COLLEGES SPECIAL SECTION OUR SUNDAY VISITOR

FEBRUARY 23-29, 2020

READY TO AUNCH

Catholic colleges and universities are preparing students not only to be leaders in their career fields, but also to live the Faith in the workplace.

Catholic universities teach health care workers how to navigate ethical dilemmas. > PAGE 2B

Future teachers learn the importance of embracing the dignity of each child. > PAGE 6B Students learn that true success in business is not just measured in dollars and cents. > PAGE 16B

Nursing, med students formed in the Faith

Catholic universities teach students how tackle difficult, controversial issues in health care

Father Nadolski

By Patti Maguire Armstrong

The parable of the good Samaritan epitomizes the Catholic mission to care for the sick. It is why the Catholic Church has been a leader in building hospitals and creating health care initiatives throughout history.

As anti-life practices such as contraception, abortion and

euthanasia have infiltrated under the guise of health care, however, authentic Catholic teaching must be carefully integrated into the education of medical careers to prepare their students for jobs that may challenge their faith.

At DeSales University in Center Valley, Pennsylvania, imparting the Faith begins

from the very start, according to Father Kevin Nadolski, vice president for mission. From the time students first arrive as freshman, they go through the "CharacterU" formation program led by upperclassman to facilitate the adjustment and development of students through Salesian character traits: gentleness, humility,

patience and love of knowledge.

"The spirituality of St. Francis de Sales is one of the heart that puts students on a trajectory grounded in virtue," Father Nadolski said. "Matthew 11:29 is a favorite quote. It locates those virtues in the heart of Je-

sus, the locus of goodness and

Continued on Page 4B



Jackie Harris is an assistant professor of nursing at Benedictine College. Courtesy photo



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CATHOLIC-FORMED HEALTH CARE WORKERS

Graduates who received clear teaching on Catholic morality go into their fields with eyes wide open. Three recent graduates explain how their colleges prepared them for their first jobs.

Taylor Volkman graduated from the University of Mary in Bismarck, North Dakota, with a degree in respiratory therapy, and she now works in a cardiac care unit at a large hospital. Volkman sometimes faces life and death situations since it is her responsibility to turn off the ventilator when a patient does not make it.

"It's hard. Some patients last for months, and then hearing they passed away is devastating," she said. "I've had to lean on God for that."

She credits her time at the University of Mary with deepening her Catholic faith and helping to form her in virtue.

"I was taught to treat the patient as your own family member rather than a science project, even though it's a job," Volkman said. "Human dignity was emphasized. I pray for my patients, and I pray for God's will and that I give them the best care that I can and never become so robotic that I don't care."

Volkman

Elizabeth O'Hare graduated from Mount St. Mary's with a degree in biology and biochemistry. She plans to go into medical school to become a pediatric surgeon but is first spending a couple years as a high school teacher at Cantwell-Sacred Heart of Mary in East Los Angeles through Notre Dame's Alliance Of Catholic Education (ACE) graduate program. It involves summer and long-distance classes while agreeing to teach during the school year in a low-income Catholic school.

O'Hare credits Mount St. Mary's with igniting her Catholic faith, which had been pretty dormant in the beginning. "It was life changing," she said. "I became pro-life because I had reasoned through it in a course on bioethics."

Since her inner-city students do not all have pro-life mindsets, she is taking what she learned in college and gradually teaching them the beauty and value of human life.

"I bring out my fetal models to teach about fetal development," she said. "Some may not be as receptive to learning about pro-life, but they are excited to see how babies develop. I will explain the pro-life side and look at the ethical side of stem cell research, abortion and IVF this semester. I'm also going to start a pro-life club on campus."

Karina Bursch graduated from The Catholic University of America and is a first-year student at the Medical College of Wisconsin, pursuing a dual M.D. and Ph.D. degree through the Medical Scientist Training Program.

"My education at CUA and conversations with my professors have taught me that the job of a scientist and physician is so much more than a mere career," she said. "It is a unique vocation that allows you to place your desire to understand the world around you in cooperation with God's grace, so that he might accomplish his good works in the world. I know that I will always consider my vocation to science and medicine through the lens of Catholicism and allow the tenets of the faith to shape my words and actions in the lab and the clinic."

front entrance. Other pictures

and quotations, including,

"Give your hands to serve and

your heart to love," are found

throughout the building. One

way they have celebrated her

feast day was with a health

care screening in a low-income

example of caring for the sick,

In addition to such a holy

neighborhood.

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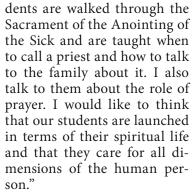
freedom, where we take our impulses of grace: 'Take my yoke upon you and learn from me, for I am meek and humble of heart; and you will find rest for yourselves."

Father Nadolski explained that the spirituality of St. Francis is part of DeSales Catholic intellectual tradition, informing the minds with information that also forms hearts so that they are transformed and expanded. "From there they can roll up their sleeves and get to work," he said.

The DeSales medical program includes nursing, phy-

assistant, sician physical therapy and sports and health science. "We talk about end-of-life issues, and during clinical rotations, students do not participate in procedures that are abortifacients," Father Nadolski said.

The pastoral side of care is part of their nursing education. "Patient care is not just about when life ends, but also about how we care for people who are dying," he explained. "In the simulation lab, stu-



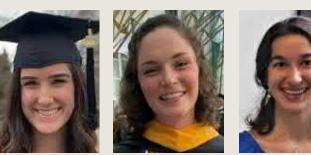
Example of a saint

Jackie Harris, assistant professor of nursing at Benedictine College in Atchison, Kansas, explained that the example of Mother Teresa

pervades their program. "Her life and example permeate our days and motivate us to better live a Catholic life," she said.

The nursing program is located in the Mother Teresa Center for Nurs-

ing and Health Education building, named with permission from the Missionaries of Charity. A statue of her outside the building greets students and faculty, and a large picture of the saint hangs in the



O'Hare

Bursch

such as contraception, the Catholic Church's teachings about reproductive issues, and personal experience on how to stay true to Catholic values and Church teachings in the real world.

"Personally, I lead by example and openly discuss the challenges I have faced as a nurse in a secular world," Harris said. "I try to get to know the students well, so they feel comfortable coming to me to discuss their concerns about these areas that conflict with Catholic values. I also pray with students at the beginning of each class."

Navigating difficult issues

David M. McCarthy, associate provost and theology professor at Mount St. Mary's in Emmitsburg, Maryland, said that students in the sciences study those areas in relation to the Christian faith and the moral life. The required course "Ethics and the Human Good" draws on their major fields of study.

