



**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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*Each action below requires a separate proposal and cover sheet.*

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|-----------------------------|---|
| New Academic Program        | Substantial Change to a Degree Program            |
| New Area of Concentration   | Substantial Change to an Area of Concentration    |
| New Degree Level Approval   | Substantial Change to a Certificate Program       |
| New Stand-Alone Certificate | Cooperative Degree Program                        |
| Off Campus Program          | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education ( <i>fully online</i> )	
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Edward E. Schaefer</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

April 27, 2022

To the Maryland Higher Education Commission,

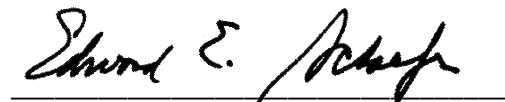
This purpose of this letter is to request approval for a change to our current curriculum. The old curriculum and new curriculum are attached, as well as the new course descriptions.

In accord with COMAR 13b.02.03.07a ("A program proposal submitted by an institution that is central to the institution's mission statement is eligible for approval or recommendation for implementation."): It is central to the mission of the Collegium Sanctorum Angelorum as a liberal arts institution to provide a foundation in all the arts and sciences, and to this end it was necessary to reduce some courses in order to increase the math and science requirements. Other courses were found to be unnecessary, and the manner of teaching the theology curriculum was revised in order to provide a more complete integration. This will aid the Collegium in its mission of providing a liberal arts curriculum that is faithful to the teaching of the Church.

In accord with COMAR 13b.02.03.07b(4): This curriculum change does not affect the funding of the Collegium as a whole, as all of these courses are already within the approved curriculum track, for which faculty funding was already provided.

In accord with COMAR 13b.02.03.08: This curriculum revision takes place within the already approved program, these revisions being necessary to help the Collegium pursue its mission as a liberal arts institution. All of the needs outlined in the original program proposal still stand and are satisfied in this revision.

In accord with COMAR 13b.02.02.16B: This revision also does not change the total number of hours for the bachelor's degree in liberal arts from the previously approved amount (133 credit hours).

A handwritten signature in black ink, reading "Edward E. Schaefer", is written over a horizontal line.

Edward Schaefer, President

## **A. Centrality to Institutional Mission and Planning Priorities**

1. Title of the Program: Bachelor of Arts Degree in Liberal Arts

Areas of Specialization: None

Degree to be Awarded: Bachelor of Arts Degree in Liberal Arts

Total Number of Credit Hours: 133

Mode of Instructional Delivery: Face-to-face Instruction

Curricular Outline: See Curriculum Table below.

Educational Objectives of the Program:

1. Well-rounded knowledge of the Catholic faith;
2. Strong faith formation in the Catholic faith;
3. Broad knowledge and skill set that will serve in a variety of professions, such as:
  - the ability to speak and to write clearly;
  - the ability to develop and articulate logical arguments;
  - the ability to think logically and to think creatively;
  - the ability to problem solve;
  - the ability to work in teams;
  - self-awareness; (This list is exemplary, not exhaustive.)
4. Hands-on business experience in the Collegium's auxiliary business and in a unique corporate work-study program, in which students learn to apply skills learned in the classroom in real-work environments.

2. This proposed revision is central to the liberal arts vision of the Collegium Sanctorum Angelorum, "The Collegium will provide a rigorous academic program of studies that will integrate courses into a unified conceptual whole in which students are helped to see the relationships between the subject matter of one course and another."<sup>1</sup>

3. Since this revision takes place within the already-approved liberal arts program, and does not add or remove departments, this does not affect the funding for the program and fits into the submitted budgets; thus the program will be adequately funded for the first five years of implementation. See attached financial report.

4. As this revision is necessary to the vision and mission of the Collegium Sanctorum Angelorum, the administration and faculty are committed to supporting this program and integrating the added courses and learning objectives into their own courses. Faculty will be working with institutions such as the Institute for Advanced Physics and the Sydney School of Mathematics in order to support these courses. The faculty is already committed to providing the best education according to the presentation of the liberal arts, in the model of Catholic education which was the standard of education for centuries. We intend this revision to be a permanent part of our liberal arts program.

