aspiring artist wishes to express something of the human condition. Thus, these principles will be the focus of the Visual Arts Program at the College of St. Athanasius.

Although emphasis on animate forms and inanimate still-lives is the primary focus of the program, the commercial aspect of art cannot be deemphasized. Reproductive art is utilized wherever graphic and illustrative work lends support to other professional endeavors, be they medicine, literature, the culinary world, advertisement and numerous others. Therefore, two semesters of work will include graphic design and illustration, which will enable the students to pursue work where commercial collaboration is necessarily edifying.

Supporting this focus of the program will be subjects such as perspective, anatomy, landscape painting, materials of the artist, mechanics of light, and advanced composition. Art history will also be part of the curriculum as a supporting topic. Each year, except the first, the student will take one Art History/Drawing course, in which one of the high-water marks of traditional art will be studied and drawn copies made by the student. These high-water marks include the art of ancient Greece and Rome, the Renaissance, the Baroque, and the 19th Century Realists. As the student studies, for example, the sculpture of the Hellenistic Period, he or she will draw from images of the *Torso Belvedere* or the *Laocoon*. In this way, the student not only learns about the tradition of which he or she is a part, but at the same time, he or she will be working on improving drawing skills, the ability to see, and the enhancement of their taste for all that is universally held to be beautiful.

The end result of the program will be a thoroughly trained artist, able to *see well, compose well*, draw and paint realistically and beautifully, and have a solid *appreciation of the great art* that has come before, as well as be educated in the college's core curriculum. All of this should enable the graduate to pursue a career as a professional artist, creating works of art for the inspiration of others, in collaboration with others, and for the Church to add to our Catholic culture and give glory to God, the supreme artist.

1st Year Core

Sophomore Year

Studio Drawing	Art History I	Composition	Intro to Graphic Art	Theology
Still Life Drawing	Figure Drawing I	Linear Perspective and Architectural Drawing	Physics of Light	Theology

Summer Study Abroad-3 Credits- 1 Course (Art and Architecture of Rome)

Junior Year

Intro to Painting	Figure Drawing II and Anatomy	Still Life Painting	Art History and Drawing II	Illustration
Intro to Portraiture	Figure Drawing III and Anatomy	Still Life Painting Studio		

Summer Class-3 Credits- 1 Course (Summer Landscape Painting)

Senior Year

Portrait Drawing and Painting	Figure Drawing IV and Anatomy	Art History and Drawing III	Intro to Political Science and Economics
Advanced Composition	Advanced Figurative Painting	Portrait Painting	

Summer Class- 3 Credits- 1 Course (Summer Landscape Painting)

5th Year

Advanced Painting	Art History and Drawing IV
The Business of the Professional Artist	Senior Project

Course Descriptions (All Texts TBD):

ART 120 DRAWING I

This course introduces the very basics of realistic drawing using plaster casts as the subjects to be drawn. Proportion is the initial principle to learn followed by shape and angle. Form is then introduced, the three-dimensionality of the object drawn. Rendering the three-dimensionality utilizes shading, shadow-line, value, cast shadows and form shadows, edge variation, and “lost and founds.” These topics require month after month of practice and refining, and so they will be pursued in the second year drawing classes. The use of a single, natural light source for the studio will also be covered.

ART 109 THE PHYSICS OF LIGHT

This semester-long course, fundamentally critical to the aspiring artist, deals with the properties of light, the use of optical devices to artificially influence its behavior, and the interference and diffraction of those properties in nature. This course is tailored to the needs of the artist, where detail and subject enhancement lend themselves to the reality of their work, and where the illusions of light must be understood in order to depict forms successfully. Some technical aspects of the phenomenon of light and its characteristics will challenge the student’s artistic acumen. The student will practice modeling spheres realistically from their imagination to more fully understand the effect of light on form.

ART 210/211 STUDIO DRAWING

This course is the continuation of Drawing I. All of the principles introduced in Drawing I will be practiced and refined. Casts of statues will be the subjects, and charcoal and pencil will be the medium used by the students. One of the primary lessons to be learned is how to see as an artist. Looking at the “whole” instead of at the individual parts is essential to drawing well. Learning to see how the parts fit into the whole and relate to each other is taught. Once this relational drawing is understood, the “sight-size” and comparative methods of measuring will be introduced. Sight-size, which makes the drawing exactly the same size as the subject to be drawn, is useful to know but should not be used exclusively at the expense of learning to see and draw relationally. Therefore the comparative method will also be taught, in which the relative scale of any part of the figure to any other is measured, and the same comparison made on the drawing.

ART 212 ART HISTORY I

This course is the first in a series of four that will focus on one of the great periods of Western Art. It will introduce the student to the work of the Ancient Greeks and Romans. This will primarily be sculpture but will also study the architecture of the time. The students will learn about the Archaic, Classical, and Hellenistic periods of Greek art and study the influence of the Greeks on Roman art. Drawing accurate copies of some of the sculptures studied will enable the student to hone their draughtsmanship abilities.

ART 213 INTRODUCTION TO GRAPHIC ART

This course will focus on learning the principles of design; point, line, space and volume, balance, unity, and emphasis, contrast, visual impact, rhythm, and illusion. Students will begin by completing a series of simple exercises illustrating each principle. These principles will be applied in completing sample layouts for magazines, newspapers, and websites. An intro to typography will also be included, and an overview of graphic design throughout history, particularly in the last 50 years, and its uses today.

ART 220 COMPOSITION

This course is placed in the curriculum at the point at which the student should be ready to move from cast drawing to more complex still-life drawing. The course will concentrate on composition, or the putting together of a picture. Principles of composition such as variety in size, shape, texture, balance, and timing will be covered. These principles will then be put to use in hands-on composing of still-life arrangements, beginning very simply and progressing to more complex compositions.

ART 221 STILL-LIFE DRAWING

This course is designed to be a companion course with Art 220, Composition. This studio course provides more time and training in the principles of composition learned in Art 220. Charcoal and red chalk will be the mediums used to produce the still-life drawings.

ART 222 SUMMER ART AND ARCHITECTURE OF ROME

The Visual Arts Program students will join the architectural students in the twelve-week summer intensive course in Rome. Royal Cortissoz, an early 20th century art critic, wrote in his book *American Artists*, published in 1923, that nowhere could the art student learn about beauty better than in Rome: “neither at home nor at Paris could the young artist obtain from the atmosphere enveloping him the lessons in taste, in judgement, in scale and proportion, which are so potent in Rome.”

ART 223 FIGURE DRAWING I

In Western Art the human figure is among the very most important subjects. One must be able to draw and paint the figure accurately and beautifully. This course is the first of many in the program that allows the student to draw the human figure. Models will be utilized and will be appropriately clothed to avoid complete nudity. Part of the course will cover opposing ideas as to the use of nude models. Even at the very highest levels of the church this debate has gone on. (Michelangelo painted nude figures in his *Last Judgement* in the Sistine Chapel while working

for Pope Paul III. About 30 years later, after Michelangelo's death, another pope had the nudity covered by another artist.) The course's primary focus is the training of the student as a draughtsman of the figure.

ART 224 LINEAR PERSPECTIVE AND ARCHITECTURAL DRAWING

Linear Perspective gives the artist the tools with which to give the illusion of depth and of objects receding into the distance. This ability is vital to have for a realistic painter. This course will teach one and two point perspective after giving a brief history of the Renaissance artists' discovery of the principles of perspective. Drawing architecture will be a primary subject in this course.

ART 309 INTRODUCTION TO PAINTING

After a year and a half of intensive drawing, the student should be ready to meet the challenges of oil painting. This course will introduce the student to the materials needs: oil paints, hog bristle and sable brushes, line canvas and wooden panels, a wooden palette, etc. The grinding of pigments with linseed oil will be taught in order that the student knows what goes into a tube of paint. Stretching and priming of raw linen canvas will also be covered and performed by the student. Simple still-life set ups will be the subjects as the student begins to tackle the additional topic of color. All of the drawing principles learned and practiced so far will exactly apply to painting.

ART 310 ILLUSTRATION

In this course, students will complete five illustrations, each serving a different purpose, in mediums of their choice (or mixed media). A history of illustration will also be examined, including the "Golden Age" of Illustration, from around 1880 to the early 20th century. The works of N.C. Wyeth, Howard Pyle, Jessie Wilcox Smith, Violet Oakley, and others will be analyzed, and elements of them copied to understand their compositions, and which of the principles of design they primarily employed and why. In completing their own illustrations, students will gain a deeper understanding of the process, making thumbnail sketches, color and value studies, and gathering references for their final pieces. Students are also encouraged to collaborate, including posing for reference sketches.

ART 311 FIGURE DRAWING II AND ANATOMY

This course is the continuation of Figure Drawing I, providing more valuable time for learning to capture the beauty, complexity, and variety of the human figure with a drawing medium (charcoal, pencil, or red chalk). Additionally, anatomy for the artist will be introduced. This familiarization with bones, muscles, tendons, and ligaments will aid the artist in drawing the figure.

ART 312 STILL-LIFE PAINTING

This course provides more studio time for the student to take the principles learned in Art 310, Introduction to Painting, and put them to use working on still-life paintings. Learning to see the color relationships in objects instead of local color is emphasized. This is another case of looking at the "whole" instead of the individual parts which is vital to the artist.

ART 314 ART HISTORY AND DRAWING II

This course will cover another of the great high-water marks in Western Art, the Renaissance. The student will study hundreds of images of Renaissance art and also will become intimately familiar with some of the works by doing drawing copies of great master works.

ART 321 INTRODUCTION TO PORTRAITURE

Similar to the human figure, the face is of utmost importance to the realistic artist. This course introduces the student to this time-honored aspect of art. The student will learn about setting up a portrait model in a single source of natural light. The composition of a portrait will be covered, and then the student will begin to draw from a live portrait model.

ART 322 FIGURE DRAWING III AND ANATOMY

This third year, second semester class follows closely behind Figure Drawing I and II. Consistent drawing of the figure is vital to the training of an artist. Going into greater depth of anatomy will also be a goal of this course.

ART 323/325 STILL LIFE PAINTING STUDIO

This course provides valuable time at the easel in the natural, north-lit studio working on painting still-life compositions arranged by the student. Critiques will be frequently given by the instructor that should strengthen the student's understanding of color, form, the visual order (the visual importance of objects or edges) losts and founds, unity and breadth. A better understanding of the medium of oil on linen canvas should be gained in this 6 credit-hour course.

ART 326 SUMMER LANDSCAPE PAINTING

Learning to paint outside, on location, and the materials necessary, will be the focus of this eight week intensive summer course.

ART 410/411 PORTRAIT DRAWING AND PAINTING

This fourth year course concentrates completely on portraiture and provides valuable time with live models. When each student is ready, as determined by the instructor, he or she will advance from portrait drawing to portrait painting.

ART 412/413 FIGURE DRAWING IV AND ANATOMY

This first semester of the fourth year double course is the final figure drawing and anatomy course. It provides more practice at rendering the human form accurately and beautifully, and in giving the illusion of depth.

ART 414 ART HISTORY AND DRAWING III

This art history course focuses on the period of Baroque Art, that of 1600-1750. This remarkable period of art includes such masters as Velasquez, Bernini, Van Dyck, Rembrandt, and Vermeer. These artists and their work will be studied and copies will be made by the student.

ART 420 ADVANCED COMPOSITION

This course falls in the second semester of the fourth year. At this point the student should be proficient at drawing the figure and be ready to learn about and attempt more complex compositions with multiple figures. The steps used to get to a completed large scale figurative work are covered, including the initial idea phase, the drawing studies, color studies, perspective studies, full size drawing or cartoon, and then the final, full size painting. Art 422/423 is utilized in carrying out what is learned in this advanced composition class.

ART 422 ADVANCED FIGURE PAINTING

This course provides additional hours at the practice of figurative painting. More complex compositions will be pursued by the student as he or she nears the end of their training. Art 420, Advanced Composition, will cover aspects of figurative art that will be practiced in this studio course.

ART 423 PORTRAIT PAINTING

This course continues the quest for learning to compose and then to paint a beautiful portrait, one with great depth, color, interest, a likeness of the model, and breadth.

ART 425 SUMMER LANDSCAPE PAINTING

This course will be a continuation of the first summer landscape painting class, Art 326. This 8-week intensive summer course will provide more instruction in landscape painting and give the students the chance to paint larger and more complex subjects.

ART 510 ADVANCED PERSPECTIVE

This fifth year course covers Linear Perspective again and in greater detail. Accurate perspective gives a realism to a painting and must be thoroughly understood by the professional artist.

ART 511/512/513

This nine hour studio course will be the primary painting class for the first semester of the fifth year. The subject matter, either portraiture, figurative, or still-life will be the choice of the student. The studio time should enable the student to complete a large work in their desired field, and receive valuable training at an advanced level.

ART 516 ART HISTORY AND DRAWING IV

This is the final Art History and Drawing course. The subject of this course will be the 19th century realist painters, some of whom are Winslow Homer, John Singer Sargent, Jean-Francois Millet, Jules Bastien Lapage and William Bouguereau. Again, the art of the period will be studied and drawing copies made by the student.

ART 520 THE BUSINESS OF THE PROFESSIONAL ARTIST

This one credit-hour course will cover many aspects of the professional career of the artist, including gallery exhibiting, portrait agency relations, photography of paintings, and promotional venues such as websites.

ART 521/522/523 SENIOR PROJECT

This nine hour course in the final semester of the program will be the Senior Project Course. In it the student will produce, with guidance by the instructor, a large and complex painting of his or her choosing, or collaborating on (a) work(s) of art with another prospective graduate in another major which typically relies on artistic expression for its purpose. The student will conceive the idea for the painting, work out the composition with drawing studies, color studies, perspective studies, and then a full size drawing. Once this is to the student's and the instructor's satisfaction, the full size painting will be completed. These Senior Project paintings will be displayed in a Senior Exhibit that will be put on by the students, for the benefit of the college and the community. This will provide valuable experience in the field of exhibiting art.

Proposed Classes Outside the Core Curriculum

ART 120- Drawing I
ART 209- The Physics of Light
ART 210/211- Studio Drawing
ART 212- Art History I
ART 220- Composition
ART 221- Still Life Drawing
ART 222- Art and Architecture of Rome (Study abroad)
ART 223- Figure Drawing I
ART 224- Linear Perspective and Architectural Drawing
ART 310- Intro to Painting
ART 311- Figure Drawing II and Anatomy
ART 312- Still Life Painting
ART 314- Art History and Drawing II
ART 321 Intro to Portraiture
ART 322- Figure Drawing III and Anatomy
ART 323/325- Still Life Painting Studio
ART 326- Summer Landscape Painting
ART 410/411- Portrait Drawing and Painting
ART 412/ 413- Figure Drawing IV and Anatomy
ART 414- Art History and Drawing III
ART 420- Advanced Composition
ART 422- Advanced Figurative Painting
ART 423- Portrait Painting
ART 425- Summer Landscape Painting
ART 510- Advanced Perspective
ART 511/512/513- Advanced Painting
ART 516- Art History and Drawing IV
ART 520- The Business of a Professional Artist
ART 521/522/523- Senior Project

BACHELOR OF ARTS DEGREE: Music and Dramatic Arts Curriculum

Rationale and Purpose:

This curriculum is designed to form the student with the highest regard for the sensate soul's need to recognize, through the training of the ear, those elements of sound that merge and resonate to define music by its truest purpose and motives, those that move us closer to God, thereby, *the governance of the sense of hearing is most joyfully found in the object of the study and practice of music*. The Dramatic Arts partakes of this training through its generous use of those elements in staged presentations that influence the rational soul to follow suit. This program also stresses the importance and practical use of music not only for special, or formal, occasions but also for daily life. A graduate from this curriculum will be capable of using the skills acquired to understand how western music is structured and to evaluate the aesthetics and values inherent in music. Upon completion of the course of study, a student who wishes to pursue a career in music will be qualified, for example, to serve as a director of church music in a parish setting or to perform or direct, to some degree and at some level a dramatic presentation for stage. Additionally, students may teach in private institutions or offer private studio instruction or pursue performance opportunities. The graduate will possess a vast, refined skill set which will enable him or her to excel in many related professions.