"Central to the course are the virtues of faith, hope and love, as well as prudence, justice, temperance and fortitude," McCarthy said. "We address areas of conflicts with Catholic values in terms of human flourishing." When he teaches the course, he said he tells students that their articulation of Catholic values should be done in a way that enhances and gives greater meaning to the fundamental practices of the profession.

Continued on Page 5B

nursing students take a Chris-

tian bioethics class taught by a

theology professor. "It covers a

lot of current issues and gives

students a solid basis for all the

ethical issues that will come in

the future as technology con-

are brought in to discuss top-

ics related to Catholic values

Guest speakers frequently

tinues to grow," Harris said.

David M. McCarthy of Mount St. Mary's in Maryland talks with students. Courtesy photo









Continued from Page 4B

At Franciscan University in Steubenville, Ohio, in addition to receiving solid Catholic teaching and addressing the issues of the day, pre-med students are coached on how to handle graduate school and medical school interviews without compromising their faith.

"We bring back former students who will talk about the process and how they got through it without being screened out,"

said Dan Kuebler, biology professor, reand searcher School of Natu-Sciences. "Typical questions contraception end-of-life issues. Techniscreen candipolitical bias, but they can use it to say they are intolerant."

told to focus

on the patient when answering questions that might be intended to screen them out.

"For instance, saying some-

thing like, 'I really want to understand the patient and understand their situation and what their health issues are and then discuss with them what is going to be best,' makes it about the patient in a holistic way," Kuebler

said. "We don't want them to be denied admission because they are pro-life."

Students are told that interviews for admission are not the time to try and convert people. Also, during student clinical rotations, if there are procedures contrary to Catholic morals, students are told to step out of the room, that they should not assist for such things.

The wisdom of the Church

At The Catholic University of America, David Cloutier, associate professor of moral theology/ethics, said that all nursing students take a bioethics class. "We empha-

"We consistently help our students underdean of the stand the wisdom of ral and Applied the Church on these sorts of issues. Faith have to do with and theology aren't or abortion or just a separate compartment here; they cally, they can't **permeate the whole** dates based on framework of the education."

- David Cloutier, Students are Franciscan University

Cloutier

"We make our classrooms open to these questions, but we are consistent in show-

> Catholic tradition is about these things," Cloutier said. "We

meate the whole framework of the education."

Patti Maguire Armstrong writes from North Dakota.

size the particular and unique framework that Catholicism offers in which human stewardship is important but should accord with God's design for creation," he said. He acknowledged that students come to them with many diverse,

and conflicting views that they typically never really have sorted through.

ing the students how wise the

consistently help our students understand the wisdom of the Church on these sorts of issues. Faith and theology aren't just a separate compartment here; they per-

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The vocation of teachers

Those in early education recognize the dignity of students as children of God worthy of learning

By Maryann Gogniat Eidemiller What would Fred Rogers do?

Students in early education disciplines explore that question in a class by the same name at Saint Vincent College in Latrobe, Pennsylvania. It's the hometown of the legendary creator of "Mister Rogers' Neighborhood" on PBS.

They learn that Rogers would treat children with kindness and dignity, and love them for who they are.

"Fred Rogers was a pioneer in how we approach children and in child development," said Dana Winters, faculty director of the Fred Rogers Center on campus. "One thing he was really adamant about was how we should appreciate and love children for who they are right now, not for who they are right now, not for who they will be in the future, not for who they will become. We are teaching our students who are preparing to be teachers to appreciate children in the moment."

The Fred Rogers Center houses a small museum and archives of Rogers' life, work and television show. Students in the Fred Rogers Scholars program are trained in his philosophies, plus there are research opportunities at Incubator 143, named for Rogers' favorite number — his adult weight and the number of letters

in "I love you."

It's not just Rogers who influences the future teachers. There's also the Benedictine traditions of hospitality, service and finding God in people and in the ordinary things of life.

"We are very cognizant in the education department to help these young teachers realize that you have to support the whole child, whether emotionally, spiritually or physically with food and clothing," said Kathleen Beining, head of the Early Childhood Education program. "You have to be able to work in cohesion with the family and work with them as an important part of a child's life. The Benedictine hospitality and friendship are glaringly evident in our programs. We really focus on building empathetic teachers."

Sarah O'Callaghan, 21, of Columbia, Maryland, is a Fred Rogers Scholar in the Early Childhood Learning program. "I've learned the importance of developing meaningful relationships with my future students because our professors take the time to develop meaningful relationships with us," she said. "That helped

she said. "That helped me in my student teaching experience."

O'Callaghan went to China for a work study program that included spending time with foster children with disabilities. "My experience

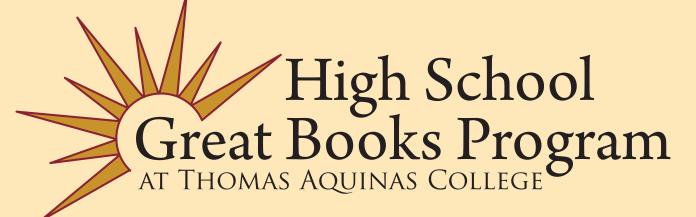
O'Callaghan wi

with the legacy of Fred Rogers continuously reminds me that regardless of the time, place or circumstances, a child is a child," she said. "They deserve to be treated with dignity and appreciated as human beings. That aligns perfectly with the Catholic message of caring for one another as well."

Marisa Maicke, 21, of Germantown, Maryland, has wanted to teach elementary school ever since she was young.

"I chose the Early Childhood Education program at Saint Vincent because the faculty, curriculum and the field experiences are unique, innovative and engaging," she said. "The Catholic faith was subtly





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present but not as much as the

overpowering values of the late Mr. Fred Rogers. The value of kindness is absolutelv in our education department."

Continued from Page 6B

The annual Sports Friendship Day was one of her most influential campus experiences. The whole student body comes together to be buddies with visitors of Maicke all ages who have disabilities.

"We guide them through fun events like crafts and sports," Maicke said. "This experience enlightened me with the Benedictine value of hospitality. As a teacher, I want to warmly welcome children into my classroom in a fully-inclusive environment free of prejudice and full of compassion."

Service oriented teaching

The discipline of math and a math teacher who inspired Anthony Gomez to change his life led him to the education program at the University of Dallas.

"I wanted to have the same impact on my future students

as he had on me," he said. "I decided to go into teaching to fulfill a need I saw growing up. We are here to serve, not to be served, and the role of teacher is one of the most rewarding underappreciated paths one

could take."