## **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

1. Need for program

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<sup>1</sup> <https://www.the-collegium.org/mission-and-vision>

a. Catholic colleges have a long history of contributing to the advancement of knowledge, from the foundation of the great medieval universities which served as the model still used in higher education today, to the contribution made by Catholics in all areas of private research.

b. Societal Need

The Collegium will provide a formation in Catholic living through regular prayer (including Mass and parts of the Divine Office), opportunities for every student to work in support of the mission of the college, co-curricular activities that will support intellectual inquiry, spiritual formation, and moral discernment, and a faculty/staff that is committed to providing exemplary models of Catholic living.

With an emphasis on teaching, (Carnegie Classification of Baccalaureate College: Arts and Sciences Focus) The Collegium will provide a rigorous academic program of studies that will integrate courses into a unified conceptual whole in which students are helped to see the relationships between the subject matter of one course and another. The academic program will also be integrated with the college's corporate work-study program and The Collegium's supporting business, Heavenly Roast Coffee, thereby enabling students to gain hands-on work experience and skills.

The Collegium is as concerned about formation as it is about information. Its highest priority is to form students to live virtuous lives in this world so that they will attain eternal happiness in the next.

Thus, the residential aspect of the Collegium is critical. The residential aspect of the college will constitute a program of prayer, centered on the traditional Latin Mass and parts of the Divine Office, work, and study. The formation will be essentially contemplative in nature, to which the traditional forms of prayer are more naturally aligned. (This will also serve the needs of traditional Catholics, for whom there is currently no college devoted to such a traditional formation.) While many colleges claim to prepare students for life, The Collegium will focus on preparing students for heaven.

At the same time, this formation, which is both intellectual and spiritual, can only benefit society, as well. Students who develop the "soft skills" discussed above and who apply them virtuously will be informed and thoughtful contributors to society.

The Collegium will keep its costs affordable by limiting the size and scope of the program, by supporting the program with auxiliary income-producing enterprises, and by support from benefactors.

Since the Collegium is unique (in the ways discussed in the previous paragraphs), it also will give Maryland a kind of college that currently does not exist in the state. In addition, it will revolutionize the business model for colleges, which generally consider the path to financial stability as requiring perpetual growth. The Collegium's model includes philanthropy, like every other college, but it also includes auxiliary businesses that will be an important part of the college's financial plan, in addition to giving students hands-on business experience that will serve both them and society.

- Community Need/Benefit There is strong interest among the leadership of Hagerstown to have the Collegium as part of their vision to revitalize the downtown through education. Currently the USMH and the Barbara Ingram School for the Arts are initial endeavors toward fulfilling this vision. We will be the third, bringing a \$2M/year business to the city's core.

The Collegium is open to all students who wish to avail themselves of our resources. The Collegium does not discriminate against minority or educationally disadvantaged students.

c. The Collegium is not an HBI, nor do we anticipate any impact on HBIs from our program.

## 2.2017 Maryland State Plan for Postsecondary Education

The Collegium addresses several of the strategies in this plan specifically the following:

- Strategy 2: Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education. This strategy notes that the 2017 cost for four years of tuition, room, and board at a state institution was \$77,534. The four-year cost, as of 2021, at The Collegium is \$67,200, over \$10,000 less than cost of a public institution four years ago. The Collegium is at the forefront of reducing the cost of a college degree.
- Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.
- Badging: Stacking Micro-Credentials  
The Collegium's proposal includes two undergraduate certificates that are "stackable credentials." These were developed to align with this strategy.
- Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning. Collegium faculty members all serve as advisors. In addition, The Collegium will run two auxiliary businesses (discussed above on page 11), Heavenly Roast Coffee and a corporate workstudy program. Faculty will oversee these operations and coordinate academic advising with student participation in these career preparation programs.
- Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness. The Collegium corporate work-study program is designed specifically to create these partnerships. Students will apply the skills acquired in their academic program with hands-on work experience that is integrated into the entire Collegium experience.
- Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges. The Collegium is purposefully a small institution for a number of reasons. One of those reasons relates specifically to this strategy. By being a small institution, faculty members can work with students, in small groups or even individually if necessary, to ensure success. In addition, every faculty member, before being hired, must show evidence of teaching with a variety of pedagogical methods, in order to demonstrate the ability to address various learning styles and, again to ensure student success.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

1. The Collegium is liberal arts college. As such it is not concerned with fulfilling specific occupational needs. At the same time, there is an erroneous, but commonly held, notion that students must have professional degrees to be employable. Data and experience say otherwise. According to Execusearch, 57% of employers today are more interested in applicants with certain "soft skills" than technical skills.<sup>2</sup> To demonstrate this, every year the University of Florida is visited by over 1,500 employers looking for workers. 85% of these employers hire students without considering their majors. They are interested in