Principles:

A Humane Education—As dignified people endowed by God with the gifts of a rational intellect and free will we are able to create, enjoy and analyze the musical and dramatic arts. The powerful, evocative force of music is transformative to the intellect and emotions alike; awakening within the hearer the sense of the transcendent God, the perception of beauty, and a stirring of human feeling across the emotional spectrum. Music steeped in the great traditions of the West, especially music specifically created for worship, connect passing generations to their spiritual and cultural forbearers. New generations enter into this community of expression when they assimilate the existing musical patrimony and create new works of art fashioned from the materials the heritage has provided. Music is often described as speaking the language of the soul, and in the study of music and drama we can more closely orient ourselves towards our Creator and better understand the significance of its role in our transformation.

A Liberal Education—Music liberates the soul and elevates our sense towards God and each other. True freedom in the Catholic Liberal tradition does not imply using free will to pursue banality or disordered modes of living that respect no moral limits; rather, freedom removes the obstacles to performing one's duty or vocation in an environment free from the threat of violence to the body or soul. The study of a musical instrument or voice liberates the mind from distraction and idleness by its rigorous process of discipline and refinement. Musical and dramatic performance instills confidence and the poise necessary for occupations carried out in front of groups. Powers of observation and perception are cultivated by informed listening. Well-ordered tastes are refined and aesthetic values are sharpened which apply to other areas of life. The intellectual

process of discrimination, where we discern superiority and inferiority, is strengthened by the analysis of musical structure and values.

A Western Education—The organic development of Western music and dramatic performance has its roots in the ancient cultures that gave life to Christendom and Western Civilization. Studying Greek and Roman ideas about music enable the student to comprehend the forces that gave rise to the musical art as a function of religion and culture rooted in Western ideals. Art and music reflect contemporary values and often foreshadow cultural or religious transitions to come. The intellectual, spiritual and artistic transformations in Western history are intertwined, and a student will assimilate knowledge of these changes through the study of music and drama. After gaining an understanding and esteem for the venerable traditions of the West, the student will be able to expand their studies to non-Western traditions in a respectful and informed way.

A Catholic Education—The centrality of Christendom to our civilization is readily observed in the development of Western music; indeed, early liturgical music and its evolution gave rise to the entire canon of the historical musical masterpieces. The Catholic Church is the creator and sustainer of a vast musical legacy, a legacy that is naturally endowed with the emotive essence of the soul, and thereby readily adapted to the enhancement of the dramatic arts as well. One cannot help but be immersed in the spirituality of the church when studying the important repertoire of the past, especially that of the Medieval and Renaissance periods. A well-rounded Catholic mind should have an understanding and appreciation of this great treasury, which is a powerful formative agent for every generation.

1st Year Core

Sophomore Year

Class Piano II	Harmony I	Ear Training I	Private Lessons	Liberal Arts Requirements	Music Theory Prep
Liberal Arts Requirements	Harmony II	Ear Training II	Private Lessons	Major Ensemble	Dramatic Arts Workshop

Students must pass an exit performance exam.

Junior Year

Harmony III	Ear Training III	Private Lessons	Music History to 1750	Dramatic Arts History	
Harmony IV	Ear Training IV	Private Lessons	Music History from 1750	Major Ensemble	Playwriting

Senior Year

Form and Analysis	Liturgical Music	Foreign Language	Dynamics of Drama	Major Instrument Pedagogy	
Topics in Music Literature	Major Ensemble	Foreign Language	Stage Design, Craft, and Construct	Instrumental Chamber Music	Senior Recital

5th Year

MUS or MUP Elective	MUS or MUP Elective	Stage Production
Applied Lessons and Final Recital	MUS 485 Undergraduate Research	Stage Production

Program Information

Minor: All Bachelor of Arts Music students must complete a non-music minor.

Students must receive a grade of C or better in all MUS and MUP courses.

Electives: Students must complete 6 units of additional MUP and MUS courses.

Students must pass an exit performance exam in order to pass their 4th semester of lessons.

Course Descriptions:

MUS courses constitute the general music instruction to be completed by all music majors. MUP courses are applied music studies that are specific to performance of the various instruments, voice, conducting, and the ensembles.

MUP 212 CLASS PIANO II

Continuation of MUP 101. Prerequisite: student must pass MUP 101 with grade of “C” or better, or demonstrated proficiency.

MUP 211 PRIVATE LESSONS

Private weekly lessons in major instrument. Students attend weekly performance lab/master class with studio. Course numbers vary depending on instrument studied.

MUS 213 MUSIC THEORY PREPARATION

Review of music fundamentals; reading, notation, scales, rhythm, intervals, sight-singing, dictation. Does not satisfy core major requirement.

MUS 214 HARMONY I WITH KEYBOARD

Diatonic melodies, chords, progressions, inversion, voice leading, cadences and non-chord tones.

MUS 121 is taken concurrently with MUS 131. Prerequisite: Student must pass Music Theory Entrance Exam or pass MUS 120 with grade of “C” or better.

MUS 225 HARMONY II WITH KEYBOARD

Structure and resolution of 7th chords, secondary function, diatonic common chord modulation.

MUS 122 is taken concurrently with MUS 132. Prerequisite: student must pass MUS 121 with grade of “C” or better.

MUS 215 EAR TRAINING I

Conceptualize written diatonic melodies before hearing them (sight-singing). Write out melodies and rhythms after hearing them without seeing the score (dictation). Improvise with these skills. MUS 131 is taken concurrently with MUS 121. Prerequisite: student must pass Music Theory Entrance Exam or pass MUS 120 with grade of “C” or better.

MUS 226 EAR TRAINING II

Elements of chromaticism introduced to be taken concurrently with MUS 122. Prerequisite: better. sight-singing and dictation. MUS 132 is taken student must pass MUS 131 with grade of “C” or higher.

MUP 221 MAJOR CONDUCTED ENSEMBLE

Faculty directed ensemble specific to student’s instrument. Course numbers vary depending on which ensembles are offered. Includes choral, orchestral, and chamber ensembles.

MUP 322 MAJOR CONDUCTED ENSEMBLE

Faculty directed ensemble specific to student’s instrument. Course numbers vary depending on which ensembles are offered. Includes choral, orchestral, and chamber ensembles.

MUP 423 MAJOR CONDUCTED ENSEMBLE

Faculty directed ensemble specific to student’s instrument. Course numbers vary depending on which ensembles are offered. Includes choral, orchestral, and chamber ensembles.

MUP 222 PRIVATE LESSONS

Upper division private weekly lessons for music majors. Prerequisite: student must pass upper division proficiency performance jury for admission to upper division lessons.

MUP 313 PRIVATE LESSONS

Upper division private weekly lessons for music majors. Prerequisite: student must pass upper division proficiency performance jury for admission to upper division lessons.

MUP 324 PRIVATE LESSONS

Upper division private weekly lessons for music majors. Prerequisite: student must pass upper division proficiency performance jury for admission to upper division lessons.

MUS 461 DICTION FOR SINGERS I*

International Phonetic Alphabet, Latin, Italian, and English diction for voice majors.

MUS 462 DICTION FOR SINGERS II*

French and German diction for voice majors. Prerequisite: student must pass MUS 461 with grade of “C” or better.

MUS 311 HARMONY III WITH KEYBOARD

Chromatic and enharmonic modulation, Neapolitan chords, borrowed chords, augmented 6th chords. MUS 221 is taken concurrently with MUS 231. Prerequisite: student must pass MUS 122 with grade of “C” or better.

MUS 322 HARMONY IV WITH KEYBOARD

Late 19th and early 20th Century compositional processes. MUS 222 is taken concurrently with MUS 232. Prerequisite; student must pass MUS 221 with grade of “C” or better.

MUS 312 EAR TRAINING III

Sight-singing and dictation of modulating or harmonically altered tonal patterns. MUS 231 is taken concurrently with MUS 221. Prerequisite: Student must pass MUS 132 with grade of “C” or better.

MUS 323 EAR TRAINING IV

Sight-singing and dictation of complex and atonal structures. MUS 232 is taken concurrently with MUS 222. Prerequisite: student must pass MUS 231 with grade of “C” or better.

MUS 313 MUSIC HISTORY TO 1750

Evolution of Western music from Ancient Greece to Baroque period. Prerequisite: student must pass both MUS 121 and MUS 122 with grades of “C” or better.

MUS 324 MUSIC HISTORY FROM 1750

Music and musicians from the mid-18th Century to the present. Prerequisite: student must pass both MUS 121 and MUS 122 with grades of “C” or better. MUS 410 FORM AND ANALYSIS

Analytical techniques, forms and processes of musical structure. Prerequisite: student must pass both MUS 221 and MUS 222 with grades of “C” or better.

MUS 411 MAJOR INSTRUMENT PEDAGOGY

Fundamentals of teaching the major instrument. Offered either in group or individual format for instrumentalists, depending on the number of students in each instrument who need to complete the course.

MUS 420 TOPICS IN MUSIC LITERATURE*

Genres, philosophy, theories and topics in Western classical music including orchestral, chamber and vocal music. Prerequisite: student must pass both MUS 241 and MUS 221 with grades of “C” or better.

MUS 510 MAJOR INSTRUMENT LITERATURE*

Composers and repertoire of major instrument for instrumental performance majors.

MUS 511 VOCAL PEDAGOGY*

Science and function of singing voice for voice majors. Principles of vocal instruction.

MUS 412 LITURGICAL MUSIC

Theory and practice of Catholic Church music. Liturgical principles, papal writings, magisterial directives, council documents, aesthetics.

MUP 513 OPERA THEATER PERFORMANCE*

Performances of major staged operatic or musical theater work. Open to voice students by audition.

MUP 514 INSTRUMENTAL CHAMBER MUSIC*

Chamber ensembles for instrumentalists including wind, string, brass, percussion and guitar. Piano majors may accompany chamber ensembles or voice students in lessons and recitals.

MUP 420 SENIOR RECITAL

Solo recital performed with accompanist. Prerequisite: student must be admitted to upper division private lessons.

MUS 515 MAJOR PERFORMANCE LITERATURE

Student engages in independent research in composers and repertoire of student's major instrument. Directed by private lesson instructor.

MUP 516 CONDUCTING*

Fundamental conducting patterns, rehearsal techniques, score reading and preparation. Prerequisite: student must pass MUP 202 and MUS 232 with grades of "C" or better.

MUP 520 APPLIED LESSONS AND FINAL RECITAL

Solo recital performed with accompanist for performance majors. The student's repertoire research culminates in written paper and recital program notes.

MUS 521 UNDERGRADUATE MUSIC RESEARCH

Independent music research for B. A. music students. Directed by music faculty advisor, culminating in research paper.

MUS and MUP electives may be any other courses or ensembles offered, exploring a variety of topics and music subject matter. Electives may be different each semester depending on the goals of the department. Students may enroll in these courses to fulfill elective requirements.

DRMA 220 DRAMATIC ARTS WORKSHOP

This course is open to all students and is meant to be introductory in scope, touching upon all the facets of the art. It breaks down the dramatic production into its elemental parts, examining each

with a critical eye. Skits and minor plays are practiced, giving students a taste of and a chance to cultivate the dramatic skills used to develop characters in a staged setting. All is done to provide and maintain a foundation for the program of study while at the same time promoting the participation of the campus in the presentation of the annual College stage production.

DRMA 310 HISTORY OF DRAMATIC ARTS

This is a comprehensive course, covering the earliest inceptions of dramatic art in our western culture to the most recent, successful presentations of our lifetime. Those attributes of dramatic art which have, over time, become a template for success are extensively covered and filtered through the scrutiny of the Catholic moral lens, in the application of the salvific force applied through the dramatic arts.

DRMA 320 PLAYWRITING

This course addresses the art of writing as developed for stage presentation. The art of compressing time and adapting roles to fit into a stage presentation is examined through the “microscope” of effective editing. The created nature of man is brought into focus in order to connect the essentials of what defines success in selecting and communicating the message to be conveyed on stage. Each student will be required to write a 3-act play for possible selection to be performed on campus. Collaboration in this effort is permitted.

DRMA 410 DYNAMICS OF DRAMA

This course explores the relationships that are developed between individual characters, between characters and their audience and between characters and settings, practiced and perfected to achieve the expectations of the playwright, the director and/or the producer. Techniques that have been tested and proven effective in antiquity are scrutinized against the matrix of man as creature of God, in order to prove their value and timeless appeal. Elements such as timing, expression and delivery are studied and practiced to “flesh-out” the characters that are to be portrayed in a given production.

DRMA 420 STAGE DESIGN, CRAFT AND CONSTRUCT

In this course all of the sets and props utilized for the annual stage production are crafted. All of those elements that combine to engage the sensate soul of the audience as well as the performers are designed, crafted and constructed step by step as well as maintained for future use. Every dramatic presentation planned in a given year will challenge the students of this course to work as a team toward a finished, well polished production. Use of power and hand tools is, to some degree, expected.

DRMA 510 & 520 STAGE PRODUCTION

The culmination of the education received in the Music and Dramatic Arts program is the planning and performance of a stage production offered for the community-at-large. This is a year-long course, officially meeting for 2 hours per week. It is involved with all facets of a stage production, from ticket pricing to venue choice, from rehearsal execution, stage and costume preparation to public advertising and everything in between. The production will be scheduled for performance during graduation-week festivities.

*Show as “elective” in course listing.

Major: 125 Credit Hours beyond the Core (161 Total)

- 4 Harmony Classes
- 4 Ear Training Classes
- 4 Private Lesson Classes
- 4 Drama Classes
- 3 Major Ensembles
- 2 Piano Classes
- 2 Diction Classes
- 2 Music History Classes
- 2 Language Classes
- 2 Stage Production Classes
- 2 Upper Level Electives
- 2 MUS or MUP Electives
- 2 Liberal Arts Requirements
- 1 Form and Analysis Class
- 1 Topics in Music Literature
- 1 Instrument Literature Class
- 1 Liturgical Music Class
- 1 Music Theory Class
- 1 Major Instrument Pedagogy
- 1 Instrumental Chamber Music
- 1 Applied Lesson And Final Recital
- 1 Senior Recital
- 1 Undergraduate Research

Proposed Classes Outside the Core Curriculum

- MUP 121- Class Piano I
- MUP 212-Class Piano II
- MUS 211- Private Lessons
- MUS 213- Music Theory Preparation
- MUS 214- Harmony I With Keyboard
- MUS 225- Harmony II With KeyboardMUS 215- Ear Training I
- MUS 226- Ear Training II
- MUP 221- Major Conducted Ensemble
- MUP 322- Major Conducted Ensemble
- MUP 423- Major Conducted Ensemble
- MUP 222- Private Lessons
- MUP 313- Private Lessons
- MUP 324- Private Lessons

MUS 461- Diction For Singers I
MUS 462- Diction For Singers II
MUS 311- Harmony III With Keyboard
MUS 322- Harmony IV With Keyboard
MUS 312- Ear Training III
MUS 323- Ear Training IV
MUS 313- Music History To 1750
MUS 410- Music History To 1750
MUS 410- Form and Analysis
MUS 411- Major Instrument Pedagogy
MUS 412- Liturgical Music
MUS 420- Topics In Music Literature
MUS 510- Major Instrument Literature
MUS 511- Vocal Pedagogy
MUP 513- Opera Theater Performance
MUP 514- Instrumental Chamber Music
MUP 420- Senior Recital
MUS 515- Major Performance Literature
MUP 516- Conducting
MUP 520- Applied Lessons and Final Recital
MUS 521- Undergraduate Music Research
DRMA 220- Dramatic Arts Workshop
DRMA 310- History of Dramatic Arts
DRMA 320- Playwriting
DRMA 410- Dynamics of Drama
DRMA 420- Stage Design, Craft and Construct
DRMA 510 & 520- Stage Production

BACHELOR OF ARTS DEGREE: Culinary Arts & Horticultural Studies Curriculum

Rationale and Purpose:

Through the Culinary Arts and Horticultural Studies Curriculum at the College of St. Athanasius, students will develop a solid foundation on which to build their culinary/horticultural careers. The education received will position them to be successful in the fundamentals of their home kitchens/gardens while simultaneously giving them the practical tools to run kitchens/gardens anywhere from schools to cafes to hospitals and from greenhouses to nurseries to recreational parkways. The Horticultural Studies promotes the close and symbiotic relationship of the Culinary Arts by giving students the opportunity to sustain life through plants as food, *for the governance of the senses associated with the palate, namely smell and taste, can be found in the object of the study and application of both, in harmony.*

In the spirit of orthodoxy so important to the mission of the college, this curriculum grounds students in a unique way to the history and traditions of the past while allowing them to use their creative talents to explore new and beneficial ways of applying learned techniques. In other words, to be part of the cultural influence of the Catholic Church.