Gomez, 24, from Perth Amboy, New Jersey, is a fifth-year student pursuing a master's



degree and plans to teach math at the secondary level. While the subject doesn't have opportunities to bring faith into classroom discussions, he wants to create the Catholic sense of community and an

environment based on love of neighbor. He wants it to be, he said, "where everyone respects everyone and thus all the students will feel safe to share, explore and learn."

Barbara Khirallah, who teaches Child Growth and Child Development, notes that the University of Dallas draws students from "amazing families," many with strong Catholic foundations of values

and ethics. There's also the influencing campus presence of Dominican men and women

"It's second nature to incorporate Catholic values, like the moral development of a child, into the course work,"

she said. "We are very proud of our teacher education program and of the students that we educate. Every child deserves to have a teacher such as the kind

Continued on Page 9B

TEACHING CHILDREN WITH DIFFERENT NEEDS

Gomez

Special education programs at Catholic colleges and universities prepare future teachers to respond with compassion and support in teaching and nurturing children who have limitations or significant variations in their learning capacity. It's part of the Catholic belief in social justice and in the dignity of all life.

Kelley Barger is a professor of education and director of Reading Programs in the Department of Elementary and Special Education at Fontbonne University in St. Louis.

'We train our teacher candidates to first look to the human needs in all students and strive to meet their needs," Barger said. "We try to see those limitations as differing ways of achieving goals."

She recently witnessed an education student helping a struggling third grade reader "find himself in a book." After many tutoring sessions, she learned that he loved soccer. So she brought a book about a young soccer player and talked to the boy about the protagonist's dream of playing the sport.

"After they talked about what he loved, they both opened the book and read together," Barger said. "They walked hand in hand back to reading."

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of young people who graduate from our program."

Mary Goodykoontz, 21, is a senior from Chandler, Arizona. Teaching elementary education has been her dream since second grade.

"What I like about teaching, what I really love, is being the kind of role model that someone can look up to," she said. "A lot of students don't always have that, and I think it's very important for them to have a positive role model in their lives. I want that to be me, and I'm very excited about that in the future."

Living as a Christian

Jennifer Weber, assistant professor of education at Mount Marty College in Yankton, South Dakota, noted that making human connection is at the heart of learning. That starts with a future teacher's years on campus, then continues with their own students.

"We believe that each of our students is a child of God, that each one is a gift worthy of learning and worthy of developing," she said. "We are

working with people who have feelings and hopes and dreams and gifts, and all learning really stems from that."

Jadrien Long from Beatrice, Nebraska, is a junior with a major in physical education. She feels like she's part of a big

campus family with the professors looking out for students.

"That teaches us how important it is to make meaningful relationships with our future students," she said.

her faith-based values into her

teaching. That won't be difficult at a Catholic school, but, she added, "I believe that if I am at a public setting, the way that I present myself as an individual, how I handle adversity and challenges, how I treat others can all reflect my personal faith. I know that I can incorporate my faith through these simple acts, by acting and living as a Christian would."

Maryann Gogniat Eidemiller writes from Pennsylvania.

THE IMPORTANCE OF EDUCATION

"The family which has the primary duty of imparting education needs help of the whole community. In addition, therefore, to the rights of parents and others to whom the parents entrust a share in the work of education, certain rights and duties belong indeed to civil society, whose role is to direct what is required for the common temporal good. Its function is to promote the education of youth in many ways, namely: to protect the duties and rights of parents and others who share in education and to give them aid; according to the principle of subsidiarity, when the endeavors of parents and other societies are lacking, to carry out the work of education in accordance with the wishes of the parents; and, moreover, as the common good demands, to build schools and institutions.

"Finally ... the duty of educating belongs to the Church, not merely because she must be recognized as a human society capable of educating, but especially because she has the responsibility of announcing the way of salvation to all men, of communicating the life of Christ to those who believe, and, in her unfailing solicitude, of assisting men to be able to come to the fullness of this life. The Church is bound as a mother to give to these children of hers an education by which their whole life can be imbued with the spirit of Christ and at the same time do all she can to promote for all peoples the complete perfection of the human person, the good of earthly society and the building of a world that is more human....

"Among all educational instruments the school has a special importance. It is designed not only to develop with special care the intellectual faculties but also to form the ability to judge rightly, to hand on the cultural legacy of previous generations, to foster a sense of values, to prepare for professional life. Between pupils of different talents and backgrounds it promotes friendly relations and fosters a spirit of mutual understanding; and it establishes as it were a center whose work and progress must be shared together by families, teachers, associations of various types that foster cultural, civic, and religious life, as well as by civil society and the entire human community.

Beautiful indeed and of great importance is the vocation of all those who aid parents in fulfilling their duties and who, as representatives of the human community, undertake the task of education in schools. This vocation demands special qualities of mind and heart, very careful preparation, and continuing readiness to renew and to adapt."

- Gravissimum Educationis, the Second Vatican Council's Declaration on Christian Education, Nos. 3, 5

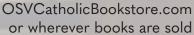
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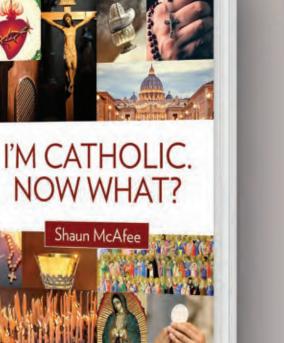
It's also a great book to recommend to people who are considering converting, or even "cradle Catholics" who are interested in learning more about our Catholic faith.



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Where ethics and media meet

Journalism students at Catholic campuses learn how to be a 'voice to the voiceless' in imitation of Christ

By Brian Fraga

On Catholic college campuses across the country, journalism students are still learning how to interview people and write the inverted pyramid news story that answers the who-what-whenwhere-why-and-how.

Tomorrow's journalists are also being trained in how to shoot and edit video, produce their own podcasts, write breaking news stories for the web, and figuring out the best way to disseminate stories on social media. In a Catholic university setting, they are also discussing the ethics and mission of journalism today.

"A Catholic university really does mesh well with journalism because journalists at their core want to do good," said Maureen Boyle, the journalism program director at Stonehill College, a liberal arts school in Easton, Massachusetts founded by the Congregation of Holy Cross.

Boyle, an award-winning long-

time former newspaper police and courts reporter, said journalists want to "give a voice to the voiceless. They want to make sure that people are not oppressed. They want to make sure people are treated fairly."

"And I think that really does tie in very closely with Catholic beliefs of social justice and the teachings of Christ," Boyle said. "There is a real link there."