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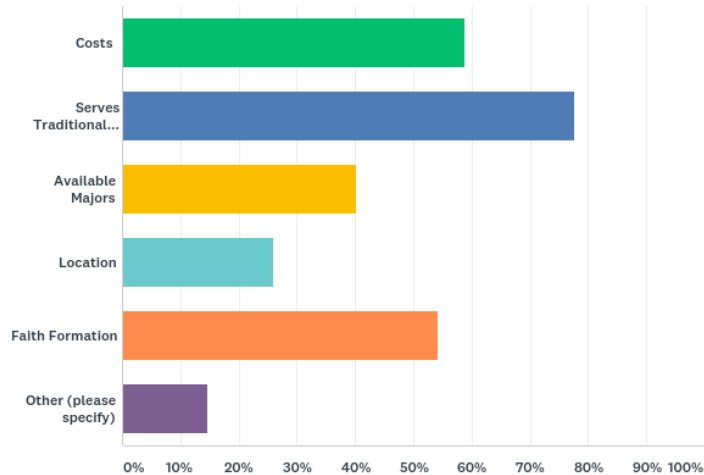
<sup>2</sup> <https://www.execu-search.com/resources/infographic/top-10-soft-skills>. This is reinforced in numerous other studies. For example, See <https://www.forbes.com/sites/lizryan/2016/03/02/12-qualities-employers-look-for-when-theyre-hiring/2/#6bd213e6e32f>, which lists these and additional similar.

“soft skills.” These include skills such as communication (aural and written), creativity, adaptability, time management, accountability, analytical thinking (addressing challenges, problem solving), and collaboration. These skills are the strength of a liberal arts program.

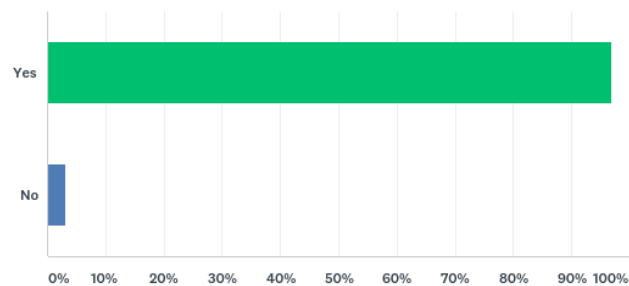
2. The answer to 1 applies here.

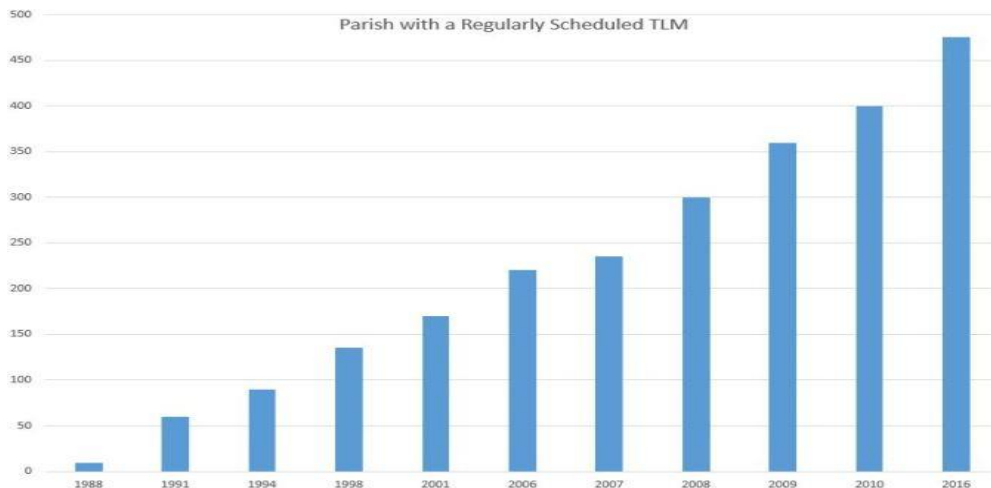
3. In a Facebook survey, we obtained the following responses concerning the desires of traditional Catholic parents in determining which college would be best suited to their needs.