Plants have been cultivated since the beginning of Man's time on Earth and the tradition of horticulture (planting and growing) practiced and passed down by many Catholic priests, nuns and brothers in monasteries, seminaries and convents around the world, complements the necessity of the practice of joyfully serving one another, which is integral to the culinary experience. This curriculum will often focus on the Corporal Work of Mercy of Feeding the Hungry. Students will support philanthropic endeavors in the broader community as part of their studies, as well as volunteer depending on where their career interests run, promoting the infectious joy derived from the planting, growing and serving of the fruits of the Earth.

Principles:

The Earth and its fruit as foundation

They have sustained human life for thousands of years and have served to mark momentous occasions for almost as long. Because they are foundational to our very existence in a most tangible way, they also connect us to the past. Through this lens students will learn the history and origins of horticultural methods and culinary secrets and ingredients, the cultures in which they developed and the dynasties they influenced, from the Garden to the Wedding Feast.

The Earth and its fruit as nourishment

“An ounce of prevention is worth a pound of cure.” Food is prevention. Students will gain a solid foundation in the nourishing properties of food and how it can be advantageously used. As a science, students will explore many effective ways to nourish and heal through the knowledge and practice of garden husbandry and effective dietary nourishment.

The Earth and its fruit as celebration

Festivity and feasting is the most prominent way of marking any great occasion. Pulling from the traditions of the past and applying their own creative talent, students will learn to prepare festive spaces for those occasions, create proper atmospheres as well as prepare the meals for the plate and the palate for the varied campus and community celebrations.

1st Year Core

Sophomore Year

Intro to Horticulture	Intro to Plants I	Fall Garden Production	Intro to Plants Science	Prerequisite and General Elec.
History of Horticulture	Intro to Plants II	Spring Garden Production	Plant Problem Diagnosis	Prerequisite and General Elec.

Junior Year

Intro to Soil Science	Plant Disease and Pest Management	Fall Greenhouse Production	Nutrition I	Internship
Independent Study Capstone	Sanitation Study and Safety	Spring Greenhouse Production	Enterpreneurial Intro	Internship

Senior Year

Intro to Ingredients	Culinary Techniques	Preparation and Service	Baking and Pastry Foundations	Prerequisites and General Elec.
Nutrition II	Menu Planning and Cost Control	Garde Manger	Saucier	Event Planning and Operation

5th Year

Grille	Seafood	Advanced Baking
Ethics and Food Production	International Cuisine	Culinary Challenge

Prerequisites: *3 credit hours - Written Communication*

3 credit hours - Oral Communication

3 credit hours - Mathematics

3 credit hours - Science

Electives: *Organic Plants and Gardening*

Organic Soil Preparation, Fertilization and Pest Management

Composting 101
Aquaponics
Apiary - Bee Keeping

Course Descriptions:

HRT 110 INTRO TO HORTICULTURE

This course covers the science and practice of plant cultivation. Students will learn about the growth, development and management of fruits and vegetables, flowers, greenhouse and nursery plants, landscaping and turf grass. Technology and computational models used in the industry will be discussed as well as the communication and manual skills needed for a horticultural career.

HRT 111 HISTORY OF HORTICULTURE

Horticulture has been held as a venerable practice of humankind, dating back to our original parents, Adam and Eve, and the Garden of Eden. It has been entwined with the Catholic Faith and Church for over two millennia. In this course, the student will explore the history of plants and their cultural influence, as well as how priests, nuns and brothers in monasteries, seminaries and convents around the world have utilized and studied them for promoting their health and general well being.

HRT 112 INTRO TO PLANTS I: HISTORY & IDENTIFICATION

This course will cover the history, science, nomenclature, taxonomy, identification and basics of woody deciduous plants. Students will combine in-class time with in-the-field excursions to learn all of the details about woody deciduous landscape plants, including trees and shrubs.

HRT 113 FALL GARDEN PRODUCTION/HARVEST/WINTER PREP

Fall is an exciting season in the timeline of garden work. Timely vegetable harvesting, clean-up and preparation for spring planting are tiresome but rewarding tasks that must be completed in the cycle of the seasons. This course will be instructive to the student where harvest evaluation, research, planning and ordering of garden related materials enters in as a vital link in the horticultural chain of seasonal events. Students will be challenged to dirty their hands, performing the many tasks related to the manipulation of the soil under their feet for the benefit of the bounty of the harvest.

PREREQUISITE & GENERAL ELECTIVE (2 Courses as listed above)

HRT 120 INTRO TO PLANT SCIENCE

This course focuses on the relationship of plants to mankind, with the emphasis on scientific inquiry. Students will explore the biology of plants, including their structure, function, heredity, growth and evolution. They will learn how the sciences of genetics, physiology and reproduction are applied to improve, manage and produce plants. This course will also discuss the historical and economic significance of plants as food, feed and fiber; including plants classification, growth and development, propagation and influence of the botanical environment on plant processes.

HRT 121 INTRO TO PLANTS II: HISTORY AND IDENTIFICATION

This course continues to elaborate along the same academic path of PLANTS I, but deals with the woody evergreen, or coniferous, plants. The class will combine in-class time with in-the-field excursions to learn the details of how these plants are utilized as landscape ornamentals, natural barriers and wildlife habitat sanctuaries.

HRT 122 PLANT PROBLEM DIAGNOSIS & MANAGEMENT

Plant Problem Diagnosis and Management is concerned with the investigation and identification of major insect and herbaceous microbial infestations and diseases in trees, shrubs, turf grass, fruit and vegetable crops and ornamental plants, particularly where they occur in northern Illinois. Students will learn to identify and analyze the problem and what various chemical and non-chemical solutions can be applied as a resolution.

HRT 123 SPRING GARDEN PRODUCTION/PLANTING/SEASONAL PREP

Spring is a gardener's most exciting time. Embarking on another year full of anticipation for a vibrant and bountiful harvest is a motivation that appeals to the Soul's recognition of the sustaining influence of our God's creation. Students will learn to classify soil types by their texture, component parts and organic content; how to till and prepare for new seed, how to successfully transplant seedlings/starter plants and cultivate garden beds for new and old plant varieties.

PREREQUISITE & GENERAL ELECTIVE (2 Courses as listed above)

HRT 210 INTRO TO SOIL SCIENCE

Introduction to Soil Science covers a range of topics: the chemical, physical and organic properties of soils; the origin, classification and distribution of soils and their influence on people and plants production. It also covers the management and conservation of soil and water resources and the environmental impacts of their use. Laboratory investigations will play a large role in the course work prescribed for this class.

HRT 211 PLANT DISEASE & PEST MANAGEMENT

Exploring the most basic and commonly occurring plant diseases that are observed in today's plant production as well as those of the past, this course will also cover the many tried and true methods of pest management and abatement along with newer alternative strategies of management.

HRT 212 FALL GREENHOUSE PRODUCTION

Fall Greenhouse Production introduces the student to the greenhouse environment and industry. Various greenhouse structures are studied, including glass, fiberglass and poly. Students grow fall crops and vegetables while learning about managing and maintaining greenhouse environments.

CULARTS 213 NUTRITION I

This course begins the incorporation of the Culinary Arts Program into the curriculum. Food is introduced as the building block of health. Health properties of ingredients and how they are combined for optimal metabolism in the body are analyzed; ancient food-related beliefs and

theories are studied and the most common food pyramids are evaluated. Dietary regimens are introduced and studied, compared and evaluated, as recommended for a healthier way of living.

PREREQUISITE & GENERAL ELECTIVE (2 Courses as listed above)

HRT INT I - INTERNSHIP

Under the supervision of a professional and/or faculty advisor the student will choose a horticultural related, hands-on job model to gain first-hand knowledge and practice in synthesizing the classroom work with on-the-job-training. The student will utilize the on-campus green house and Festive Gardens facilities to facilitate his studies.

HRT 220 INDEPENDENT STUDY/CAPSTONE

Students will select a project area of intensive study and use the semester to prepare a capstone report and presentation to faculty, related professionals and peers on their respective project, under the supervision of a faculty member.

HRT 221 SPRING GREENHOUSE PRODUCTION

This course will cover the commercial production of spring crops and bedding plants. Students will learn about watering, fertilization, containers, growing media, scheduling, temperature control, insects and diseases, height control and marketing. The course will detail bedding plant production from selection to seeding to final harvest, and retail sale at the end of the semester.

CULARTS 222 SANITATION & SAFETY

This course is based in the FDA approved food code. Students will learn about kitchen sanitation and safety from a management standpoint. HAACP (Hazard Analysis And Critical Control Point) is discussed and how to keep food safe from storage to service is learned. Orderly clean-up protocol in a kitchen/dining environment is also a focal point of the class. The student must pass a state exam to continue in the curriculum.

HRT-CULARTS ENTREPRENEURIAL INTRO

This class will explore the business side of the curriculum, giving students an overview into the complexities of daily operations confronted in the horticultural/restaurant business. Principles of business pertaining to financial burdens and pitfalls as well as short and long-term profit gains will be examined. Seasonal and cooperative opportunities for profitable business operations will also be explored.

HRT INT 2 - INTERNSHIP

Ongoing, as described in HRT INT I (above). At this level, the student will be given the opportunity to work outside of the campus Festive Gardens facility at a locally owned horticultural structured business in a cooperative setting.

CULARTS 310 INTRO TO INGREDIENTS

This course offers a study into the building blocks of flavor. Students will integrate time in the greenhouse with time in the kitchen, learning to identify herbs and spices, oils and vinegars by sight and taste and familiarize themselves with the production methods of these ingredients. Kitchen brigade and etiquette will be taught and field trips required to various local eateries.

CULARTS 311 CULINARY TECHNIQUES

This course provides an in-depth study into culinary techniques. Heat transfer, baking, boiling, poaching, roasting, sautéing, steaming and braising are all defined, discussed and practiced. Learning to become comfortable using specific equipment for the specific techniques and where and when they are most commonly used is also practiced. The origins and history of these many techniques are studied. Laboratory work and research is required.

CULARTS 312 PREPARATION & SERVICE

This course takes the student into the intricacies of kitchen layout and design. Students will learn the proper use of kitchen equipment and knife skills. Concepts of kitchen organization and operation will be evaluated as they pertain to varying types of service. Weights and measures, heat transfer terminology, recipe composition and conversion of measured ingredients will be vigorously studied. Students will act as a prep-crew for campus meals and special events as well as volunteer in the local communities as part of a “soup-kitchen” initiative.

CULARTS 313 BAKING & PASTRY FOUNDATIONS

The student will learn of production in a commercial kitchen. The basic study of all elements of baking and pastry will be studied, including risen doughs, cakes, meringues, pies and puff pastries. The students will become skilled in all methods of mixing doughs for optimal results. Memorizing basic formulae for butter creams, meringues and choux will become second-hand.

PREREQUISITE & GENERAL ELECTIVE (2 Courses as listed above)

CULARTS 321 NUTRITION II

This course continues the course work begun in NUTRITION I, delving further into the historical significance of food in light of what formulaic science has contributed to our knowledge. It will include food journaling, including the noting of personal observations and takes what can be gleaned from generational knowledge applied to our advantage today. Modern fads and diets will be evaluated for their effectiveness to reveal what contributed to their popularity. Research will be demanded.

CULARTS 322 MENU PLANNING & COST CONTROL

Students in this course will combine the knowledge they have gained in previous semesters and learn to apply it practically. With a view to creating their own sample restaurant menus, they will examine the role that menus play in guiding food and beverage operations. Students will combine what they have learned about nutrition, emphasizing the use of locally grown produce to create unique menus. Menu development, pricing, layout, facility design and promotions will be synthesized into a final product. Improvement of operations will be implemented based on an analysis of profit/costs using the metrics listed. Mathematical calculations will be utilized throughout the course.

CULARTS 323 GARDE MANGER

Meaning “keep to eat,” the Garde Manger course pertains to all aspects of the cellar and pantry storage facilities. The class is especially rooted in the past as students will learn techniques from nearly every culture on preserving food. Everything from sausage to cheese making to canning is

learned. More particularly, this class will encompass the Garde Manger Station. Students will create hors d'oeuvres and canapés as well as pates, terrines, aspises and galantines. Plating techniques and garnishing will be heavily emphasized.

CULARTS 324 SAUCIER

Students in this course will learn to identify and make the five Mother Sauces, creating sauces and gravies by combining the knowledge of ingredients, flavor and technique. In addition to sauces, students will also prepare pan fried and sautéed items. Student creativity and technique will be heavily emphasized.

CULARTS 325 EVENT PLANNING & OPERATIONS

Learning to plan, prepare and cook for large events is a major feature of this curriculum. Students will spend the semester organizing and working assigned major events along with several minor ones associated with the promotion and operation of the college and its academic programs. They will manage the events under the eye of the Chef, but will be fully responsible for their implementation. Scheduling, menu planning, costing, ordering, beverage management, dining timing and food safety will be part of the process. The end-of-year graduation gala will be one of the major events of the entire year.

CULARTS 411 GRILLE

This course is offered to teach students to identify, breakdown and process different cuts of meat from poultry to beef and how to apply dry heat to its best advantage. The history and evolution of fire and dry heat to prepare food will be studied. Students will work with local farmers to learn how to best raise livestock for superior taste and value. Research and field trips will occupy a major share of the student's time.

CULARTS 412 SEAFOOD

A deep dive into the culinary world of seafood is the thrust of this creative course. Students will be immersed with identifying and preparing all major species of seafood. They will handle all aspects of preparation, from butchering and processing to the various ways to cook, serve and eat. As always, the course will emphasize the use of what is local and learn to be creative in applying different cooking methods in its preparation. Research and field trips will, again, be utilized.

CULARTS 413 ETHICS & FOOD PRODUCTION

This is offered primarily as a lecture course on the ethics of the food industry. By combining moral theology and philosophy, discussions will center on mankind's dominion over creation and what that dominion implies. The ethical treatment of the animals that are husbanded for our dietary use is brought to light through the lens of Catholic thought and practice. Writing and research will play a large role in determining the student's understanding of the topics discussed.

CULARTS 414 FEAST DAY CAFE : INTERNATIONAL CUISINE

At the beginning of the academic year, senior-level students will be presented with a calendar of Feast Days of the Saints and Major Liturgical Occasions. Each will choose a particular day and research an appropriate cuisine associated with the Saint and/or Occasion, design a dining theme

appropriate to the cuisine and present it to the faculty. Non-presenting seniors will be required to aid their student colleagues in their preparations. Five courses will be required for dining. Collaborating with the Visual Arts students, menus will be designed for the occasion. Festivities will be held in the Campus's Feast Day Cafe, by invitation and limited members of the community will be allowed. During the meal, students (acting as Head Chef) will present the menu along with their research to the diners with each course introduced, explaining its connection to the feast day. Each guest and Faculty member will answer a brief at-table survey with grading rubrics displayed, to be used in the grading of the event. This is a capstone course and will act as a "hands-on" thesis for all 4th year students.

CULARTS 511 ADVANCED BAKING, CAFE & FESTIVE GARDEN SERVICE

As one of the oldest, most fundamental and universal foods, bread and its many cousins deserves its very own course. Students will focus in-depth on yeasted and sourdough techniques. The science of risen doughs, timing strategies and bread formulas will be taught. Older techniques will be utilized, such as wood-fired ovens and their modern, deck oven counterparts. Servicing the on-campus Feast Day Cafe and associated Festive Gardens (attached to the Horticulture course-work) will be implemented into the course work, giving the student the chance to utilize and integrate all of the skills learned in the curriculum, serving as an internship before graduation.

CULARTS 521 CULINARY CHALLENGE, CAFE & FESTIVE GARDEN SERVICE

This course will allow students to create, independently of their teachers, and be judged by third party members (competition may even include faculty members). Students will be allowed to collaborate with other academic disciplines (e.g., Visual Arts, Music & Dramatic Arts, Biology, etc.) in an educative setting for the benefit of the college as well as the community. The faculty will, if necessary, theme or categorize the challenges by course(s) or technique. As with Course 511, servicing the on-campus Feast Day Cafe & Festive Gardens will be implemented into the course work as part of the internship program.