Several journalism professors at Catholic universities agreed, telling Our Sunday Visitor that they stress to their students that fair, balanced, factual journalism can be a force for good in a modern society being strained at the seams by polarizing forces and misinformation.

"Journalism in my view performs one of the most important functions in a democracy," said Ana C. Garner, a professor and chairwoman of the Department of Journalism and Media Studies at Marquette University's J. Wil-



liam and Mary Diederich College of Communication.

"Journalists have one of the most important, in my own view, one of the most patriotic jobs in a democracy," Garner said. "Their task is to serve the citizens of a community by keeping them informed about the world around them, particularly about the people they have elected or are overseeing their local, state or national governments."

A noble pursuit

Journalism students at Mar-

quette University and other Catholic universities learn about the traditional government watchdog role that journalists play in American society. They also discover an important part of journalism's mission is to tell the stories of everyday people.

"A source is not a means to and end for the journalist, but it's about coming alongside people, who are oftentimes in great distress, who are victims of crime, victims of natural disasters, and trying to tell their stories in a very truthful and compassionate way," said Don Heider, the executive director at the Markkula Center for Applied Ethics at Santa Clara University. Heider, a former TV journalist, said the Jesuit principle of accompaniment is often emphasized among Catholic journalist students.

"It's part of this idea that you are there to help people, that during

Continued on Page 11B



ohn Paul

Escondido, CA

Continued from Page 10B

your career you are not just learning a vocation for its own sake, but you have a larger purpose to do good, to help people, to give back to the world," Heider said.

That noble, almost altruistic, vision of journalism runs counter to the negative impression that large swaths of Americans have of "the mainstream media" and journalism in general. Public opinion polling in recent years indicates that overall trust for the news media are at all-time lows.

The reasons for that diminished trust are complex and overlap with several factors that include the decline of local newspapers, widespread media consolidation and a fragmented landscape where partisan cable news outlets, talk radio hosts and strident blogs vye for smaller chunks of audience share with the traditional news media. The low trust in journalism also coincides with a similar mistrust of other institutions.

"Our response to that is for journalists to act as ethically as possible based on the standards of the profession," said Mark Neužil, a journalism professor and chairman of the Department of Emerging Media at the University of St. Thomas in Minnesota.

Neužil said the university hasn't had a printed newspaper since 2009, when it launched a student journalism website that consists of text stories, student radio news segments and video reports. "We like to think we're ahead of the game in some of these issues," Neužil said.

A broad set of skills

For students interested in the communications field, Neužil said the skills they learn in journalism - writing, especially - transfer well to those jobs and many other professions.

"You can't have enough practice and you can't write too much really, especially at a young age before you find your voice," said Neužil, who noted that journalism students at St. Thomas not only acquire the multimedia skills of modern journalism, but also complete an ethics seminar before graduation.

Media literacy is an important component of what journalism students learn at the Catholic University of America, said Niki Akhavan, a professor and chairwoman of the university's Department of Media and Communication Studies.

"Media literacy also means knowing the histories of the media forms that they're using, ask-

ing themselves who is providing the information, doing the background research necessary to make sense of the information that we're being given, especially since we're being inundated with so much information all the time," said Akhavan, who added that the faculty aims to help students think of themselves as moral actors in how they produce and consume media.

"It's really foundational to what we do, especially in the age of information wars, fake news and all the various pressures that students face in the work world, because I think there are pressures in the media world to maybe undermine your own ethical and moral compass," Akhavan said.

At the University of Notre Dame, journalism students are also learning skills across various media platforms, said Richard G. Jones, the director of the university's John W. Gallivan Program in Journalism, Ethics, and Democracy.

"We want to give our students a base set of skills they can use, that will help them to be ready for the future media environment. After all, 15 years ago, who knew what a social media editor was?" said Jones, a former New York Times reporter who said journalism students learn that public service is an important dimension of their craft.

"It's about them using their talents to be of service to the stories they write, to the sources they interview, to their readers and viewers," Jones said. "That's the core of journalism, helping people to make informed decisions about their lives and to know what's happening in their communities.

Said Jones, "We want our students to leave Notre Dame with that sense of service."

Boyle, of Stonehill University, has brought her students to other churches' religious services to expose them to the wider community that they may one day be covering. She spoke of that assignment in the wider context of the journalist as a bridge-builder between communities.

"And being at a Catholic college, you can get down to what's really important, and it's the core of serving the community, providing information to a community, highlighting what a community needs and telling that community's story," Boyle said. "That really dovetails quite nicely with Catholic teaching."

Brian Fraga is a contributing editor for Our Sunday Visitor.

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Refusing to disintegrate faith from science

Professors, university leaders encourage students to ask profound questions through the lens of Catholic teaching

By Patti Maguire Armstrong

There is a false notion that religion is an impediment to science. It is a contention that students in the sciences of biology will likely confront in their field. Educators at committed Catholic colleges explain that faith and science are in harmony with one another, and it is part of their mission to help students understand that.

Good Catholic institutions integrate these two bodies of knowledge since God is the author of both, and faith united with science provides moral safeguards. In the field of biology, however, where creating human life in petri dishes and changing the DNA of a human embryo are possible, human beings mistakenly think that they can play God.

"It's not really a matter of integrating faith with science, it's refusing to follow the atheist approach of disintegrating faith from science," according to Patrick Reilly, president and founder of The Cardinal Newman Society, which promotes faithful Catholic education and publishes the annual Newman Guide to Choosing a Catholic College. "A Catholic school or college should be eager to address obvious and fundamental questions of where things come from, who designed such amazingly complex systems, what are the purposes of things, and what is man's role in nature. Science, like every discipline, is better understood and appreciated with the insights of Christianity."

At the University of Mary



in Bismarck, North Dakota, president Msgr. James Shea explained: "Just because we can do something doesn't mean we should. It's important to step back, and ask: What will this do for the future of humankind? We need to ask these profound questions using the deep insights of the Catholic faith."

Fundamental to the work of a Catholic university is preparing students to engage in the culture, according to Msgr. Shea. "We think the Gospel of Jesus has a conquering spirit and is an attractive force, so we want students to be very carefully prepared."

The love of the Catholic faith and respect of human life

FAITH AND SCIENCE

"Though faith is above reason, there can never be any real discrepancy between faith and reason. Since the same God who reveals mysteries and infuses faith has bestowed the light of reason on the human mind, God cannot deny himself, nor can truth ever contradict truth. Consequently, methodical research in all branches of knowledge, provided it is carried out in a truly scientific manner and does not override moral laws, can never conflict with the faith, because the things of the world and the things of faith derive from the same God. The humble and persevering investigator of the secrets of nature is being led, as it were, by the hand of God in spite of himself, for it is God, the conserver of all things, who made them what they are."