### Q6 What are your top considerations regarding the choice of college?



### Q7 Would The Collegium be worth exploring as a college that might meet your priorities?





The Collegium’s curriculum is designed to meet the needs of the growing Traditional Catholic community. In a survey sent out via Facebook, the following results were obtained. There are currently 640 Traditional Catholic parishes and chapels in the US.<sup>3</sup> This growing cadre of Traditional Catholics has been largely neglected by the current Catholic collegiate structure. There is a need for a college which will faithfully cultivate the contributions that Catholic tradition has made to the advancement of all fields of knowledge, including mathematics and the natural sciences.

#### **D. Reasonableness of Duplication of Program**

1. Similar programs to the Collegium in Maryland are St. John’s College in Annapolis; similar programs in the geographic area are Magdalen College in New Hampshire and Thomas Aquinas College in Massachusetts. The similarities are found in the focus on the great books and liberal arts curriculum. The Collegium differs from St. John’s in the application of a specifically religious nature; and the Collegium differs from Magdalen and Thomas Aquinas College in its focus on the traditional spiritual practices of Catholicism prior to the liturgical reforms of the late 1960s and early 70s.

2. The proposed program is necessary for the Collegium to pursue its mission of being a liberal arts college dedicate to serving traditional Catholic families. This program represents the culmination of Catholic practice is organizing the disciplines to be learned and the order in which they are presented. The liberal arts are necessary to form the mind in the arts of thinking and reasoning, and to prepare the intellect for the learning of the sciences, beginning with the natural sciences and mathematics and culminating with the study of metaphysics and theology, toward which all the disciplines are ordered.

#### **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

Due to the specific nature of our curriculum, we do not anticipate any impact on high demand programs at HBIs, since historically black institutions do not generally present a liberal arts or great books curriculum, and there is generally very little overlap between those prospective students looking at the Collegium and those looking at HBIs.

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<sup>3</sup> <https://www.latinmassdir.org/country/us/>

#### **F. Relevance to the identity of Historically Black Institutions (HBIs)**

Again, due to the specific nature of our curriculum, we anticipate no impact on the uniqueness and institutional identity and mission of any HBIs.

#### **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in COMAR 13B.02.03.10):

1. This program was established to provide traditional Catholic families with a rigorous liberal arts education. The need arose over the fact that previously there were no Catholic 4-year colleges which focused on this demographic. The faculty who teach this program have all been vetted according to their academic credentials, fidelity to the Church, and teaching ability. See section I for further faculty description.
2. Educational Objectives of the Program:
  1. Well-rounded knowledge of the Catholic faith;
  2. Strong faith formation in the Catholic faith;
  3. Broad knowledge and skill set that will serve in a variety of professions, such as:
    - the ability to speak and to write clearly;
    - the ability to develop and articulate logical arguments;
    - the ability to think logically and to think creatively;
    - the ability to problem solve;
    - the ability to work in teams;
    - self-awareness; (This list is exemplary, not exhaustive.)
  4. Hands-on business experience in the Collegium's auxiliary business and in a unique corporate work-study program, in which students learn to apply skills learned in the classroom in real-work environments.
3. Each student will be evaluated through quizzes, tests, written research assignments, and oral examinations in class, coupled with other forms of assessment (in-class presentations, etc.) in order to determine mastery of the course material.

Each student will also present a capstone project at the end of their senior year which seeks to integrate what they have learned from the program.

4. See Appendix I for a list of the new course descriptions.

#### HUM 102

##### Ancient Greece (3 credits)

Traces Greek history from the development of Greek civilization as manifested in political, intellectual, and creative achievements from the Bronze Age to the end of the classical period. Students read original sources in translation as well as the works of modern scholars.

#### HUM 202

##### Early Middle Ages

(AD 284-1000) (3 credits)



Explores developments in the political, social, and religious history of Western Europe from the accession of Diocletian to the feudal transformation. Topics include the conversion of Europe to Christianity, the fall of the Roman Empire, the rise of Islam and the Arabs, the "Dark Ages," Charlemagne and the Carolingian renaissance, and the Viking and Hungarian invasions.

Prerequisite: Sophomore standing or permission.

#### HUM 302

##### Renaissance (AD 1300-1600)

Explores the political, military, religious, philosophical, social, economic, and cultural history of Europe in the Renaissance. Topics and events include the development of Humanism, the Protestant revolution, Council of Trent, exploration of the Americas, and notable personalities of the era. Students read works by modern scholars and translations of works by Renaissance writers; and also examine non-textual sources, including examples of the art, architecture, and material culture of Renaissance Europe. Prerequisite: Junior standing or permission.