Approved Texts

Gardens and Gardeners of the Ancient World - Linda Farrar; Keeping Eden - Walter T. PUNCH
Manual of Woody Plants - Michael DIRR
The Botany of Desire - Michael POLLAN
Plant and Soil Science - Richard PARKER
Soil Chemistry - Strain/Bohn/O'Connor
General Concepts in Integrated Pest and Disease Management - Balaji AGLAVE; Handbook of Plant Disease Identification and Management - Balaji AGLAVE
The Vegetable Gardener's Bible - SMITH
Cold Climate Gardening - HILL
The Organic Garden - Christine and Michael LAVELLE
Growing Fruit and Vegetables - Richard BIRD
Holistic Management - Allan SAVORY
The Greenhouse and Hoophouse Grower's Handbook - Andrew MEFFERD
The Year-Round Hoophouse - Pam DAWLING
Greenhouse Operation and Management - Paul V. NELSON

Mathematics for the Green Industry - Agnew/Agnew/Christians/VanDerZanden
The Winter Harvest Handbook - Elliot Coleman
Taylor's Dictionary for Gardeners - Frances Tennebaum
The Omnivore's Dilemma - Michael Pollan
The Hungry Soul - Leon R. Kass
Catholic Christianity - Peter Krieff
The Art of Simple Food I and II - Alice Waters
Tartine Bread - Chad Robertson
What Einstein Told His Cook - Robert L. Wolke
The Professional Chef - The Culinary Institute of America (CIA)
Nourishing Traditions - Sally Fallon
Mastering the Art of French Cooking - Simone Beck/Julia Child/Louisette Bertholle Joy of
Cooking - Irma S. Rombauer/Marion Rombauer-Becker/Ethan Becker Bakewise - Shirley O.
Corriher
The Seven Culinary Wonders of the World - Jenny Linford

Major in Art

Major: 129 Credit hours beyond the core (183 total)

- 1 required class in Mathematics
- 1 required class in Science
- 1 required class in Oral Communication
- 1 required class in Written Communication
- 4 Electives (of 5 listed under Course Descriptions)
- 16 required classes in Horticulture
- 15 required classes in Culinary Arts
- 3 required classes in Culinary Arts & Horticulture Studies (Integrated Coursework)

Proposed Classes Outside the Core Curriculum

HRT 110-Intro to Horticulture
HRT 111-History of Horticulture
HRT 112-Intro to Plants I
HRT 11- Fall Garden Production/Harvest/Winter Prep
MATH-Intro to Algebra or College Level Algebra
Elective or Prerequisite as Listed Above
HRT 120-Intro to Plant Science
HRT 121-Intro to Plants II
HRT 122-Plant Problem Diagnosis & Management
HRT 123-Spring Garden Production/Planting/Seasonal Prep
Elective or Prerequisite as Listed Above
HRT 210-Intro to Soil Science
HRT 211-Plant Disease & Pest Management
HRT 212-Fall Greenhouse Production
CULARTS 213-Nutriton I

Elective or Prerequisite as Listed Above
HRT INT-I Internship
HRT 220-Independent Study/Capstone
HRT 221-Spring Greenhouse Production
CULARTS 222-Sanitation & Safety
HRT-CULART- Entrepreneurial Intro
HRT INT II-Internship
CULARTS 310-Intro to Ingredients
CULARTS 311-Culinary Techniques
CULARTS 312-Preparation & Service
CULARTS 313-Baking & Pastry Foundations
Elective or Prerequisite as Listed Above
CULARTS 321-Nutrition II
CULARTS 322-Menu Planning & Cost Control
CULARTS 323-Garde Manger
CULARTS 324-Saucier
CULARTS 325-Event Planning & Operations
CULARTS 411-Grille
CULARTS 412-Seafood
CULARTS 413-Ethics & Food Production
CULARTS 414-Feast Day Cafe : International Cuisine
CULARTS 511-Advance Baking, Cafe & Festive Garden Service
CULARTS 521-Culinary Challenge, Cafe & Festive Garden Service

BACHELOR OF SCIENCE DEGREE: Architecture Curriculum

Rationale and Purpose:

The goal of the undergraduate Architecture Curriculum is the formation of students with the tools necessary to become architects for the betterment of the Church and the world. To this end, the Architecture Curriculum provides a bipartite education in acquiring both the skills for competent design and the knowledge and tools for professional practice. The dynamic of this architectural education requires balancing a series of discrete subjects treated independently and yet concurrently with design studios so as to achieve a synthesis of mutually informing areas of study. As such, the structure, pace, and method of the education seeks to create a framework within which artistic and scientific capacities can be simultaneously acquired and applied in an integrated manner, and thereby overcome any potential dichotomies.

The traditional Beaux-Arts education represents a model for just this type of holistic approach. The design studios occupy the heart of the curriculum as such, and are complemented by a series of courses in the various sciences of building construction and systems integration. This is premised on the traditional recognition that while a building must stand and function properly, the architect is ultimately involved in a higher order of work that manifests, orients, and transforms his relationships with God, his neighbor, and creation through the built world. This is not to underestimate the inestimable role of the built world in providing safe, durable spaces to fulfill the functional requirements of daily activities, but rather to properly elevate the work that the architect engages in to the more important purpose of ordering our daily lives towards the transcendent. The various classical formulations of this approach are found in antiquity through Vitruvius, and in the renaissance rediscovery of antiquity through Alberti and Serlio. Its exemplary manifestations lie in the great masters of the tradition through the ages, including but not limited to Brunelleschi, Alberti, Serlio, Bramante, Sangallo, Palladio, Longhi, Michelangelo, Pietro da Cortona, Maderno, Vignola, Borromini, Bernini, Rinaldi, Juvarra, Guarini, Vitone, von Erlach, Neumann, Thumb, the Asam Bros, Inigo Jones, Gabriel, Piranesi, Adam, Hawksmoor, Lutyens, Soane, Shinkel, Semper; the masters of the Beaux-Art tradition, et al.

In contradistinction to the modern emphasis on novelty, individuality and free-expression as the architect's highest goods, the traditional approach of the College of Saint Athanasius proposes that such subjective creative premises eschew a proper pedagogy, ultimately undermining traditions, communities, and aesthetic standards, and thereby the ability for architecture to stand as a visible bearer of meaning and a social order that transcends itself through the self-evidential power of its beauty. Thus, oral and written skills, rhetoric and argument, can never serve as a substitute in the architectural education for artistic representation, but can only serve as a complement in a narrative which must ultimately be carried and evidenced by the architecture itself.

Principles:

The governance of the innate desire to provide shelter and sanctuary for our bodies is found in the object of the study and practice of architecture. The architecture curriculum is traditional in its structure, method, and aesthetic. The program approaches architecture as a liberal art, adhering to and operating under the classical principles of architecture articulated in various cultures, time and terms as *firmitas, utilitas, and venustas* (Vitruvius).

Firmitas- Architecture should be built to last, and thus stand as more than an image of a passing age. In part, this entails a focus on durability and sustainability of materials and structures as found in both traditional architectural and contemporary architecture materials and design. The various building sciences are fundamental to this enterprise. This principle is foundational to creating an aesthetic that extends beyond the age in which it is conceived, and which corresponds analogically to the classical virtue of fortitude.

Utilitas- Architecture should fulfill its intended function and do so tactfully, in accordance with social appropriateness. Such is the basis for building typologies. This principle represents architecture’s efficient cause and is the architectural equivalent of the classical virtue of prudence.

Venustas (Concinnitas)- Architecture should always and everywhere seek to achieve beauty and harmony, which depends on but exceeds the sum of its parts. St. Thomas Aquinas articulated this as the presence of integrity, proportionality, and luminosity. The renaissance architect Alberti echoes this when he says that beauty is “a reasoned harmony of all the parts within a body, so that nothing may be added, taken away, or altered, but for the worse. It is a great and holy matter, all our resources of skill and ingenuity will be taxed in achieving it; and rarely is it granted even to Nature herself, to produce anything that is entirely complete and perfect in every respect”. While the other principles are necessary and operative in all successful architecture, the principles of venustas-or concinnitas-are the formal and final cause of architecture, “and the source of her dignity, charm, authority, and worth”.

Architecture Major 168 Credit hours total (54 Core, 114 Major)

1st Year Core

Sophomore Year

Workshop	Theology	Art History I	Physics	Art (studio)	(Pre)Calculus
Architecture Design Studio I	Theology	Land Survey	Architecture History and Theory I	Architectural Rendering	

Summer Study Abroad-3 Credits- 1 Course (Art and Architecture of Rome)

Junior Year

Architecture Design Studio II	Building Technology	Architecture History and Theory II	Foreign Language **	Structures I	Intro to Poly Sci and Economics
Architecture Design Studio III	Environmental Systems I	Architecture History and Theory III	Foreign Language **	Structures II	

Senior Year

Architecture Design Studio IV*	Environmental Systems II	Period Styles: Interiors	Computer Graphics I	Structures III
Architecture Design Studio V	Principles of Urbanism	Architecture Elective	Computer Graphics II	

5th Year

Architecture Design Studio VI	Professional Practice	Beaux-Arts Tradition	Directed Study	
Architecture Design Studio Thesis*	Architecture Elective	Architecture Elective	Directed Study	TA Elective ***

*Denotes 6-credit hour course.

**Denotes ability to test out of course with placement. Courses exempted by qualifying placement exam scores should be filled as open electives chosen from the course catalog.

***Not required, but open for all capable students.

Course Descriptions:

ARCH 210 ART HISTORY

After a brief introduction to the Philosophy of Beauty (Aesthetics) this course provides a general overview of Western art, from its beginnings to the 20th century. The influence of art on architecture will also be a part of the course, as well as the significance of the forms produced.

ARCH 213 FURNITURE DESIGN (WORKSHOP)

This course is for those interested in both the study and fabrication of furniture. Beginning with exercises which teach techniques of cutting, shaping, joining, and detailing, this studio workshop culminates in the fabrication of a larger piece of furniture of each student's choosing.

ARCH 221 DESIGN I: INTRODUCTION TO ARCHITECTURE DESIGN

This studio design course introduces students to the principles of classical architecture both through an ongoing study of how to read and appreciate architecture, and through a series of design studies that will enable the student to approach and solve foundational design issues. An introduction to the classical orders through painting, drawing, geometrical and proportional analysis, as well as the study of both representational and architectural composition, will be fundamental to attaining any level of design mastery and an ability to understand architecture.

Projects: Study and Drawing the 5 classical orders, an Aedicule, a Garden Folly

Texts used: Course Packet, *Classical Architecture for the Twenty-first Century: An Introduction to Design* (Gabriel), *Study of the Orders* (Brown), *Classical Language of Architecture* (Summerson), *Greek and Roman Architecture in Classic Illustrations* (d'Espouy)

ARCH 211 STUDIO 210

The Art Studio Course introduces the student to the analysis of forms and the various mediums utilized in their recreation. Geometric and perspective techniques will be learned and applied, pertaining to shapes, still life and figures in nature.

ARCH 222 ARCHITECTURAL RENDERING: PENCIL, INK AND WATERCOLOR

This course trains students in traditional architectural representation by hand in a variety of mediums and techniques.

Texts used: Course Packet, *Architectural Rendering in Wash* (Magonigle), *Architectural Shades and Shadow* (McGoodwin), *Ruins of Ancient Rome: The Drawings of French Architects Who Won the Prix De Rome 1786-1924*. (David)

PHYSICS 201

Second semester physics moves to the study of dynamic systems; including relative motion theory, thermodynamics, electrical currents, wave theory and optics, emphasizing the development and analysis of simple modeling strategies in evaluating mathematical functions.

Prerequisites: Physics ____ and Math ____.

ARCH 223 ARCHITECTURE HISTORY AND THEORY: ANTIQUITY TO EARLY MEDIEVAL

The study of ancient architecture is the study of how religion, culture, and the arts of painting and sculpture converge in the creation of places where the Divine is encountered. This convergence results in the development of a visual family of forms, which have proved authoritative for all the western cultures, and have succeeded the ancient Greeks and built upon their achievements. This course explores the emergence of this achievement and its first great

synthesis in the 5th and 4th Centuries B.C., how it was appropriated and expanded by the Romans, and how it was received and incorporated into the canons of the Christian Romans from the 4th through 7th Centuries A.D.

Text used: Course Packet, *Origins of the Greek Architectural Orders* (Barletta), *Introduction to Greek Architecture* (Wilson-Jones, forthcoming), *Introduction to Roman Architecture* (Wilson-Jones), *Early Christian and Byzantine Architecture* (Krautheimer), *Architecture as Icon* (Curcic), *Early Medieval Architecture* (Stalley), *Antiques of Athens* (Stuart and Revett)

ARCH 220 ART AND ARCHITECTURE OF ROME

Required Summer Study course. This course is an intensive 12-week study of the art and architecture of Rome through painting, drawing and lectures on history and theory. It is meant to provide the experiential and contextual backbone of the study of traditional architecture through which the principles are fully manifest and explicated.

Texts used: Course Packet, portable drawing and painting supplies

ARCH 312 DESIGN II: MONUMENTS

The architecture of every culture finds its fullest expression in the built works, which commemorate great people and events and point us, both as individuals and as a people, to our place within our cultural history in relation to, as Philip Rieff coins, the “vertical in authority”. The monumental is where architecture as a civic and religious art achieves this highest manifestation in the form of temples, church, palaces, tombs, war memorials, and triumphal arches. This studio design course builds upon the knowledge and skills acquired in the previous studio dealing with an understanding of the classical orders, the composition of a façade, and the study of building as object.

Projects: Creation of a heraldic Composite Order, Triumphal Arch, Cenotaph/War Memorial

Texts used: Course Packet, *American Architectural Masterpieces* (Thomas, Lewis), *Edifices de Rome Moderne* (Letarouilly), *The architecture of the Ecole des Beaux-Arts* (Drexler), *Paris-Rome-Athens: Travels in Greece by French Architects in the nineteenth and twentieth centuries* (Exhibition drawings)

ARCH 310 BUILDING TECHNOLOGY

This course studies architectural materials and their assembly into built structures. Wall and opening section, waterproofing and envelope construction, and floor, ceiling and roof construction and connections are explored in detail through lectures and drawings. Texts used: Course Packet, *Building Construction Illustrated* (Ching)

ARCH 314 ARCHITECTURE HISTORY/THEORY: MEDIEVAL TO BAROQUE

The medieval world emerges seamlessly out of Roman late antiquity. A study of the high medieval in the arts and architecture is a rediscovery in how the art of the High Middle Ages forecasts possibilities from the classical canon that had already begun to be explored in different

ways in Greek and Roman antiquity. The cultural and spiritual confidence of the late medieval synthesis led to a deeper interest in the exploration of the classical past which had in many ways, until that point, been taken for granted. The renaissance through the baroque studies how this past was re-appropriated within the late medieval horizon and the possibilities for further development. With the baroque, the classical finds its most complete and subtlest expression. This course studies this overarching dynamic as it strives to embody the culture and spirituality of the High Middle Ages through the glory of the baroque.

Texts used: Course Packet, *Carolingian and Romanesque Architecture, 800-1200*, (Conant), *Italian Architecture from Michelangelo to Borromini* (Hopkins), *The Architecture of the Italian Renaissance* (Frommel), *Medieval Architecture* (Coldstream), *The Gothic Enterprise* (Scott), *Triumph of the Baroque* (Millon), *Baroque and Rococo Architecture and Decoration* (Blunt), *Architecture in France in the 18th Century* (Kalmeyn), *The Italian Baroque: The Counter-Reformation and the Theatrical Ideal* (Tadgell)

ARCH 311 STRUCTURES I: STRUCTURAL MECHANICS

This course familiarizes students with structural concepts and analyses. Areas of study will include statics and material strength, forces and loads, stress and strain, section properties, bending and buckling. An emphasis will be placed on wood construction, and application of principles and analysis will include beam and column design.