- Catechism of the Catholic Church, No. 159

begins at the top at the university. In the summer of 2017, Msgr. Shea led the entire faculty (41 people) of the department of Health Sciences on an 11-day retreat, which included a visit to a concentration camp in Dachau, Germany, and the Shrine of Our Lady of Lourdes in France. "I wanted them to see up close what it means to give credence that there is life not worthy of life and what it looks like when faith and reason work together for the dignity of the person."

The University of Mary offers a variety of majors in the health sciences and has the only master's degree in bioethics in the country. Regardless of the major, however, classes

in theology and philosophy from the Catholic studies department will be a part of it so that students are informed by the Catholic genius.

Powerful experiences of faith such as taking four bus- Msgr. Shea ses of students to

the March for Life every year and bringing in riveting speakers is part of a very intentional strategic plan. "We want to expose students to the truths and the beauty of the Catholic faith in order to help them develop



"We aim for the study of biology to help students assess the many issues that face today's world, enabling them to become responsible citizens and to promote the common good."

- Heather Ayala, Belmont Abbey College

habits of their faith and habits of the mind so that it will be integrated into their whole vision," Msgr. Shea said.

Thinking critically

Heather Ayala, chair and associate professor of biology at Belmont Abbey in Belmont, North Carolina, explained that an introduction to the Benedictine history and spiri-

tuality is part of an "Abbey education." In this way, students come to understand biology as the study of life and life processes. "Such knowledge constitutes a vital part of that liberal learning whose goal, as John Henry Newman noted, is 'fitness

for the world," she said. "We aim for the study of biology to help students assess the many issues that face today's world, enabling them to become responsible citizens and to promote the common good."

The Benedictine mission of Belmont Abbey is a central piece in the development of their new science and health related initiatives, according to Ayala. Belmont just developed a new degree in biochemistry that also requires students take a bioethics course taught out of the theology department in order to get them thinking critically about the field from a Catholic perspective. The college also recently announced that Caromont, a local health care system, is building a hospital adjacent to campus. The lease agreement with the Benedictine monastery ensures that nothing contrary to the Church's teaching will be done at the hospital.

Dan Kuebler, biology professor, researcher and dean of the School of Natural and Applied Sciences at Franciscan University in Steubenville, Ohio, said that by requiring students to take philosophy

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and theology courses along with core courses, they learn to think critically in their fields from a moral perspective. "In certain courses in biology, they discuss reproductive issues and things like cloning and cell modification to include Catholic morality and philosophy."

For example, Kuebler said that genetic modification looks different from a utilitarian view compared to a Catholic moral view. Students must confront the question "What is the nature of a human person?" before determining if there is a benefit to cell modification. "If we are made in the image and likeness of God, then there is a consideration of what does it do to the human person when

embryos are just discarded?" he said. "Is it in their best interest if we are made to know and love God, or do they just become an instrument to an end? From a utilitarian point of view, it doesn't matter. From a Catholic perspec-

tive, we see the inherent dig-

stage to another, from conception to the elderly."

Franciscan also has a robust internship program where students work in laboratories in private industry and the government that must be navigated. "We have had students come back with issues such as working with cell lines from aborted fetal tissue," Kuebler said. "We have them say that they need to be put on another project."

Finding meaning in creation

At The Catholic University of America, students of every degree participate in the liberal arts curriculum with courses in philosophy, theology, and the humanities, explained Aaron Dominguez, provost

and professor of physics. As they move into STEM degree programs (science, technology, engineering and math) students are introduced to courses with Catholic teachings specific to their fields.

joined together in our common humanity to work together across the world on big scientific problems, we recognize that God has created us this way to do this, so that we could both better understand his creation and himself," Dominguez said. "This is a fundamental connection between science and faith."

As an experimental particle physicist, Dominguez said that

he has been asked whether it's possible to be a Catholic, or even a believer, and a scientist. "To me the answer is obviously, yes!" he said. That question reveals profound misunderstandings about the natures of God, faith and science, he said. "Our search to know God, his revelation to us, our understanding of who we are and what we are for, are what helps

us make sense of this amazing natural world. It gives meaning. Therefore, I do not think there are areas that conflict with Catholic values, since everything we do and everything we study is an opportunity for us to find God and find meaning in God's creation."

Patti Maguire Armstrong writes from North Dakota.

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13**B**

CRIMINAL JUSTICE

Colleges weave compassion in criminal justice curriculum

Educators draw on sociology, psychology, behavioral and physical sciences grounded in a Catholic worldview

By Brian Fraga

Becoming a police officer or an FBI agent requires more skills than just locking up "bad guys."

Today's law enforcement professionals - from uniformed patrol officers to seasoned prosecutors - draw on sociology, psychology and human behavioral science, as well as physical sciences such as forensics and even anthropology to investigate crimes and keep the public safe.

"The sociological component is a big portion of criminal justice, especially nowadays. Policing is evolving. It's changing," said Anthony Papa, a criminal justice professor at Sacred Heart University in Fairfield, Connecticut.

Papa, an attorney who is a former detective with the New York Police Department, told Our Sunday Visitor that most of the students in his law and policing classes are interested in pursuing law enforcement careers, which they see as "a noble cause."

"They want to help people. They want to make the world a better place to live. They want safe streets. They want safe neighborhoods. They care about communities, and they care about family, and that's all part of the Catholic intellectual tradition," Papa said.

Array of occupations

A growing number of Catholic universities from California to New England are offering undergraduate and graduatelevel degree programs in criminal justice and criminology that reflects the growing complexity of law enforcement, which encompasses local, state and federal police agencies, as well as hundreds of thousands of people who work as probation and parole officers, prosecutors, clerk magistrates, victimwitness advocates, corrections officers, crime lab analysts and re-entry program coordinators.

That extensive list does not include the defense attorneys,

public defenders, judges, courthouse security officers, county sheriffs and others who play important roles in the nation's multi-leveled criminal justice system.

"There's a tremendously wide array of occupations in criminal justice," Papa said.

Instilling skills and ethics

Educating young people who aspire to those careers requires not only teaching them technical skills and knowledge of criminal law procedure but also instilling in them the kind of character and ethics that is necessary for the system to work well while respecting the individual rights of criminal suspects, victims, witnesses and members of the public.