#### HUM 402

##### Modernity (3 credits)

Explores modernism as a philosophical position, its development, and, in particular, its influence on contemporary secular society and the Catholic Church. Students will read excerpts from modernist philosophers and various documents of the Church addressing modernism, in addition to writings by Catholic theologians influenced by modernism, such as Romano Guardini, and their subsequent influence on Vatican Council II.

Prerequisite: Senior standing or permission.

#### HUM 201

##### Ancient Rome (3 credits)

Traces the history of Rome from its beginnings to the 5th century A.D. The first half covers Kingship to Republican form; the conquest of Italy; Roman expansion: Pyrrhus, Punic Wars and provinces; classes, courts, and the Roman revolution; Augustus and the formation of empire. The second half covers Virgil to the Vandals; major social, economic, political and religious trends at Rome and in the provinces. The development of the Church in Rome will be a constant theme throughout the course.

Prerequisite: Sophomore standing or permission.

#### HUM 301 – Late Middle Ages (AD1000-1300) (3 credits)

Explores the political, military, religious, social, economic, and cultural history of Europe in the high and late middle ages. Topics and events include the Crusades, the Black Death, the rise of centralized governments, the growth of towns, and their long-term effects on European society. Students read works by modern scholars and translations of works by Medieval writers; and also examine non-textual sources, including examples of the art, architecture, and material culture of medieval Europe. Prerequisite: Junior standing or permission.

## HUM 401

### Enlightenment and Americanism

(3 credits)

Studies the principles and major events of the Enlightenment and their influence on John Locke and the founding fathers of the United States in developing a revolutionary the unique political and cultural structure of America. Students will also examine writing of the sixteenth-century Spanish Dominicans, their influence on John Locke, and how the American Revolution correlated to and departed from Catholic teaching. Prerequisite:

## THL 101

### Scripture: Salvation History

(3 credits)

Provides an understanding of God's comprehensive plan for the salvation of mankind as the revelation of that plan unfolds in human time and through God ordained events from Genesis to the establish of the Church. Students will study twelve periods of Bible history, touching on the major Biblical and historical events of each period with references to the corresponding Biblical passages.

## THL 201

### Fathers of the Church (3 credits)

This course builds from the previous Scripture courses and examines the transmission of the Catholic from Apostolic times through the Patristic Period (roughly ending with Augustine). The course discovers how the early Greek and Latin speaking Fathers interpreted the Scriptures and how they used the tradition which was handed on to them from the Apostles to establish norms of the Catholic Faith against early heresies.

## THL 301

### Catholic Doctrine (3 credits)

Building upon the scriptural foundation and development of the Church Fathers of the previous courses, this course is an introduction to dogmatic Catholic theology. The course will show the Scriptural roots of Catholic teachings before examining the Magisterial declarations of the Church. Particular attention will be given to natural and divine revelation, the modes of transmission of divine revelation, the essential doctrines of the faith, the moral life, and the sacraments.

## THL 401

### Theological Science I:

### Summa Theologiae (3 credits)

Building on the study of Aristotle's Posterior Analytics in TRV 102 and the introduction to dogmatic theology in THL 301, this course represents a capstone in the undergraduate's study of theology. By looking at Sacred Doctrine through the lens of a science, the structure of St. Thomas Aquinas' Summa is

opened up to the student and its method and mode of procedure become clear. Seeing the scientific structure of theology allows the student to appreciate the true depth of Catholic theology and how all of the Church's teaching follow from the principles of Sacred Scripture. Prerequisite: Senior Standing or permission.

#### THL 102

Scripture: Revelation, Faith, &

Reason (3 credits)

Examines Scripture as a source of Divine revelation, in addition to the relationship between the intrinsic relationship between revelation, faith, and reason. Topics will include Catholic teaching on faith and reason, reason and revelation, reason and faith, the acceptance of revelation by faith, and sources of revelation outside of Scripture and their relationship to Scripture

#### THL 202 – Aquinas: Creation & Providence (3 credits)

Studies creation as a function of Divine providence, with particular emphasis on the writings of St. Thomas Aquinas. Topics will include St. Thomas' understanding of nature, the doctrine of man as the image of God, Divine agency and the autonomy of nature, creation and Genesis, and creation and evolution in the contemporary world. Prerequisite: Sophomore standing or permission.