Texts used: *Simplified Engineering for Architects and Builders, 10th ed.* (Ambrose), *Understanding Structures* (Moore), *Building Structures Illustrated* (Ching)

ARCH 323 DESIGN III: COUNTRY VILLA, URBAN PALAZZO

Both the “Villa” and the “Palazzo” have come to embody an ideal of, respectively, the life of leisure and the life of action as practiced by the representative persons of a high culture. The “Villa” takes and recomposes the spectrum from the monumental to the vernacular as a single idealized image of a complete world of, as Josef Peiper states, leisure as the basis of culture. It is itself a “city on a hill,” recapitulating in an idealized fashion the idyllic life with surrounding countryside and gardens. The “Palazzo” stands as an idealized representative of engagement in civic life, fully embedded in the fabric of society with its idyllic face internalized and its representative or public face externalized. These two examples explore the architectural embodiment of private and public, idyllic and representative life, building as object and building as fabric, expansive and compact plans, etc.

Projects: Palladian Villa, French or Italian Palazzo

Texts used: Course Packet, *Italian Villas* (Gautito), *Villas: Form and Ideology of Country Houses* (Ackerman), *Learning from Palladio* (Mitrovic), *Roman House-Renaissance Palaces: Inventing Antiquity in Fifteenth-Century Italy* (Clarke), *The Italian Renaissance Palace Façade: Structures of Authority, Surfaces of Sense* (Burroughs), *Great House of New York, 1880-1930* (Kathrens), *Great Houses of Chicago* (Benjamin, Cohen), *Newport Villas: The Revival Styles 1885-1935* (Kathrens)

ARCH 321 ENVIRONMENTAL SYSTEMS I: NATURAL, TRADITIONAL PASSIVE ENERGY DESIGN

This course explores the various forms of passive energy as evidenced in the architecture of various cultures throughout history and geography. Topics will focus on natural sites, solar orientation, passive heating and cooling, natural ventilation and natural lighting, as well as natural acoustics. All of these have been evidenced in all civilizations in both similar and different ways.

Texts used: Course Packet

ARCH 325 ARCHITECTURE HISTORY/THEORY: NEO-CLASSICAL TO MODERN

With the rise and spread of the enlightenment, an imperative to make the practice and forms of architecture conform to the new philosophical, religious and social orders of the age struggled against the inherited architectural tradition, forms, and spirit. Reductionism, rationalism and systematization begat by the scientific revolution planted its seeds in the world of architecture, but as architecture represented the conservative “caboose” of the artistic enterprise, a truly new and revolutionary architecture did not reach a viable incarnation until between the end of the industrial revolution and the Second World War. This course studies the tense interplay between inherited forms and world views, enlightenment and scientific principles, and technological advancement, which comprise the dynamic of the transition from the late flowering of the classical tradition to the dawn of the new modern world order.

Texts used: Course Packet, *The First Moderns: The Architects of the Eighteenth Century* (Ryckwert), *Architecture and the Crisis of Modern Science* (Gomez), *The Writing of the Walls: Architectural Theory in the Late Enlightenment* (Vidler), *European Architecture 1750-1890* (Bergdoll), *Modern Architecture* (Colquhoun), *Style in the Technical and Tectonic Arts; or, Practical Aesthetics* (Semper), *In Search of Architecture* (Semper), *Le Corbusier and the Occult* (Birksted)

ARCH 322 STRUCTURES II: STRUCTURAL DESIGN

This course will familiarize students with the application of structural principles and analyses to wood and steel engineering. This course builds upon the principles of Structures I. Principles and design of both light wood framing and heavy timber construction will be explored, with particular emphasis on the properties of wood and the stresses undergone due to horizontal spanning and vertical compression. The study of steel will focus on the areas relevant to the design and engineering of buildings. This knowledge will allow the design and engineering of simple steel structures, as well as various steel implements in masonry buildings. The ASD (allowable stress design) method will be employed, accompanied by discussion of the LRFD (load and resistance factor design). Topics for both wood and steel will include: strength of material under various conditions; shear, bending, deflection, compression and tensile stresses; lateral stabilities and bracing of spanning members; considerations for trusses, joists and rafters; specialized manufactured products and spanning systems; normal and specialty connection; et al.

Texts used: Course Packet, *Simplified Engineering for Architects and Builders, 10th ed.* (Ambrose)

ARCH 414 DESIGN IV: A PARISH COMMUNITY (COMPLEX OF BUILDINGS)

A town is composed of a walkable group of buildings that develop both an aesthetic and hierarchy which should be mutually informing and supporting. From the vernacular to the monumental, the private to the public, and the profane to the sacred, this studio integrates and incorporates the design problems and solutions explored in previous studio exercises to create a unified yet diversified fabric of buildings and public spaces that relate to each other appropriately through a study of scale, size, style, ornament, and location. As the focus is predominantly on the exteriors, it is ultimately an exercise in contextualism and hierarchical propriety in design. This form of traditional town planning stands in contradistinction to features distinctive of suburban sprawl which plague the modern architectural and urban landscape.

Projects: Rectory, School, Church façade and plan

Texts used: *American Vitruvius: An Architects Handbook of Civic Art* (Hegemann, Peets), *New Urbanism: Best Practices Guide* (Steuteville), *Life and Death of Great American Cities* (Jacobs), *The City Shaped: Urban Patterns and Meanings* (Kostof)

ARCH 412 ENVIRONMENTAL SYSTEMS II

This course will examine mechanical systems of lighting, acoustics and heating/ventilating/air conditioning (HVAC). Lighting will include such topics as illumination levels, light sources, color, lighting calculations, layout and design, along with basic electrical considerations. Acoustics will include such topics as sound propagation, reverberation and echoes, sound isolation, and acoustical design considerations. A study of HVAC will involve applied physics, building envelope analysis, heat loss and gain analysis, duct design and layout and equipment selection. Topics will include insulation, thermal capacitance, effects of natural sheltered designs and solar orientation, air conditioning and filtration, heat pumps, and system categories, et al. Special emphasis will be placed on energy efficiency, LEED and other issues of sustainability.

Texts used: Course Packet

ARCH 410 PERIOD STYLES: A WORLD OF INTERIORS

Every room is a work of art, which, in a compact way, recomposes our world. The study of interiors is an oft-forgotten subject in the study of architecture, one that often leaves the architects at the mercy of the decorator or interior designer, and yet it is one of the most necessary subjects since we live much of our lives in the world of interiors. A basic knowledge of the interior aesthetic, from interior architecture to furniture and decorations, is further complementary to the overarching architectural aesthetic. This course explores the various styles and their development down through the ages, from Greek and Roman styles of antiquity to modernity.

Texts used: Course Packet, *The Architecture of the Classical Interior* (Semmes), *Life in the English Country House* (Girouard), *Life in the French Country House* (Girouard), *Period Rooms in the Metropolitan Museum of Art* (Peck), *Historic Interiors* (Willes), *Inside the Renaissance House* (Curie), *Age of Innocence* (Wharton)

ARCH 413 STRUCTURES III: CONCRETE (REINFORCED)

This course will familiarize students with the structural properties of reinforced concrete and its application in design. Methods and analysis will be based on and conform with the American Concrete Institute code as it applies to design and construction using reinforced concrete, including but not limited to beams, columns, footings, slabs, and walls. This will also include application of seismic code requirements and principles of lateral loads to the structural design.

Texts used: Course Packet, *Simplified Engineering for Architects and Builders, 10th ed.* (Ambrose), *Why Buildings Stand Up* (Salvadori), *Why Buildings Fall Down* (Salvadori)

ARCH 411 COMPUTER GRAPHICS I: CAD

In present times, it has become almost mandatory, or at least standard, for architects to become facile in computer-assisted graphic representation of architecture. This course aims to provide students with the basic knowledge and skill necessary to represent architecture through 2-dimensional computer-assisted drawing, through the use of AutoCAD.

Text/Program used: Course Packet, AutoCAD 2010

ARCH 425 DESIGN V: CIVIC BUILDINGS, URBAN PLANNING

Civic buildings provide cultural centers for communities, including spaces to teach, meet, speak, study, entertain, and worship. Such large scale projects with their various functional and spatial requirements present a host of design issues: size and scale in relation to fabric, breaking down large structures into appropriate volumes and masses, multi-functioning of buildings and spaces for various uses, parking, ADA and code requirements, etc. This studio focuses on these civic functions and how the community integrates with and forms around them to form a cohesive whole and identity.

Texts used: Course Packet

Projects: Library/Museum, Music Hall, Urban Plan

ARCH 420 PRINCIPLES OF URBANISM

This course examines urbanism from antiquity to modernity, the principles embodied and/or the theories that are operative in the formation of an urban whole-both its fabric and the community it both informs and represents-that corresponds to a certain understanding of human nature and human flourishing. Its aim is to provide students with the ability to make distinctions between good urbanism and bad urbanism within the context of human nature's social dimension and the need for community as a requisite for human flourishing.

Texts used: *American Vitruvius: An Architects Handbook of Civic Art* (Hegemann, Peets),

New Urbanism: Best Practices Guide (Steuteville), *Life and Death of Great American Cities*

(Jacobs), *The City Shaped: Urban Patterns and Meanings* (Kostof)

ARCH 421 A GRAMMAR OF ORNAMENT

This course is a study of architectural ornament: its historical, iconographical and symbolic significance and development as integral to the development and expression of architecture. Careful study and drawing of ornament is meant to provide students with the facility to design their own ornamental features: floor, wall and roof patterns; molding profiles; ornamental patterns and decorative motifs; sculptural details from low relief to fully dimensional.

Texts used: Course Packet, *A Handbook of Ornament* (Meyer), *Baroque Ornament and Designs* (Stella), *French Baroque Ornament* (LaPautre), *The Styles of Ornament* (Speltz), *French Architectural Ornament* (Rouyer), *Ornament of the Italian Renaissance* (Blakeslee), *Baroque and Rococo Architecture and Decoration* (Blunt), *Architectural Brickwork* (Jenkins), *Cosmatesque Ornament: Flat Polychrome Geometric Patterns in Architecture* (Pajares), *Piety and Politics: Imaging Divine Kingship in Louis XIV's Chapel at Versailles* (Edmunds), *Historic Ornament: Treatise on Decorative Art and Architectural Ornament* (Ward)

ARCH 422 COMPUTER GRAPHICS II: CAD, 3D MODELING, PHOTOSHOP

This course builds on the 2D drawing of Computer Graphics I by teaching graphic representation in 3D through 3D modeling (surfaces and solids), the rendering of lighting and textures and colors, and Photoshop editing.

Texts/Programs used: AutoCAD 2010, 3D Studio Viz, Revit, Sketch-up, Adobe Photoshop CS

ARCH 516 DESIGN VI: SACRED ARCHITECTURE

Sacred architecture represents the religious identity of a culture, and hence the source of culture (*cultus*) itself. It represents the architectural pinnacle in a hierarchy of design, uniting in itself all of the features thus far explored in the architecture design studios.

Projects: Church Tower, Church, Tabernacle/High Altar, Baptismal Font, Invention of a new columnar order

ARCH 510 PROFESSIONAL PRACTICE

This course will introduce students to the principles of professional practice and provide them with the knowledge of how to both operate in the professional world and eventually run both their own projects and their own professional practices. Topics will include: licensure process; liability; contacts and AIA documents; business types and structures; ethics of practice and professional situations; billing, fees, and finances; project structure and management; other professional documents and correspondence.

Texts used: Course Packet, sample documents

ARCH 513 SACRED ARCHITECTURE*

This is a survey course on the development of traditional sacred architecture and the theology it has embodied throughout the ages. A focus will also be placed on specific church documents of the Second Vatican Council, subsequent interpretations and resulting trends in church architecture, and current documents which provide both general and specific instruction for the building and furnishing of sacred spaces.

Texts used: Course Packet

ARCH 511 THE BEAUX-ARTS TRADITION

This course is a study of the tradition of the Ecole des Beaux-Arts from 1800-1930: its history, method, and the architects and designs which were produced by the training received. The Ecole des Beaux-Arts was an architectural proving ground and ultimately a litmus test for those who would go on to design and build many of the most splendid architectural masterpieces of the 19th and 20th centuries. A focus will be placed on this tradition as evidenced in the American classical tradition.

Texts used: Course Packet, *The Study of Architectural Design* (Harbeson), *Capital Losses: A Cultural History of Washington's Destroyed Buildings* (Goode), *American Architectural Masterpieces* (Thomas, Lewis), *Edifices de Rome Moderne* (Letarouilly), *The Architecture of the Ecole des Beaux-Arts* (Drexler), *Paris-Rome-Athens: Travels in Greece by French architects in the nineteenth and twentieth centuries* (Exhibition drawings), *Ruins of Ancient Rome: The Drawings of French Architects Who Won the Prix De Rome 1786-1924* (David), *Carrere & Hastings, Architects* (Lemos, Morrison, Warren, Hewitt), *American Splendor: The Residential Architecture of Horace Trumbauer* (Kathrens), *The Architecture of Delano & Aldrich* (Pennoyer, Walker, Stern), *The Architecture of Grosvenor Atterbury* (Pennory, Walker, Stern), *The Architecture of Warren & Wetmore* (Pennoyer, Walker, Stern), *Beaux-Arts Architecture in New York: A Photographic Guide* (Reed), *The Architecture of McKim, Mead, & White in Photographs, Plans and Elevations* (McKim, Mead, White), *McKim, Mead & White: The Masterworks* (White), *Great Houses of New York, 1880-1930* (Kathrens), *Great Houses of Chicago* (Benjamin, Cohen), *Newport Villas: The Revival Styles 1885-1935*

(Kathrens)

ARCH 512 DIRECTED STUDY-COMMUNITY PROJECT

ARCH 520 TEACHING ASSISTANT (1.5 credit hours)

ARCH 527 DESIGN VII: THESIS

Design studios culminate in a single semester-long project of each student's choosing. Students should pick projects that are able to be visited, surveyed, photographed, with an emphasis on responding to a real need or issue in the community in which it is to be set.

ARCH 500 20TH CENTURY ARCHITECTURE*

The 20th century witnessed great diversity and change: advances of industrialism, the rise of socialism, scientism, and rationalism, the collapse of certain imperialisms and colonialisms in favor of pluralisms, the passing of the great world wars and growth in technology, all with their corresponding changes in social infrastructure. The architecture of the 20th century sought new forms and ways to express this ever-changing spirit of the age. This course studies the “modernism” of the architects and the architecture which manifested the social, political, philosophical, and spiritual movements of the 20th century, in light of the technological advances of the age.

Texts used: Course Packet

ARCH 501 ARCHITECTURAL TREATISES*

This course examines in detail the architectural treatises, declarations and manifestos from antiquity to modernity: Vitruvius, Alberti, Palladio, Serlio, Laugier, Semper, LeDoux, Boulee, Le Corbusier, Adorno, Wright, Mies, et al.