"Our students will be trained with an appreciation for the human dignity and worth of every person they come into contact within the criminal justice system," said Christin Jungers, the dean of the School of Professional Programs at Franciscan University in Steubenville, Ohio, which this fall will be launching a new bachelor's degree program in criminal justice.

Jungers, a professor of counseling and social work, told Our Sunday Visitor that attaining a criminal justice degree from Franciscan University will require students to complete a multidisciplinary program that will consist of legal studies and an in-depth examination of

the criminal justice system, as well as courses in political science, philosophy and sociology, among other disciplines.

"We want it to be soundly grounded in a Catholic worldview and philosophy, to have the weight of theory as part of it, and also to help develop students to go out into the world in the various different career opportunities that are related to criminal justice," Jungers said.

Like at other Catholic colleges, criminal justice skilltraining at Franciscan University will be conducted through classroom activities such as lectures, research projects, case study applications as well as internships and service projects. An appreciation for Catholic social teaching is also woven into those criminal justice programs.

"We're starting more broadly from a perspective that a criminal justice program is supposed to help prepare students to have an appreciation for developing a world that is based on the value of the common good," Jungers said.

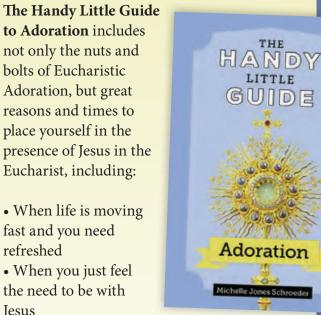
Interacting and connecting with people

Those who teach criminal justice and criminology - the scientific study of criminal behavior — at Catholic universities told Our Sunday Visitor how they believe their discipline fits into the framework of Catholic social teaching. They emphasized how law enforcement, if carried out in a profes-

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"They want to help people. They want to make the world a better place to live. They want safe streets. They want safe neighborhoods. They care about communities, and they care about family, and that's all part of the Catholic intellectual tradition."

Anthony Papa,
Sacred Heart University

Continued from Page 14B

sional and ethical manner, protects the innocent and punishes perpetrators while taking into account mitigating factors such as poverty, upbringing, mental illness and substance abuse.

"When I'm speaking with my students, I'm generally talking about the different ways of trying to interact and connect with people, to meet them where they are and have some empathy for where they're coming from," said W. Carsten Andresen, a criminal justice professor at the School of Behavioral and Social Science at St. Edward's University in Austin, Texas.

Andresen, who teaches classes in American law enforcement, corrections, the American court system and criminal law, told Our Sunday Visitor that in speaking with police, corrections officers and legal professionals, they always remember moments when they did not do their jobs as well as they could have.

"With them, it's always, 'I should have been more patient or empathetic with that person," said Andresen, who completed about 350 hours of ridealongs with police officers for his academic research. He said the best law enforcement officers know how to connect and work with people when they are at their worst moments.

"Criminal justice professionals know people are not at their best when they enter the system," Andresen said.

That is an important insight, said Kimberly D. Richman, a professor of sociology and legal studies at the University of San Francisco. "The biggest thing I hope the students take away from here is an understanding of how social structures impact individuals, that when they're dealing with someone in the criminal justice system, the totality of that person is not encompassed in the piece of paper they see in front of them," said Richman, who teaches courses in criminology and sociology of law.

Richman told Our Sunday Visitor that she and her students discuss how race, class and gender dynamics play out in the criminal justice system, and that she aims to help her students understand how the system is set up structurally and to analyze crime from multiple perspectives.

"That structure and context is what I hope they take with them," Richman said.

Empathy and compassion

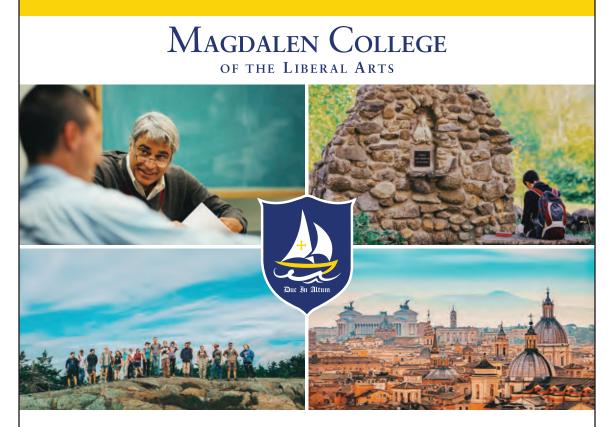
Steven Farough, the chairman of the Department of Sociology and Criminology at Assumption College in Worcester, Massachusetts, told Our Sunday Visitor that he hopes his criminology students develop strong writing skills, an ability to analyze data and a deeper understanding of how social issues such as race, class and mass incarceration impact the criminal justice system.

"We're looking to develop professional-level setting skill sets, but also to overlay that with important ethical questions in how we address issues of crime," said Farough, who noted that criminology majors at Assumption College complete a yearlong internship where they spend about 100 hours in a criminal justice setting, such as a courthouse, the district attorney's office or a local police department.

"The idea is that they're developing professional skills, hopefully networking in some ways, and also doing their academic work," Farough said, adding that students also visit a local "halfway house" to speak with the residents there and learn about their experiences as they readjust to life after prison.

they readjust to life after prison. Farough said, "The importance of police and law enforcement professionals having some empathy and compassion for people is consistent with Catholic teaching, and it fits well with our mission to integrate faith and reason."

Brian Fraga is a contributing editor for Our Sunday Visitor.



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Educators stress Catholic values needed for success

Academic formation includes an active concern for others, profitability with honor and ethics

By Brian Fraga

Business, as seen through the lens of the Church's social teaching, is how Catholic entrepreneurs, CEOs, corporate executives, small business owners and finance professionals work out their salvation in the world.

"The idea is that people who choose business as a profession need to understand they're being called by God to do this," said Brian T. Engelland, associate dean of academics at The Catholic University of America's Busch School of Business.

Engelland noted how freshmen in the business school are required to take a course on "business as a vocation," taught by Andreas Widmer, a former Swiss Guard and entrepreneur who founded a nonprofit that promotes free enterprise solutions to addressing poverty.

"When you look at business that way, it leaves a big impression on young people," Engelland told Our Sunday Visitor. "And if you understand business as a vocation, then you're not doing it for yourself. You're doing it for God."

Formation

Catholic colleges and universities are forming the next generation of business leaders by offering comprehensive degree programs with classes that cover practical subjects such as product quality control, global supply chains, economics, international markets and business management principles, among other subjects.