#### THL 302

Moral Theology (3 credits)

By examining the Beatitudes, Decalogue, human actions, the moral and theological virtues, the gifts of the Holy Spirit, natural and divine law, as well as the notion of grace and the sacraments, this course will investigate how Christians are conformed to Christ in their lives.

Prerequisite: THL 301 or permission.

#### THL 402

Theological Science II:

Summa Theologiae (3 credits)

This course continues the examination of the Summa Theologiae begun in the previous course. Since St. Thomas designed the Summa for beginning students in theology (by which he meant those who had completed a liberal arts and philosophical education), the student can now adequately appreciate the depth of thinking required for theological exercise. The course continues by looking past St. Thomas' introduction to theology and concludes with some of his scriptural commentary.

Prerequisite: THL 401 or permission.

#### PHIL 102

Plato: Intro to Philosophy

(3 credits)

Examines how philosophy differs from science, religion, and other modes of human discourse, by tracing the origins of philosophy in the Western tradition in the thinkers of Ancient Greece. Students will focus on Plato's thoughts about the ultimate constituents of reality, along with the thoughts of his teacher, Socrates, and some of their predecessors.

PHIL 301

Aristotle: Philosophy of Man

(3 credits)

Examines Aristotle's understanding of man, as described in his ethical work, Nicomachean Ethics. Students will explore Aristotle's description of human nature as having rational and irrational psyches as well as a natural drive for creating society, gaining knowledge, finding happiness and feeling connected with God, both in its own right, and as a foundation for the theological and philosophical developments of St. Thomas Aquinas.

Junior standing or permission.

PHIL 401

Political Philosophy (3 credits)

This course is concerned with the examination of society and the relationships among individuals within a society as the basis for political community. Studies Aristotle's Politics, with its exploration of the origins of political communities as a basis for exploring the role of various political and social institutions in contemporary society. Students will also engage this study in the context of Catholic teaching regarding the universal kingship of Jesus.

PHIL 201

Philosophy of Nature

(3 credits)

This course gives a philosophical account of the existence, principles, and causes of change as it is found in natural things (generation, corruption, increase, decrease, alteration, and locomotion). Causality, chance and purpose in nature are also dealt with. Then the implications of this general account for human nature and the cause of nature itself are considered. Hume's critique of causality is considered in light of the Aristotelian and Thomist traditions.

PHIL 302

Aristotle: Ethics (3 credits)

Continues the study of Aristotle from PHIL 301, studying further Aristotle's Nicomachean Ethics and also his Eudemian Ethics. Students will explore Aristotle's view of ethical theory as distinct from the theoretical sciences by examining its methodology, its general principles, and its application to the nature of human well-being. Students will also study the ethical virtues (justice, courage, temperance and so on) and how such virtues are acquired. Again, Aristotelian thought will be engaged as

foundational to Thomastic thought. Prerequisite: PHIL 301 or permission. Prerequisite: Junior standing or permission.

#### PHIL 402

##### Aristotle: Metaphysics (3 credits)

Examines Aristotle's Metaphysics to study such topics as first causes and the principles of things; substance, matter, and subject; substance and essence. Students will study these and other topics as foundational to understanding Catholic theological doctrines on such matters as transubstantiation. Prerequisite: Senior standing or permission.

#### CAT 101

##### Divine Office/History of the Liturgy/Pre-Science

(1 credit)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. Catholic Seminar 101 addresses the practical matters of The Divine Office, studies the historical development of the Catholic liturgy, and prepares the student for the liberal arts design of the curriculum by examining the presuppositions of modern science and its connections to every area of learning.

#### CAT 201

##### Apologetics and Externals of the Faith

(1 credit)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. Catholic Seminar 201 addresses the Externals of the Catholic faith, vocations and apologetics, and explores the exercise of Tradition.

#### CAT 401

##### Catholic Literature II

(1 credit)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. CAT 401 gives the student the opportunity to continue the studies from CAT 301 in a more in-depth manner. Various Catholic authors are explored, as well as their influence on the culture and the faith.

#### MUS 102/CAT 102

##### Music History II (1 credit)

Surveys many of the musical works – mostly by listening – that are not covered in Music History I, III, or IV.

#### CAT 301

## Catholic Literature I

(3 credits)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. Catholic Seminar 301 examines the place that Catholic literature has played in a wider cultural context, and explores many of the themes of great Catholic authors.