Texts used: Course Packet

ARCH 521 DIRECTED STUDY-COMMUNITY PROJECT

*Elective

Proposed Classes Outside the Core Curriculum

Major: 117 Credit Hours beyond the core (171 total)

32 Classes beyond the Core, of which there will be:

7 Architectural Design Studios (including Thesis)

4 Architectural History/Theory Classes

3 Architectural Electives

3 Structures Classes

2 Fine Arts Classes (one of which will be architectural rendering)

2 Environmental Systems Classes

2 Language Classes (ancient or modern)

2 Computer Graphics Classes (CAD et al)

1 Building Technology Class

1 Philosophy Class (Aesthetics)

1 Urbanism Class (Political Science/Economics equivalency)

1 Higher Level Science Class (Physics)

1 Higher Level Math Class (Pre-Calculus minimum)

1 Professional Practice Class

1 Study Abroad Class

1 Land Survey Class

Proposed Classes

ARCH 213-Furniture Design Workshop
ARCH 221-Architecture Design Studio I: Introduction to the Design
ARCH 222-Architecture Rendering: Pencil, Ink, and Watercolor
ARCH 223-Architectural History/Theory I: Antiquity to Early Medieval
ARCH 220-Art and Architecture of Rome (Study Abroad)
ARCH 312-Architecture Design Studio II: Monuments
ARCH 310-Building Technology
ARCH 314-Architectural History/Theory II: Late Medieval to Baroque
ARCH 311-Structures I: Structural Mechanics
ARCH 323-Architecture Design Studio III: Country Villa, Urban Palazzo
ARCH 321-Environmental Systems I: Natural, Passive Systems
ARCH 325-Architectural History/Theory III: Neo-Classical to Modern
ARCH 322-Structures II: Structural Design (Wood and Steel)
ARCH 414-Architecture Design Studio IV: A Parish Community
ARCH 412-Environmental Systems II: Mechanical Systems
ARCH 410-Period Styles: Interiors
ARCH 413-Structures III: Concrete (reinforced)
ARCH 411-Computer Graphics I: CAD
ARCH 425-Architecture of Design Studio V: Civic Buildings, Urban Planning
ARCH 420-Principles of Urbanism
ARCH 421-A Grammar of Ornament
ARCH 422-Computer Graphics II: CAD, 3D Modeling, Photoshop
ARCH 516-Architecture Design Studio VI: The Sacred
ARCH 510-Professional Practice ARCH 513- Sacred Architecture*
ARCH 511-The Beaux-Arts Tradition
ARCH 512-Directed Study
ARCH 520-Teaching Assistant*
ARCH 527-Architecture Design Studio: Thesis
ARCH 500-20TH Century Architecture*
ARCH 501-Architectural Treatises*
ARCH 526-Directed Study
ARCH 516-Teaching Assistant*

*Elective

BACHELOR OF SCIENCE DEGREE: Agriculture Curriculum

We must recognize that one of the causes of the disequilibrium of confusion of world economy, affecting civilization and culture, is undoubtedly the distaste and even contempt shown for rural life with its numerous and essential activities. But does history, especially in the case of the fall of the Roman Empire, teach us to see in this a warning symptom of the decline of civilization? ... It cannot be too often repeated how much the work of the land generates physical and moral strengthening, for nothing does more to brace the system than this beneficent contact with nature which proceeds directly from the hand of the Creator. The land is not a betrayer; it is not subject to the fickleness, the false appearances, the artificial and unhealthy attractions of the grasping city. Its stability, its wise and regular course, the enduring majesty of the rhythm of the seasons are so many reflections of the Divine attributes...

Your consideration will not be limited to the economic and technical sides of the agricultural problem, for you must be also interested in Social Justice and the Common Good...It is necessary to set up social organizations which will take care of the legitimate interests, the material and moral progress of the agricultural population. This will tend not only to check the evil of rural depopulation. This will tend to make them more conscious of their social function, more proud of the dignity of their life and vocation, of the greatness and sacredness of their labor.

—Pope Pius XII: Letter to Rev. J.P. Archambault, SJ, 1947

The care of the Earth is our most ancient and most worthy, and after all, our most pleasing responsibility. To cherish what remains of it and to foster its renewal is our only hope.

—Wendell Berry

Rationale and Purpose:

“St. Benedict’s spirituality is best understood as that of *ordinary life*, based upon the fact acknowledged by all the masters of the *philosophia perennis*—Plato, Aristotle, St. Thomas—and the constant teaching of the popes...and confirmed by Revelation and proved in the common experience of mankind—**that the vast majority of men are farmers.**”

—John Senior, *The Restoration of Christian Culture*

Historically, most people have been farmers. Rapid advances in technology have allowed food production to become concentrated into fewer but increasingly larger farms and a dramatic shift in food production has happened in the last 150 years. Today, the percentage of farmers in first-world countries is down from 80% to about 2%. That is a startling reduction. There has never been such a profound change in a society’s relationship to work and food, and the ramifications

to our spiritual, emotional and physical health are far reaching and require serious consideration. We're suddenly, abruptly, a civilization disconnected from the land, from manual work and from the very food that gives us life. We live longer but the space of life between our birth and death has less savor, less texture. This is not simply an economical matter, it is a cultural matter.

John Senior's statement that the "vast majority of men are farmers," goes beyond any statistical observation about worker demographics. He meant that most men, in their heart of hearts, *are* farmers. They are meant to work with their hands in the good earth, to transform by their labor "matter into praise"—food into worship. This ennobling work requires resourcefulness, manual competency and the virtue of perseverance. It puts us into daily contact with the handiwork of the Creator and answers our innate desire to be fully alive—engaged body, mind and soul in meaningful work.

The governance of the necessity of providing both nourishment & sustenance for the body is found in the object of the study and practice of agriculture, and the Agricultural Program at the College of St. Athanasius embraces the noble vocation of farming and supports it through an entirely unique program which combines classroom study with intensive hands-on experience on a working farm. In respect of the traditional homesteader, we eschew hyper-specialization and humbly embrace agri-practice on a scale that is small, sustainable, and human.

With 50% of the nation's productive land set to change hands in the next twenty years, and a growing demand for local, sustainable food—there is a tremendous opportunity to reclaim some part of the land for young families who wish to pursue the "greatness, the sacredness" of life on the farm.

Principles:

A Pedagogical Approach

The Ag curriculum generally proceeds from what is more known to what is less known, beginning with man, continuing to animals, then to plants and finally to the rich microscopic life of the soil. Starting with man, we consider the spiritual, cultural, and economic dimensions of agriculture. This serves to enrich the Core Curriculum's work of establishing the nature of man according to the Western tradition while asking the key questions about the value and purpose of agricultural work itself.

A Practical Approach

As we take up the practical study of the animals, plants and the dirt, it is critical that these courses be rich in hands-on experience. Therefore it is vitally important that the College's agricultural program be rooted in an actual working farm. Chefs learn to cook in the kitchen. So, too, with farming. It is not a speculative science—it must be lived, breathed, smelt, tasted, and touched. Ideally, in the Benedictine spirit of *ora et labora*, the work of the farm would comprise the larger portion of our students' time, with reading, lectures, research and writing occupying

the lacunae between the base-line rhythm of milking, pitching hay, weeding, turning compost and building fence.

As students approach the culmination of their work, they will take on their Capstone Project. The Capstone will be a significant project that gives each student an opportunity to contribute something of lasting value to the community at the College of St. Athanasius. Finally, under the guidance of a faculty mentor, each student will research, write and propose their own Farm Business Plan that lays out their full vision for the farm they wish to own and operate.

Proposed Course Sequence in the Agriculture Major

1st Year Core

Sophomore Year—36 credits total

AG/HIST/PHIL 201 (3 cr) History of Agriculture	BIO 211 (5 cr) General Biology I	AG 211 (5 cr) Dairy: Cows and Goats	CHEM 211 (5 cr) General Chemistry I
AG/HIST/PHIL 212 (3 cr) The Farmer as Liturgist	BIO 222 (5 cr) General Biology II	AG 222 (5 cr) Poultry: Meat and Egg	CHEM 222 (5 cr) General Chemistry II

Junior Year—32 credits total

AG/HIST/PHIL 301 (3 cr) Land, Labor and Capital	AG 311 (5 cr) Hogs	AG 321 (5 cr) Bees	AG 331 (3 cr) Ethology
AG/PHIL 312 (3 cr) Traditional Farmsteading	AG 322 (5 cr) Sheep & Goats	AG 332 (5 cr) Four Season Harvest	BIO/AG 332 (3 cr) Botany

Senior Year—32 Credits Total

BIO/AG 411 (3 cr) The Living Soil I	AG 421 (5 cr) Permaculture I	AG 431 (5 cr) Viniculture	AG 441 (3 cr) Fermentation: Brewing & Winemaking
BIO/AG 422 (3 cr) The Living Soil II	AG 432 (5 cr) Permaculture II	AG 442 (5 cr) Fruit & Nut Production	AG 452 (3 cr) Butchering

5th Year—28 Credits Total

AG 511 (5 cr) Farm Design & Infrastructure	AG 521 (5 cr) Pasture Management	AG 531 (3 cr) Cereal Grains & Milling	AG 541 (3 cr) Food Storage & Preservation
AG 522 (4 cr) Ag Capstone	Ag 532 (2-4 cr) Mentored Research & Farm Business Plan	AG 542 (1 cr) Farm Business Plan Proposal	AG 552 (3 cr) Elective

Course Descriptions

AG 201 HISTORY OF AGRICULTURE

A survey of the historical development of agriculture including treatment of: the Biblical account of agriculture’s origin in Genesis; earliest recorded agricultural societies (e.g. Nile delta and Sumer); Greek and Roman innovations and setbacks through urbanization; the genius of the Benedictines in the age of Christendom; the centralization of food-production following the Industrial Revolution. Course considers the intersection of culture, food, and technology. 3 credits.

Suggested sources: *The Bible*; *Guns, Germs and Steel* by Jared Diamond; *Warfare and Agriculture in Classical Greece* by Victor Davis Hansen; *The Georgics* by Vergil; *What We Owe the Monks* by Thomas Woods; *The Unsettling of America* by Wendell Berry.

AG 212 THE FARMER AS STEWARD AND LITURGIST

A study of the spiritual dimension of food, farming and labor, with a view to man’s place among creation as steward and liturgist. Consideration of man’s path to redemption through the sweat of his brow and the spiritual, mental, emotional and physical value of work. The need for agency and manual competency. 3 credits.

Suggested sources: *The Bible*; St. Augustine’s “Sermon 87”; Saint Thomas Aquinas (various treatises on work); *My Ninety Acres* by Louis Bromfield; *The Restoration of Christian Culture* by John Senior; *Agrarian Essays* by Wendell Berry; *Shopclass as Soulcraft* by Matthew Crawford

AG 301 LAND, LABOR AND CAPITAL

A study of the economic dimension of food and farming, with special consideration given to the requisite means of production. Includes a historical consideration of the tensions between localism, socialism and laissez-faire capitalism as well as the challenges of a hyper-specialized, mechanized and centralized food “system.” 3 credits.

Suggested sources: *The Restoration of Property* by Hilaire Belloc; *The Servile State* by Hilaire Belloc; *Small is Beautiful* by E. F. Schumacher; *Agrarian Essays* by Wendell Berry; *Food Inc.* (film by Robert Kenner); *Folks This Ain't Normal* by Joel Salatin

AG 312 TRADITIONAL FARMSTEADING

A practical investigation of the small, diversified farmstead. Shifting from the speculative, this course looks practically at what a sustainable and self-sufficient farm community looks like with minimal energy and feed inputs. Emphasis on soil fertility, biodiversity, complementarity, innovation and thrift. 3 credits.

AG 211 THE DAIRY: COWS AND GOATS

Anatomy and physiology of cows and goats with a particular focus on the biochemistry of that miraculous organ, the rumen. Value to the farm. Feeding, shelter and stewardship. Vetting common ailments. Grade A dairy requirements. *Required practicum*: daily feeding, watering, and milking by hand of the College's dairy herd. Make butter. 5 credits (3 classes; 3 practicum).

Suggested source: *Keeping a Family Cow* by Joanne Grohman

AG 222 RAISING CHICKENS FOR MEAT AND EGGS

Anatomy and physiology of chickens with a particular focus on the digestive and reproductive systems. Value to the farm. Feeding, shelter and stewardship. Meat vs. egg-laying breeds and farm use. Flock management and role in soil fertility. *Required practicum*: daily feeding, watering and egg-collection of the College's egg-laying flock. Incubate eggs for use as layers in next year's class. 5 credits (3 class; 2 practicum).

AG 311 HOGS

Anatomy and physiology of hogs. Value to the farm. Feeding, shelter and stewardship. Breeding and farrowing. Vetting common ailments. Modern vs. heritage breeds and different hog types (lard, bacon, ham). *Required practicum*: daily feeding, watering and stewardship of the College's swine herd. Butcher a hog. Make bacon. 5 credits (3 class; 2 practicum).

AG 321 BEES

Study of that wisest of creatures, the honeybee. In-depth examination of the ecology of the hive. Hive stewardship and pest prevention. Value to the farm. *Required practicum*: stewardship of the College's beehive. Start a new hive. Collect and bottle honey. 5 credits (3 class; 2 practicum).

AG 331 ETHOLOGY

The study of animal behavior with a particular emphasis on the roles of instinctual vs. learned behaviors. A celebration of God's goodness and abundance reflected in the wonderfully complex lives of all creatures great and small. 3 credits.

Suggested sources: Konrad Lorenz; Niko Tinbergen; J. Henri Fabre

AG 322 SHEEP AND GOATS

Anatomy and physiology of sheep and goats. Value to the farm. Breed selection and use. Feeding, shelter and stewardship. Breeding, lambing and kidding. Vetting common ailments. *Required practicum*: daily feeding, watering and stewardship of College's sheep or goat flock. Record-keeping and supervision of lambing season. 5 credits (3 class; 2 practicum).

AG 332 ANNUAL GARDENING FOR A FOUR SEASON HARVEST

Planting annuals for fruit and vegetable production. Focus on soil fertility and the use of compost. Special emphasis on the use of cold-frames and hoop-houses to extend the growing and harvest season to year round. *Required practicum*: weekly work in the College's garden (clearing, weeding, mulching, planting, harvesting, soil prep). 5 credits (3 classes; 2 practicum).

Suggested sources: *Four Season Harvest* and *The New Organic Grower* by Elliot Coleman

AG/BIO 332 BOTANY

Study of the structure, properties and biochemical processes of the plant. 3 credits.

AG 411 THE LIVING SOIL I

The source of fertility and foundation of all agriculture is the good dirt. Bursting with life at the microscopic level, this course considers the structure, properties and biochemical process of the soil. 3 credits.

AG 422 THE LIVING SOIL II

This course expands our view of the soil and considers several case studies where poor soil was gradually built to top-level fertility. Emphasis on the stewardship, protection and enrichment of soil and its impact on animal health. 3 credits.

Suggested sources: *Dirt to Soil* by Gabe Brown

AG 421 PERMACULTURE I

An introduction to the principles and practices of permaculture: water capture and storage, energy capture, topsoil building, planting of food-producing native perennials, selective grazing. *Required practicum*: weekly work in the College's permaculture acreage (planting, clearing, digging). 5 credits (3 class; 2 practicum).

Suggested sources: *Restoration Agriculture* by Mark Shepard

AG 432 PERMACULTURE II

Advanced techniques and design in permaculture culminating in a coordinated class project to add to or enhance the College's permaculture program. *Required practicum*: weekly work in the College's permaculture acreage (planting, clearing, digging). 5 credits (3 class; 2 practicum).

AG 431 VINICULTURE

The art and science of growing grapes. Historical and cultural importance. Grape variety selection. Concept of terroir: soil, topography and climate. *Required practicum*: weekly work in the College's vineyard including planting, weeding, pruning and harvest. 5 credits (3 class; 2 practicum).

AG 441 BREWING, DISTILLING AND WINEMAKING

The art and science of making beer, mead, cordials and wine. Focus on the chemistry of fermentation. Historical and cultural importance. Traditional and contemporary techniques in brewing. *Required practicum*: weekly brewing and distilling, from kombucha to beer. 5 credits (3 class; 2 practicum).

AG 442 FRUIT AND NUT PRODUCTION

Study of fruit and nut production including: apples, pears, blackberries, raspberries, pecans, walnut and chestnut. Techniques in orcharding including pest and disease control, pruning, grafting, harvest and storage. *Required practicum*: weekly work in the orchard, berry patch and grove, utilizing aforementioned techniques. 5 credits (3 class; 2 practicum).

AG 452 BUTCHERING

Dispatching, skinning, evisceration, quartering and primal cut processing. Begin with rabbit and chicken, work up to sheep and hogs. Knife selection, use and maintenance. Understanding of snout to tail usage of the entire animal including bone, organ, meat and skin. 3 credits (all practicum).

AG 511 FARM DESIGN AND INFRASTRUCTURE

Intentional farmstead design that considers lighting, drainage, solar energy capture, livestock movement patterns, fencing (electric and non-electric), paddocks and corrals, water sources, cooperative biodiversity, rotational grazing and more. Students will design several small farms given specific resources including: a plot of land, budget, equipment and time-line. *Required practicum*: students will learn how to build fence (electric and non-electric) and will work on projects related to the needs of the College's farm infrastructure. 5 credits (3 class; 2 practicum).

AG 521 PASTURE MANAGEMENT

This course will focus on maximizing fertility in the forage of grazing animals through intensive rotational grazing, poly-species grazing and general pasture management. Consideration of different grasses, legumes and forage. Haying vs. stock-grazing. Options for grass only operations for beef. *Required practicum*: students will move the college's beef-herd daily/weekly according to seasonal and pasture demands. 5 credits (3 class; 2 practicum).