But students are also learning about the ethical and spiritual dimensions of a business career. In that understanding, a business' main purpose is to serve the common good and be of service to employees, vendors, customers, clients, communi-

Continued on Page 17B



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Continued from Page 16B

ties and shareholders. Profit, while necessary for a business's survival, is understood almost like a happy byproduct of doing the right thing by people.

"What I usually point out to my students is that if you do a really good job in creating value for your customers, employees and local communities, the profits will generally follow," said Joseph Holt, a professor who teaches a graduate-level course on the spirituality of work in the University of Notre Dame's Mendoza College of Business.

Well-being of others

Holt, a former corporate attorney who spent 12 years as a Jesuit, told Our Sunday Visitor that he emphasizes to his students that a business leadership career can be a "vocation of love," if "love" is understood as having active concern for the well-being of others.

"Sometimes you manage a group of people, and you like some of them more than you

with you today or

tomorrow, but not

being ethical will

catch up with you.

And it just makes

- J. Lee Whittington,

University of Dallas

to do that."

good business sense

like others, but you have to be concerned for the well-being of all of them," said Holt, who added that his students are often surprised, and happy, to learn that lesson

Holt said: "If what motivates you in your business career is an active concern for the well-being of

your employees, your customers and your shareholders, and people living in the communities where you operate, that is an act of love. It's a living out of the central Christian commandment."

Profits with honor

At Loyola University Chicago's Quinlan School of Business, students study the root causes and wider effects of income inequality, the different worlds that the rich and the poor inhabit, sustainability and the importance of environmental stewardship from a business perspective.

"We agree with Pope Francis that unbridled capitalism is a scourge, but we also preach, especially to our graduate and MBA students, that you can do

BUSINESS AS AN OPPORTUNITY FOR CHRISTIAN WITNESS

"I am well aware that it is not easy in daily life to reconcile the demands of faith and the social teaching of the Church with the needs and constraints imposed by the laws of the market and of globalization. But I believe that the evangelical values that you wish to implement in the management of your businesses, as well as in the many relationships that you have within the framework of your activities, are an opportunity for genuine and indispensable Christian witness. ...

"In this, you may sometimes feel powerless. And yet you have an essential role to play. Because, even in a modest way, in some concrete changes of habits and style, whether in relationships with your direct collaborators, or even better in the dissemination of new corporate cultures, it is possible for you to take action to change things tangibly and, little by little, to educate the world of work in a new style."

- Pope Francis, in a speech to business leaders and entrepreneurs on Dec. 2, 2019

well and do good in business," said Kevin Stevens, dean of the Quinlan School of Business.

Stevens told Our Sunday Visitor that the late Jesuit Father Raymond C. Baumhart, the former president of Loyola University Chicago, practically invented the field of business ethics when he

wrote a semi-*"It may not catch up* nal article in the late 1960s entitled, "Can You Have Profits with Honor?" "Our answer

is a resounding 'yes," said Stevens, who added that businesses have lifted more than a billion people around

the world out of

abject poverty in recent years. And with governments looking to cut back on social services, Stevens said businesses can fill the void.

'Who's going to help lift people out of poverty?" Stevens said. "Business has the resources to do that, and if we don't, then shame on us."

Ethics

That type of mission-driven business plan is consistent with the ethos that permeates the Satish and Yasmin Gupta College of Business at the University of Dallas.

"Our mission statement says we're going to create leaders of principle and moral leaders who are also ethical and effective decision-makers," said J. Lee Whittington, a professor of management in the college of

business.

Whittington told Our Sunday Visitor that ethics is woven into every course in the business program.

'You could be taking a supply chain course, a marketing course, a leadership course, and in every course we teach, we will specify in the syllabus how, in that particular course, we're going to address the relevant ethical issues," said Whittington, who highlighted a basic but important principle that everyone in a business — suppliers, vendors and employees - should be treated with respect.

"First, it's the right thing to do," Whittington said. "And from a pragmatic business perspective, it's the right thing to do to have a sustainable business over time. If you start taking ethical shortcuts, the long-term sustainability of the business is going to be compromised."

The pressures to meet quarterly sales goals, satisfy shareholders, increase market share and compete in a global economy often present temptations to cut corners and compromise ethics. The character formation that is part of a Catholic liberal arts education is designed to help students understand the importance of behaving ethically.

"It may not catch up with you today or tomorrow, but not being ethical will catch up with you," Whittington said, adding that the aim of business ethics is not just to help business leaders avoid fines or jail time, but to honor God and serve people.

"And it just makes good business sense to do that," Whittington said.

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Academic perspective

At the College of the Holy Cross in Worcester, Massachusetts, students also study business, but from a more academic perspective.

"We're not really teaching practical business skills like they would teach at a business program. Instead what we're doing is a liberal arts study of the institution of business, which has its own anthropology, its own literature and its own culture," said Kendy M. Hess, director of the Ciocca Center for Business, Ethics, and Society at the College of the Holy Cross.

Hess told Our Sunday Visitor that the study of business is an important discipline given how the international preference for a market-based society has developed over the last two to three centuries.

"In many ways, our nationstates are not really held to-



. .

study business because business often is seen as too practical, even "dirty." But with extensive social science research that shows how business impacts everything from religion to immigration and government, Hess said it is a subject ripe for further study.

Liberal arts

"The reluctance to study

business has sent a message to students that liberal arts is highbrow and really has nothing to do with business," Hess said. "But really I want (students) to understand that their liberal arts education is extremely relevant to how they will be in business, and the kind of businesses that they will enact."

At the University of Dallas, Whittington said faculty members wanted to embrace the liberal arts and the university's Catholic identity when they formed the business school's undergraduate program. He said the business students take more philosophy and theology classes than most other students on campus.

"Ât the University of Dallas, you're not getting a business degree that has watered down the liberal arts. In fact, you're getting more of the liberal arts," Whittington said.

Holt, from the University of Notre Dame's Mendoza College

of Business, said "one of the big questions" he asks his business students every semester to think about is how they define success in life.

"We spend a lot of time pondering that question, because there are a lot of false messages out there about what constitutes success that I think are inadequate from a faith standpoint," Holt said. "We can all think of people who have wealth, fame and position who we would not consider as successful in life as a whole."

Holt added that a career in business can be an important opportunity to evangelize and do good in the world for Catholic professionals.

[°]If the Lord wants his kingdom established everywhere," Holt said, "Then there have to be people everywhere doing something to make it happen."

Brian Fraga is a contributing editor for Our Sunday Visitor.