## Art 302

### Classical and Byzantine Art

(3 credits)

Surveys various forms of art that develop Christian themes and imagery. Students will explore how early Christian art drew from and yet differentiated itself from its classical Greek and Roman art, how art adorned everything from sarcophagi, to buildings, to paintings, icons, statues, furnishings, vestments and more. In addition, students will study how Eastern and Western philosophies about art resulted in very different paths of development.

## Art 402

### Medieval to Baroque Art

(3 credits)

Surveys various forms of art that develop Christian themes and imagery from about AD 500 to about AD 1750. Students will study great art works of various genres, including architecture, in both Eastern and Western traditions, as well as the philosophies and events that shaped their development.

## MUS 101

### Music History I (3 credits)

Studies the Greek precursory terminology to Medieval modal terminology, the Medieval Octoechos, Carolingian chant, and especially Carolingian notation. Students will attempt to infuse the interpretive nuances indicated in early notation into contemporary chant performance. Students will also learn the musical part of the Mass and the Divine Office.

## MUS 201

### Music History III (3 credits)

Surveys the development of music in the Catholic Church in three significant periods of reform: the reforms of Pope John XXII (13th century), the reforms of the Council of Trent (16th century), and the reforms of Pope Benedict XIV (18th century). Students will examine in each period the reason for reform, the actual reforms, and their results. In addition, students will come to know many of the great musical treasures of the Church's musical repertoire.

## CAT 101

Divine Office/History of the Liturgy/Pre-Science

(1 credit)

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CAT 301

Catholic Literature I

(3 credits)

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MUS 102/CAT 102

Music History II (1 credit)

Surveys many of the musical works – mostly by listening – that are not covered in Music History I, III, or IV.

MUS 301

Music History IV (3 credits)

Surveys the development of music in the Catholic Church in two significant periods of reform: the reforms of Pope Pius X and his immediate successors (first half of 10th century), and the reforms of the Vatican Council II (second half of the 20th century). Students will examine in each period the reason for reform, the actual reforms, and their results. In addition, students will come to know many of the great musical treasures of the Church's musical repertoire.

CAT 201

Apologetics and Externals of the Faith

(1 credit)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. Catholic Seminar 201 addresses the Externals of the Catholic faith, vocations and apologetics, and explores the exercise of Tradition.

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(1 credit)

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#### SCI 101

##### Physics (3 credits)

This course presents the fundamentals of Newtonian Mechanics in a way that taps the student's common sense. Starting with things we see directly, it leads the student to a deep understanding of the best in modern theory. Each section builds on the previous one in a simple way to the crescendo of special relativity, drawing the student at each step into the excitement of physics. Real world problems and examples salt the text, helping the student to ground his thinking and see the importance of physics to everyday life. It is the hope of this course that this approach will make the rigorous, scientific content



at once engaging and challenging to both those interested in careers in the hard sciences and also those not traditionally attracted to mathematics and the hard sciences.

SCI 401

Natural Philosophy and

Modern Science

(3 credits)

Challenges the idea that Science has replaced natural philosophy. By a comparative analysis of natural philosophy, theology, and science, students will grapple with the relevance to and proper role of natural philosophy in the development contemporary science and the issues that scientific developments raise. Prerequisite: Senior standing or permission.

SCI 102

Biology (3 credits)

Introduces important biological concepts and principles common to all living organisms. Topics include the cell, energetics, genetics, physiology, and ecology. Integrates laboratory and classroom work and is taught from the perspective of Catholic teaching regarding life.

SCI 102L

Biology Lab (1 credit)

Lab course for SCI 101. Corequisite: SCI 101.

MTH 102

Philosophy of Mathematics

(3 credits)

This course provides an introduction to mathematics as a science of the real world. The course looks at the foundation of structure, patterns, and complexity in the world. The nature of number, as well as the use of proof and mathematical modeling are examined.

MTH 401

Statistics (3 credits)

Aquaints students with the techniques of elementary statistics. Emphasizes computation and interpretation of data. Topics include calculation and graphing methods, measures of central tendency, measures of variation, measures of association and correlation; sampling and hypothesis testing.

MTH 201

Math Applications:

Intro to Programming (3 credits)

Provides an introduction into several programming languages, such as Learn HTML5, CSS3, JavaScript, jQuery, Bootstrap, Express.js, React.js, Node.js, Database Theory, MongoDB, MySQL, Command Line, and/or Git. The languages will vary depending upon industry uses. Students will work on real-world projects, building websites, creating full stack single page applications, and more.