AG 531 CEREAL GRAINS AND MILLING

Wheat, barley, rye, corn and oats. Value to farm. Biology, history and cultural significance. GMO vs. non-GMO. *Required practicum*: students will plant and tend a small plot of wheat, harvest

and mill it, and make bread for the dining hall and hosts for the Eucharist at Holy Mass. 5 credits (3 class;2 practicum).

AG 541 FOOD STORAGE AND PRESERVATION

Explores various techniques in food preservation: canning, pickling, dehydrating, smoking, curing and cold storage. Attention to the chemical processes involved in extending the censurability and palatability of food. Practice in the art of each method. 3 credits (all practicum).

AG 522 AG CAPSTONE

The Agriculture Major's Captstone project will be the student's opportunity to meaningfully contribute to the growth and direction of the College's farm and food program. Each student will plan and execute an approved project within a certain budget set by the Department and under the guidance of an advisor. Project examples: constructing a dovecote and installing pigeons to raise squab for eating; building an aquaponics system incorporating tilapia and garden vegetables; designing and building a mobile chicken coop for pastured egg-layers. The artifact produced should not be disposable but ought to become a permanent fixture and add genuine value to the farm.

AG 532 MENTORED RESEARCH AND FARM BUSINESS PLAN

Collaboration, research and writing of the student's Farm Business Plan.

AG 542 FARM BUSINESS PLAN PROPOSAL

Each Agriculture Major will research, write and pitch a business plan for the farm they wish to own and operate. This proposal will be judged by a panel of three Department members. Once a sufficient endowment is in place, the top plan in the graduating class will receive a grant to help them get started.

Proposed Classes Outside the Core Curriculum

Major: 128 Credit Hours beyond the Core (164 total)

AG 211-Dairy: Cows and Goats

AG 222-Poultry: Meat and Egg

AG 311-Hogs

AG 321-Bees

AG 331-Ethology

AG 322-Sheep and Goats

AG 332-Annual Gardening- Four Season Harvest

AG 421-Permaculture I

AG 431-Viniculture

AG 441-Brewing, Distilling, and Winemaking

AG 432-Permaculture II

AG 442-Fruit and Nut Production
AG 452-Butchering
AG 511-Farm Design and Infrastructure
AG 521-Pasture Management
AG 531-Cereal Grains and Milling
AG 541-Food Storage and Preservation
AG 522-Ag Capstone
AG 532-Mentored Research and Farm Business Plan
AG 542-Farm Business Plan Proposal
AG 552-Elective
AG/HIST/PHIL 201-History of Agriculture
AG/HIST/PHIL 212-Farmer as Liturgist
AG/HIST/PHIL 301-Land, Labor, and Capital
AG/PHIL 312-Traditional Farmsteading
BIO 211-General Biology I
BIO 222-General Biology II
BIO/AG 332-Botany
BIO/AG 411-Living Soil I
BIO/AG 422-Living Soil II
CHEM 211-General Chemistry I
CHEM 222-General Chemistry II

BACHELOR OF SCIENCE DEGREE:

Biology Curriculum

Rationale and Purpose:

The enterprise of science today is one not merely of speculative knowledge, but of practice. Those who are trained in the sciences ought to attain proficiency in applying the scientific method to new problems. In order to do this, one must be capable of drawing upon a diverse set of tools and skills. Students not only need to construct an adequate knowledge base of established scientific facts but must develop scientific literacy and the ability to evaluate and interpret research articles, employ critical thinking, communicate using various media, display technical proficiency in the laboratory, design experiments, and generate and interpret data. For this reason our biology program has a particular emphasis on “doing” science, rather than merely hearing and reading about it.

However proficient one becomes in the sciences, though, it will mean little unless it is united to ethical moorings and situated within an intellectual tradition that can direct science toward its proper ends. Drawing upon the riches of the Catholic intellectual tradition, our students will develop an appreciation for the dignity of the human person, the sanctity of every human life, the proper object and limitations of the natural sciences, and the integration of knowledge outlined in the apostolic constitution issued by Pope John Paul II regarding Catholic colleges and universities, *Ex Corde Ecclesiae*.

The governance of the desire to provide healing for the body originates in the object of the study of biology, and the Biology program at the College of St. Athanasius has a particular focus on biomedical training as it relates to human health. The curriculum is designed to meet most prerequisites for students who wish to continue on to graduate school, medical school, veterinary school, or other professional programs in biomedical fields. Our goal is to make our students among the most qualified and sought-after candidates applying to these programs, exceeding the minimum requirements met by their peers, and exemplifying the ideals of the well-rounded, well-educated mind found in those who are liberally educated. Our graduates will exhibit technical proficiency in the lab, scientific literacy, and competency in applying bioethical principles, enabling them to be better citizens and professionals who are equipped to promote and serve the common good.

Principles:

Knowledge for its own sake is a good worth pursuing in accordance with our fundamental human dignity and God-given gift of reason. The natural world possesses an intrinsic goodness with which it is endowed by its creator. In using our intellect to gain understanding of ourselves and of the world in which we live, we give glory to God, who is the source of all goodness, beauty, and truth. Science is also a highly *practical enterprise*—one that involves the art of “doing” in addition to knowing. For this reason, students must have opportunities to develop these hands-on skills through faculty-mentored research experiences. All scientific achievements, whether in medicine, healthcare, or basic research, are meant to be placed at the *service of humanity* in a spirit of stewardship. Therefore, students need the kind of liberally based

education that affords the opportunity to explore the relationships between science and various fields, such as history, ethics, philosophy, and theology. A robust understanding of science includes the appreciation of the foundations of the sciences in their historical context, as *part of a tradition*. This includes an understanding of science as part of a tradition within the scientific community and in history, which is itself situated within the larger context of the Catholic intellectual tradition. The well-formed scientist also acknowledges the fundamental dignity of the human person and of the intrinsic harmony between faith and science when properly understood. “*The cause of the human person will only be served if knowledge is joined to conscience.*” (*Ex Corde Ecclesiae*, 18)

Proposed Course Sequence in the Biology Major

1st Year—Core including Science—36 credits total

THEO 111 (3 cr)	PHIL 111 (3 cr)	HIST 111 (3 cr)	ENGL 111 (3 cr)	CLAS 111 (3 cr)	Math 111 (3 cr)	
THEO 122 (3 cr)	PHIL 122 (3 cr)	HIST 122 (3 cr)	ENGL 122 (3 cr)	CLAS 122 (3 cr)	Music/ drama (3cr)	BIO (0-1 cr) Seminar 1

2nd Year—35 credits total

THEO 211 (3 cr) Dogmatic and Moral Theology	BIO 211 (5 cr) General Biology I	CHEM 211 (5 cr) General Biology I	MATH 211 (4 cr) Calculus I	BIO (0-1 cr) Seminar II
THEO 222 (3 cr) Apologetics	BIO 222 (5 cr) General Biology II	CHEM 212 (5 cr) General Chemistry II	Intro Psychology (3 cr)	BIO (0-1 cr) Seminar III

3rd Year—36 credits total

BIOL 311 (5 cr) Anatomy and Physiology I	CHEM 311 (5 cr) Organic Chemistry I	PHYS 311 (5 cr) Physics I	BIOL (0-1 cr) Seminar IV
BIOL 322 (5 cr) Anatomy and Physiology II	CHEM 322 (5 cr) Organic Chemistry II	PHYS 322 (5 cr) Physics II	BIOL (0-1 cr) Seminar III

4th Year—34 credits total

BIOL 411 (5 cr) Biochemistry	Math 221 (3 cr) Statistics	BIOL 431 (5 cr) Cellular and Molecular Biology	BIOL elective	
BIOL 422 (5 cr) Microbiology	BIOL/HIST 432 (3 cr) History of Science and Medicine	BIOL 442 (3 cr) Research and Scientific Methods	BIOL 452 (5 cr) Immunology	BIOL 462 (2-4 cr) Mentored Research

5th Year—28 credits total

BIOL 511 (5 cr) Developmental Biology	BIOL 590 (3 cr) Evolutionary Biology	BIOL/THEO/ PHIL 591 (2 cr) Evolution and Catholicism	BIOL 551 (2-4 cr) Mentored Research	Elective
BIOL 522 (2 cr) Biology Capstone	BIOL 522 (2-4 cr) Mentored Research	BIOL 532 (1 cr) Research Thesis	BIOL/PHIL 542 (3 cr) Bioethics	Elective

Course Descriptions

BIOL 211 GENERAL BIOLOGY I

An introduction to the biological processes that govern the growth, replication, and metabolism of living organisms. This course places emphasis on the molecular/macromolecular structures and the metabolic and genetic processes of living organisms. The relationships between molecular structure and function will be explored with regard to how cell components relate to an integrated whole in cell metabolism, growth and reproduction. Both the lecture and lab components of this course introduce the student to the scientific method, data collection, data analysis and scientific writing. The wet lab component of this course complements and reinforces the content presented in the lecture. 5 cr. (3 cr. lecture/2 cr. lab)

BIOL 222 GENERAL BIOLOGY II

This is a continuation of the BIOL 122 course, and covers topics such as organism diversity, ecology and animal behavior. There is an emphasis on exploring the interconnected nature of biological systems, which manifests itself in competitive and cooperative biological schemes. This course also serves as an introduction to concepts of evolutionary development and their role in understanding complex biological systems. The wet lab component of this course complements and reinforces the content presented in the lecture. 5 cr. (3 cr. lecture/ 2 cr. lab)
Prerequisite: BIOL 211

BIOL 311 ANATOMY AND PHYSIOLOGY I

This is the first part of a two-semester course on human anatomy and physiology. Integumentary, skeletal, muscular, nervous and endocrine systems are covered. The laboratory complements the lecture to emphasize the relationship between anatomy and physiology. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisite: BIOL 222

BIOL 322 ANATOMY AND PHYSIOLOGY II

This is the second part of a two-semester course on human anatomy and physiology. Cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems are covered. The laboratory complements the lecture to emphasize the relationship between anatomy and physiology. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisite: BIOL 311

BIOL 330 GENETICS

This course examines the principles of classical and molecular genetics with a focus on the cellular and molecular mechanisms of inheritance, disease inheritance, gene mapping, genetic screening and genetic engineering. An understanding of molecular genetics is addressed through the biochemistry of the gene as it correlates to organism phenotype. The lab component is designed to complement the lecture material through an introduction to basic lab principles and techniques in modern genetics. The importance of model systems will be explored through the genetic analysis of prokaryotes, *Drosophila* and other organisms. 5 cr. (3 cr. lecture/ 2 cr. lab); Prerequisite: BIOL 222

BIOL 411 BIOCHEMISTRY

This course is an introduction to the study of structural proteins, enzymes, carbohydrates, lipids and nucleic acids. There is an emphasis on how these biological molecules relate and are involved in cellular metabolism, especially as related to human biology. The organization of macromolecules and the hierarchical nature of their structures and interactions are explored. There is an emphasis on the structure-function relationship of macromolecules as to their role in cell function. Topics include enzyme kinetics, the roles of cofactors and coenzymes, and metabolic pathways such as glycolysis, the citric acid cycle and electron-transport. The laboratory component will focus on the introduction of standard biochemical techniques such as chromatography, electrophoresis, protein purification and enzyme kinetic analysis. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisite: BIOL 330, CHEM 311, CHEM 322

BIOL 422 MICROBIOLOGY

An introduction to the biology of microorganisms including bacteria, viruses, and eukaryotic microorganisms. This course places an emphasis on metabolic and replicative aspects of microbial life with particular focus placed on the biology of human pathogens. The lab portion of this class introduces the student to the proper manipulation of microbial cultures and the use of microorganisms as model systems in the study of metabolic pathways, replication and genetics. 5 cr. (3 cr. lecture/ 2 cr. lab); Prerequisite BIOL 330

BIOL 431 CELLULAR AND MOLECULAR BIOLOGY

This course covers cellular organization, structure, and function, with an emphasis on molecules and molecular mechanisms underpinning major cellular processes outside the nucleus. The laboratory complements the lecture to reinforce content and concepts while familiarizing students with various cellular and molecular experimental methods. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisites: BIOL 222

BIOL/HIST 432 HISTORY OF SCIENCE AND MEDICINE

This provides an introduction to the history of biomedical sciences and ethnological development, methods, classic experiments and influential research articles of particular significance for biology and medicine. The primary focus is on the science, with a secondary consideration of the individuals and historical contexts that contributed to these discoveries. 3 cr.
Prerequisite: BIOL 222

BIOL 442 RESEARCH AND SCIENTIFIC METHODS

This course uses the primary scientific literature to explore the methods of scientific programs including the nature of hypothesis-driven research, the concept of multiple-hypotheses, experimental design, data collection and data analysis. The proper use of statistical analysis in the interpretation of data and the limits of experimental data interpretation are emphasized. 3 cr.

BIOL 452 IMMUNOLOGY

This course provides an overview of the immune system by examining cellular and molecular mechanisms of defense with particular emphasis on the human immune system and biomedical relevance. The laboratory portion complements the lecture to reinforce concepts and familiarize students with relevant experimental methods. 5 cr. (3cr. lecture/2 cr. lab); Prerequisite: BIOL 330

BIOL 511 DEVELOPMENTAL BIOLOGY

This course focuses on the biological determinants and processes in development. The primary focus will be on human development, although other vertebrate organisms will also be explored, especially as they serve as models to explore general developmental principles. The cellular and molecular processes that govern and control different stages of development are explored. The lab portion of this class serves as an introduction to the study of developmental biology by introducing cellular biology techniques and using model organisms to explore various aspects of development. 5 cr. (3 cr. lecture/ 2 cr. lab); Prerequisite: BIOL 330

BIOL 522 BIOLOGY CAPSTONE COURSE

This course will be developed by faculty to bring together the independent research efforts of the student, preparing them for the public presentation of their work as well as the writing of their thesis. 2 cr.

BIOL 532 Research Thesis 1 cr.

BIOL/PHIL 542 BIOETHICS

This course explores the ethical issues associated with healthcare and biomedical research. Ethical issues associated with the patient-doctor and clinical scientist-patient relationship (informed consent, truthfulness, confidentiality), the equitable distribution of healthcare resources, beginning and end of life issues (abortion, euthanasia, assisted suicide) will be explored. The impacts of biomedical research and practices such as embryonic stem cell research, human cloning, and personalized medicine on the ethical treatment of diseases are considered and critiqued from a scientific and philosophical perspective, and especially in light of the perennial teachings of the Catholic Church. 3 cr.

BIOL 462, BIOL 551, BIOL 552, MENTORED RESEARCH

These courses engage the student in independent research programs under the mentorship of faculty scientists. Students develop the technical skill and habits of mind of the scientific investigator by working alongside faculty on defined, novel research projects. 2-4 cr.

BIOL 590 EVOLUTIONARY BIOLOGY

This course gives an overview of the science and theory of biological evolution and the history of life on earth. The course emphasizes the contributions made from various fields within biology and from other related basic sciences. 3 cr.; Prerequisite: biology major with senior standing; Co-requisite: BIOL/THEO/PHIL 591.