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gether by religion and language

anymore. They're really held together by the market," Hess

said. "Business is an institution

that engages most directly with

the market, and it can have an

extraordinary impact on every-

body in society, and in society

itself. It's crucial that we talk

in general, has hesitated to

Hess added that academia,

about that fact."

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NORTH CAROLINA

Belmont Abbey College 100 Belmont-Mt. Holly Rd., Belmont, NC 28012 Phone: (888)222-0110 Website:

www.belmontabbeycollege.edu Email: admissions@bac.edu Contact: Stephen Lazowski, Vice President of Enrollment Management Founded in 1876, Belmont Abbey College is a small, private, Newman Guide recommended Benedictine college. Our students learn, seek, and thrive

in an environment infused with a monastic spirituality and formed by an elite faculty. We cultivate excellence, virtue, and faith to prepare our students for a joyful life.

NORTH DAKOTA

University of Mary

7500 University Drive, Bismarck, ND 58504 Phone: (701)355-8030 or (800)288-MARY (6279) Fax: (701)255-7687 Website: www.cometomary.com E-mail: enroll@umary.edu Providing an affordable, serious Catholic education, University of Mary offers over 50 undergraduate, 15 master's, and four doctoral programs, a Year-Round Campus option, Catholic Studies, campuses in Rome and Peru. and free room and board for

(PAID ADVERTISEMENT)

eligible graduates of Catholic high schools. We are faithfully Christian, joyfully Catholic, and gratefully Benedictine.

OHIO

Franciscan University of Steubenville 1235 University Blvd. Steubenville, OH 43952 Phone: (800)783-6220

Phone: (800)783-6220 Website: www.Franciscan.edu E-mail: admissions@franciscan.edu Franciscan University of Steu-

Franciscan University of Steubenville's goal is to educate, evangelize, and send forth joyful disciples of Jesus Christ. Franciscan offers over 75 programs of study, including 42 undergraduate degrees, 10 online programs, 11 graduate programs, a study-abroad program in Austria, and virtuedriven, Christ-centered NCAA athletics.

Walsh University

2020 East Maple Street North Canton, OH 44720 Phone: (330)490-7090 Website: www.walsh.edu E-mail: admissions@walsh.edu Contact: Jessica Fasig, Director of Undergraduate Admission

As a nationally recognized Catholic university, Walsh's ultimate mission is to develop leaders in service to others. Walsh offers nearly 100 undergraduate majors and minors as well as eight graduate programs. An active global learning program provides students an international perspective and opportunities to study abroad.

PENNSYLVANIA

Saint Vincent College 300 Fraser Purchase Rd., Latrobe, PA 15650 Phone: (800)752-5549 Fax: (724)532-5069 Website: www.stvincent.edu Contact: Heather Kabala, Dean of Admission Saint Vincent is a nationally ranked Catholic, liberal arts and sciences college offering more than 50 majors where 100 percent of freshmen receive aid and 99 percent of graduates are employed or enrolled in graduate school. The College offers 24 varsity

sports and 50-plus student organizations on its picturesque 200-acre campus.

TEXAS

University of St. Thomas Houston 3800 Montrose Blvd., Houston, TX 77006 Phone: (713) 525-3500

Email: admissions@stthom.edu **Website:** stthom.edu University of St. Thomas Houston prepares students for both life and career in a rapidly changing world. Through a Catholic, liberal arts education that is accessible and affordable, students earn their degree while acquiring the skills employers' desire. UST offers 39 majors. Opportunities for research, internships and jobs with Fortune 500 companies and world-renowned hospitals.

VERMONT

Saint Michael's College One Winooski Park, Box 7, Colchester, Vermont, USA 05439

Phone: (800)SMC-8000 Website: www.smcvt.edu E-mail: admission@smcvt.edu St. Mike's is a residential, liberal arts Edmundite Catholic college in the Burlington area of Vermont. Whatever your field of study, expert faculty will mentor you, illuminate your career and life paths, nurture your talents and challenge you to explore your values. Take our virtual tour and learn more.

WISCONSIN

Viterbo University

900 Viterbo Dr.. La Crosse, WI 54601 Phone: (608)796-3010 Website: www.viterbo.edu E-mail: admission@viterbo.edu Viterbo University has a proud Catholic, Franciscan heritage and stands apart because of its commitment to a valuesbased education. Small class sizes give students space to thrive and find their own path to success. Students can choose from over 40 careerfocused traditional and online graduate and undergraduate programs.

CANADA

Our Lady Seat of Wisdom College 18 Karol Wojtyla Square, PO Box 249, Barry's Bay, Ontario, Canada K0J 1B0 Phone: (877)369-6520

Website: www.seatofwisdom.ca E-mail:

admissions@seatofwisdom.ca Offering a three-year Bachelor of Catholic Studies, Our Lady Seat of Wisdom College has developed a well-rounded program of study in the Liberal Arts. Located in the beauty of rural Ontario the College is set apart by its academic rigor, small class sizes, strong student life program, affordability, and fidelity to the Magisterium of the Church.

ONLINE

The Angelicum Academy PO Box 25777,

Colorado Springs, CO 80936 **Phone**: (410)282-6172 Website: angelicum.net E-mail: info@angelicum.net The Angelicum Academy is an online program for homeschoolers and high schoolers that gives them the opportunity to earn up to 75 college credits and an Associate's Degree (AA) by 12th grade. Students can complete their BA in as little as one year (at average age 19), saving 3 years in college time and \$100,000 in costs. Recommended by the Newman Guide.

SPAIN

Universidad Católica de Ávila

Calle Canteros,s/n Avila 05005 Spain Phone: (512)699-3200 Website: www.ucavila.es/ aulce E-mail: Info.aulce@ucavila.es **Contact:** Maria Stella Ceplecha mariastellayh@yaho.com Institute of Spanish Language and Culture - 15 June - 24 July 2020. Spanish Language - Spanish Culture & Civilization - Survey of Spanish Literature - Mysticism - Medical and

Business Spanish.

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We are faithful. We are a Christian, Catholic and Benedictine community with a rich sacramental life, faithful to the Magisterium of the Church in our culture and educational practice.

We are joyful. We are dedicated to forming students into virtuous leaders through an intentional campus culture with 18 NCAA varsity sports, 30-plus student organizations and abundant service opportunities.

We are grateful. We are grateful for our founding Sisters' enduring heritage of service and ongoing innovation. In forming servant leaders of moral courage, we offer enriching experiences at our campuses in Rome and Peru, an exciting Year-Round Campus option allowing graduation with a bachelor's degree in 2.6 years, and the blessing of a growing and thriving campus.

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