BIOL/THEO/PHIL 591 EVOLUTION AND CATHOLICISM

This course is a co-requisite for BIO 590, and explores theological and philosophical principles, ideas, and potential problems that relate to biological evolution, viewing these in light of the teachings of the Catholic Church. Particular attention is paid to the unity of knowledge and the proper objects, contributions, competencies, and limitations of any given discipline or science. 2 cr.; Prerequisite: biology major with senior standing; Co-requisite: BIOL 590

CHEM 211 GENERAL CHEMISTRY I

An introduction to the fundamental concepts in chemistry. A focus is placed on the scientific method, scientific measurement and data analysis, atomic structure, quantum chemistry, chemical equations, stoichiometry, chemical bonding and intermolecular forces. 5 cr. (3 cr. lecture/2 cr. lab)

CHEM 222 GENERAL CHEMISTRY II

A continuation of General Chemistry I, where the focus is on molecular structure, the behavior of gases and solutions, acid-base theory, electrochemistry and thermodynamics. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisite: CHEM 211

CHEM 311 ORGANIC CHEMISTRY I

This course is an introduction to the structure, properties, and the stereochemistry of organic molecules. It explores the chemical reactivity and synthesis of functional groups, including alkanes, alkenes, alkynes, and alcohols. An emphasis is placed on reaction mechanisms and the convention of "arrow-pushing" to understand these mechanisms. In both the lecture and the lab, students will be exposed to the basic techniques of organic chemistry lab work as well as methods of spectroscopic analysis such as NMR, IR spectroscopy and mass spectrometry. Students will explore how these techniques are used to explore the structure and reactivity of organic molecules. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisite: CHEM 222

CHEM 322 ORGANIC CHEMISTRY II

This is the second course of a two semester series designed to introduce the student to principles of organic chemistry. Topics covered in this course include the structure and properties of various functional groups including ethers, esters, conjugated systems, aromatic compounds, ketones, aldehydes, amines and carboxylic acids and their derivatives. Spectroscopic analysis using NMR, IR, and mass spectrometry methods will be emphasized. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisite: CHEM 311

PHYS 311 PHYSICS I

An introduction to the fundamentals of physics, focusing on kinematics (the quantitative description of motion) and classical mechanics. Topics include Newton's laws, gravitation, harmonic motion, gases, waves, and an introduction to thermodynamics. The lab portion of the class reinforces the lecture material using hands-on experiments and demonstrations. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisite: MATH 211

PHYS 322 PHYSICS II

This is a continuation of PHYS 311 and will focus on electricity and magnetism. Topics include basic electromagnetic laws, Maxwell's equations, electromagnetic waves, interference, and diffraction. The lab portion of the class reinforces the lecture material using hands on experiments and demonstrations. 5 cr. (3 cr. lecture/2 cr. lab); Prerequisite: PHYS 311

MATH 211 CALCULUS

Designed for scientists, this course covers functions, polynomials, limits, derivatives, definite integrals, and the fundamental theorems of calculus. 4 cr.

MATH 221 STATISTICS

This course provides a basic understanding of statistics and probability. It is designed with specific examples to prepare the student for the collection and analysis of experimental data. 3 cr.

Electives (recommendations)

The electives offered to students will be determined primarily based on the strengths and areas of expertise of the biology faculty, as well as the students' needs. Faculty may also develop and offer courses that relate to their personal research projects when appropriate.

Since the above curriculum focuses on human biology, additional courses in Ecology, Environmental Sciences, Botany, Conservation, Biology, etc. may be useful if a broader Biology major is desired.

Additional courses in the bio-medical sciences might include Biochemistry II, Neurobiology, Advanced Physiology, etc.

Proposed Classes Outside the Core Curriculum

Total Credits: 133 credits beyond the core (169 total)

- BIOL 211-General Biology I
- BIOL222-General Biology II
- BIOL 311-Anatomy and Physiology I
- BIOL 322-Anatomy and Physiology II
- BIOL 330-Genetics
- BIOL 411-Biochemistry
- BIOL 422-Microbiology
- BIOL 431-Cellular and Molecular Biology

BIOL/HIST 432-History of Science and Medicine
BIOL 442-Research and Scientific Methods
BIOL 452-Immunology
BIOL 511-Developmental Biology
BIOL 522-Biology Capstone
BIOL 532-Research Thesis
BIOL/PHIL 542-Bioethics
BIOL 462/551 & 552-Mentored Research
BIOL 590-Evolutionary Biology
BIOL/THEO/PHIL 591-Evolution and Catholicism
CHEM 211-General Chemistry I
CHEM 222-General Chemistry II
CHEM 311-Organic Chemistry I
CHEM 322-Organic Chemistry II
PHYS 311-Physics I
PHYS 322-Physics II
MATH 211-Calculus I
MATH 221-Statistics

Biology elective courses offered as designed and needed

SECTION IV: EXPENSES AND FEES



Tuition/Room & Board Rates

Tuition/room and board rates have been proposed for two different levels: one based on the establishment of an endowment and another without. Both levels are based on a start-up enrollment of 120 students, and a one-year operating expense of 3.28 million dollars. Accordingly, the two levels of expense are as follows:

LEVEL 1: Endowment Based* — \$18,960 per year

LEVEL 2: No Endowment — \$27,294 per year

*\$25,000,000 Endowment

Because the student shares in much of the campus work load, costs for education are manageable across the board and the need for grants and other forms of financial aid are virtually eliminated. A yearly, up-front fee of \$1200.00 is required to secure on-campus dormitory quarters and cafeteria privileges. Payment of tuition/room and board can be set up in any one of three ways, as shown below. The \$1200.00 security fee can be reconfigured into the yearly rate, if desired.

TYPE 1: All at once, one month prior to the beginning of the academic year.
TYPE 2: One-half due one month prior to the beginning of the academic year, the second half due one-week prior to the second semester start-up.
TYPE 3: Monthly payments, minimally established at \$2,275 per month-for 12 months- or at a higher rate if desired (non-endowment rate)

Refunds will be prorated as a percentage, based on the total number of semester class-room-days minus semester class-room-days completed. Total refunds will only be allowed when a student tenders his withdrawal notification within thirty academic days after start-up.

Scholarship Awards

Awards for scholarship are performance based and distributed at the end of the academic year. Awards are determined by an objective as well as subjective standard. The highest G.P. Averages will be combined with a teacher-scored character assessment to ascertain which student(s) will be awarded. The number as well as the monetary levels established will be based on the funds available one week prior to the official end-of-semester date.

SECTION V: STUDENT LIFE



Student Profile, Qualifications and Comportment

The College of St. Athanasius has been described as a college suited “for the serious student”, summarizing succinctly the character of a prospective student. Students applying to St. Athanasius shall:

- hold in high regard the teachings of the Holy Roman Catholic Church and understand that, although perhaps not a practicing member of the Church, they will be required to participate as catechumens in the everyday liturgical life of the Church as lived on campus;
- have successfully completed a secondary education of which verifiable transcript records have been recorded, including a GPA and an ACT or SAT test score;
- have read the College Prospectus in preparation for an interview (phone or in person) to ascertain their general attitude, aptitude and character.

Minimally, the student shall

- treat his peers with due respect, magnanimously, as he himself would like to be recognized and addressed;
- treat his teachers/superiors with the deference due their stature, addressing them by title and surname at all times;
- treat the community’s residents with the respect due and proper to the general dignity accorded to all individuals, while recognizing their special supportive role in the welfare of the campus community.

Because our very salvation and the salvation of others is our ultimate gain, then our loss is intricately tied to our failure of conducting ourselves according to the tenets of the Catholic Faith. Therefore, the student shall be sustained by the graces of the sacramental life if he be a baptized Catholic, or through the exercises and observances demanded of a catechumen, if not.

Academics

A minimal level of academic achievement is necessary to maintain an integrity-of-education that is of value to a well functioning society. In order to guarantee this integrity while at the same time recognizing the merits of, and time devoted to, the student’s labor contribution on campus, the following minimums have been established for advancement and graduation:

- a GPA of 2.5 (out of 4.0) shall be maintained, with no individual grade falling below a D-;
- failure to meet this minimum will result in retaking those pertinent classes before progressing to the next level.

Dress and Appearance Code

A mandatory dress and appearance code will be in force as a means of addressing the necessity for modesty.

- 1) Formal attire is proper to those occasions of solemnity and circumstance. This attire shall not unduly cause distraction and therefore shall conform to the following parameters:

-Men's attire-

- shall be of earth tones and hues, with no hats allowed indoors;
- shall be fully collared and buttoned up to the collarbone, with sleeves extending minimally to mid upper arm;
- shall include a belt with shirt tucked in;
- shall include full length, creased slacks with socks and full top leather casual shoes.

-Women's attire-

- shall be of earth tones and hues;
- shall allow for a neckline no lower than the collarbone, with sleeves extending minimally to mid upper arm;
- shall fully clothe from the collarbone to mid-calf, ending in a skirt, dress or jumper;
- shall include shoes with minimal heel (no more than one-inch), with no sandals.

-Men and Women-

- all clothing shall be opaque, loosely contoured and fitted and of non-cling fabric; durable and untattered.

2) Informal attire is proper to those occasions of recreation and labor and should allow for the full movement of limbs and venting of heat, therefore conforming to the following parameters:

-Men's attire-

- shall minimally allow for t-shirts with sleeves extending to mid upper arm
- shall allow for shorts to be worn, extending no higher than the top of the knee-cap, generally between the months of mid-April to mid-October (where belt loops are chosen, a belt is required);
- shall allow for athletic shoes, socks required, or work boots, if necessary for safety.

-Women's attire-

- shall minimally allow for t-shirts or blouses with sleeves extending minimally to mid upper arm;
- shall allow for shorts to be worn, extending no higher than top of knee-cap, generally between the months of mid-April to mid-October (where belt loops are chosen, a belt is required).
- where skirts and dresses are chosen, shall extend to mid-calf.

3) The Student's general appearance should reflect the maxim that our bodies have been created as temples of the Holy Ghost; therefore, superfluous and/or ostentatious displays of jewelry, body piercings, tattoos, hair dyes or styles, will not be allowed or, at the least, mitigated if of a permanent nature. Students expecting to continue their education in successive years are strongly advised to respect this code while on leave.

Daily Life

The very integrity of the education at the College of St. Athanasius is structurally bound to daily life and all that is necessary to define and sustain its proper order and influence. In the final analysis, it will be this element of learning that will be indelibly etched upon the soul of the graduate and, therefore, most apt to be remembered and reflected upon over a lifetime.

The liturgical life of Church is the template used in tracing the pattern of the daily life of the student. The structure that is erected over time through the recognition of events celebrated throughout a calendar year of Mother Church bestows graces of inestimable value upon all members of the Body of Christ, let alone those students enrolled at the college; and woven inextricably into student life are the graces of the sacramental life provided on campus. It is the matrix upon which the foregoing commentary is superimposed, the glue that binds all together. Confessions are offered on a regular basis as well as daily Mass, along with the proper observance of all Holy Days of Obligation.

A three-fold pattern of orthodox living is structured so that the student is immediately integrated into campus life. His primary purpose, of course, is to pursue and maintain an academic profile that will become recognizable through his talent and the diligence put forth in his studies. Secondly, the student will also advance and mold a reputation by fulfilling the duties assigned in the daily operation on campus, pertaining to the orderly functioning of any society; for what holds a community together is the shared daily labor, those very tasks that challenge our resolve by giving us the opportunity to do well those duties we hold in common. These duties will include:

- grounds and building maintenance, including weeding, mowing, snow removal, painting, janitorial, refurbishing and general upkeep;
- food preparation, serving and clean-up of dining areas and kitchen;
- library maintenance.

A typical week in a student's life is outlined as follows:

Sundays	Mass @ 9:30	Brunch 12N-3:00	Served by Admin/ Faculty & Staff				
Weekdays	Duties, Mass & Brkfst	Classes	Lunch & Duties	Classes	Dinner	Clean-up & Prep Duties	Studies/ Recreation
O'clock	5:15-7:45	8:00-11:30	11:45-1:00	1:15-4:45	5:00-6:30	6:30-7:15	7:15-12:00

Saturdays	Duties, Mass and Brkfst	Duties, Rec or Studies	Recreation or Studies	Dinner & Clean-up	Free-time
O'clock	6:15-9:00	9:00-12:00	12:00-2:00	2:00-4:00	4:00-12:00

[Two weekly work shifts address daily labor routines. The first shift covers Mondays, Wednesdays and Fridays, while the second covers Tuesdays, Thursdays and Saturdays. Students are rotated on a weekly basis, contributing between 3 and 6 hours per week. Fourth year students and above shall contribute 2 to 4 hours per week to adjust to a heavier academic work load.]

Thirdly, the student will be afforded recreational exercise and pursuits, both formal and informal, provided on and off campus. Intramural volleyball, basketball and badminton along with seasonal activities such as golfing, skiing and tennis are available, as time permits.

Campus-Community Connection Program (CCCP)

A major thrust of the education at the College of St. Athanasius is the connecting of the student body with the community in which it resides. Every program of study offered is structured, at selected intervals, to connect with the community through particular functions related to the program. For example, the Music and Dramatic Arts program will offer its talents to the community through functions requiring musical or dramatic interludes associated with the Liturgical seasons, or by providing tutorial services for instrument or voice lessons, all for a nominal donation. The Catholic Culture and Literary Art program will connect through art festival functions and shows designed to introduce or enhance Catholic culture in the community. In essence, every major program offered works to enliven and invigorate the community from which it draws its geographic as well as cultural identity.

In summation, the life of a student at the College of St. Athanasius is robust, involved and full to the brim, challenging and often exhaustive, in a healthy sense. It is preparatory to living a Catholic life, purposefully, beyond the confines of the protective campus boundaries and therefore mimics what is expected of the faithful, as adults, within a Catholic society.

SECTION VI: ORGANIZATION STRUCTURE AND GOVERNANCE



Board of Directors and Advisors

The operation and governance of the College of St. Athanasius is placed, foundationally, in the hands of its Board of Directors who function under the guidance of a set of by-laws crafted to navigate the organization by the educational principles and standards of orthodox Catholicism. The Board of Directors, at times, relies upon a Board of Advisors, experienced and knowledgeable in what, on occasion, may be demanded of faculty, students and the requisite academic life. Their direction is relied upon in order to secure and sustain the footing necessary for the continuity of the education received at the school through time.

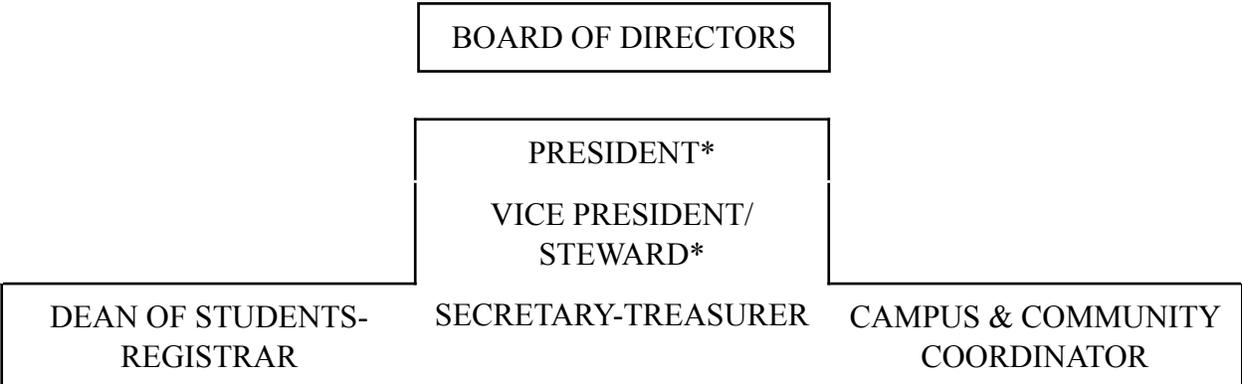
Administrative and Staff

The administrative structure of the College of St. Athanasius consists of a President, Vice President/Steward, Secretary/Treasurer, Student Dean/Registrar, and the Campus/Community Coordinator. The President and Vice President posts will each teach one class per semester in the Common Core curriculum.

Faculty

As described in Section II, the College of St. Athanasius, in its inaugural year of operation, offers programs of study and related degrees in Architecture, Music and Dramatic Arts, and Catholic Culture and Literary Arts. As such, the faculty consists of three Full Professorships/Department heads, and one Adjunct or Graduate Assistant. In the ultimate configuration of programs/degrees offered, the Department Heads will define, coordinate and implement the curricula associated with those planned expansions as well as assist in the selection of required personnel. The chart on the following page depicts the organizational structure described above.

ORGANIZATIONAL STRUCTURE AND GOVERNANCE



COMMON CORE CURRICULUM FACULTY- THEOLOGY PROFESSOR, PHILOSOPHY PROFESSOR, ASSISTANT PROFESSOR		
FACULTY- LETTERS DEPARTMENT	FACULTY- ARTS DEPARTMENT	FACULTY- SCIENCE DEPARTMENT
PROFESSOR	PROFESSOR	PROFESSOR
ASSOCIATE PROFESSOR	ASSOCIATE PROFESSOR	ASSOCIATE PROFESSOR
ASSISTANT PROFESSOR	ASSISTANT PROFESSOR	ASSISTANT PROFESSOR
ADJUNCT ASSISTANTS (3-6)		

SITE FACILITIES MANAGER

* TO TEACH ONE CLASS PER SEMESTER IN CORE CURRICULUM

SECTION VII: ACKNOWLEDGEMENTS



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