TRV 101

Logic I: Grammar and Language

(1 credit)

Studies grammar as the basis for clarity in language. Topics include a review of all parts of speech; phrase, sentence, and paragraph construction (syntax); morphology, and etymology. Students will work in different written and oral forms.

TRV 201

Readings in Written Rhetoric

(1 credit)

Builds on TRV 101 and TRV 102 by analyzing examples of rhetorical writing. Students will analyze examples ranging from classical Roman rhetoric to contemporary political speeches.

Prerequisite: TRV 102 or permission.

TRV 301

Oral Rhetoric I (3 credits)

Builds on TRV 101, TRV 102, TRV 201, and TRV 202 by delivering prepared examples of assigned forms using various techniques studied in earlier semesters.

Prerequisite: TRV 202 or permission.

TRV 402

Senior Thesis (3 credit)

The Senior Thesis project includes research, studies and analysis/synthesis of an approved topic. The final project will include an oral presentation and a written document. The Senior Thesis project is guided and completed with individual faculty supervision.

TRV 102

Logic II: Socratic Logic

(3 credits)

Continues to develop fluency with the knowledge base of TRV 101 using the Socratic method in various topics. Students will work in different written and oral forms. Prerequisite: TRV 101 or permission.

TRV 202

Written Rhetoric II:

Composition (3 credits)

Develops composition skills through writing examples of assigned forms using various compositional techniques and styles.

TRV 302

Oral Rhetoric II (1 credit)

Continues the process started in TRV 301 with students delivering both prepared and extemporaneous examples of assigned forms using various techniques studied in earlier semesters.

LAT 101

Elementary Latin I (3 credits)

Introduces Latin as a spoken and written language. Students study the fundamentals of grammar, vocabulary, ecclesiastical pronunciation, elementary vocal expression and dialogues, and reading comprehension.

LAT 201

Intermediate Latin I (3 credits)

Continues to develop fluency with spoken Latin and begins readings in Latin prose, such as Julius Caesar's Gallic Wars.

Prerequisite: LAT 102 or permission.

LAT 301

Advanced Latin I (3 credits)

Continues to develop fluency with spoken Latin, and more advanced readings in Latin prose, and Latin poetry, including Latin hymns and Psalms.

Prerequisite: LAT 202 or permission.

LAT 401

Advanced Latin III (3 credits)

Continues to develop fluency with spoken Latin, advanced readings in Latin prose and Latin poetry, and introduces scriptural and theological readings in Latin.

Prerequisite: LAT 302 or permission.

LAT 102

Elementary Latin II (3 credits)

Continues all the topics of LAT 101. Students will complete the fundamentals of grammar in this semester and will develop an adequate vocabulary to understand all the common parts of the Mass.

Prerequisite: LAT 101 or permission.

#### LAT 202

Intermediate Latin II (3 credits)

Continues to develop fluency with spoken Latin, readings in Latin prose, and introduces classical Latin poetry.

Prerequisite: LAT 201 or permission.

#### LAT 302

Advanced Latin II (3 credits)

Continues to develop fluency with spoken Latin, and more advanced readings in Latin prose, and Latin poetry, including Latin hymns and Psalms. By the end of this semester students will develop an adequate vocabulary to understand all the Psalms, hymns, readings, and orations of Lauds and Vespers. Prerequisite: LAT 301 or permission.

#### LAT 402

Advanced Latin IV (3 credits)

Continues to develop fluency with spoken Latin, advanced readings in Latin prose and Latin poetry, and scriptural and theological readings in Latin.

Prerequisite: LAT 401 or permission.

5. In accord with COMAR 13b.02.02.16E, the General Education requirements of the State of Maryland remain fulfilled with the already-approved courses:

- Arts and humanities – MUS 101 Music History I (3 cr.);
- (ii) English composition – TRV 102 Logic II: Socratic Logic (3 cr.), TRV 202 Written Rhetoric II: Composition (3cr.), TRV 301 Oral Rhetoric I (3 cr.);
- (iii) Social and behavioral sciences – HUM 102 Ancient Greece (3 cr.);
- (iv) Mathematics – MTH 201 Math Applications: Intro to Programming (3 cr.) or MTH 401 Statistics (3 cr.);
- (v) Biological and physical sciences – SCI 102 Biology (3 cr.), SCI 102L Biology Lab (1 cr.);
- (vi) additional credits, to result in a total of 40 credits of General Education courses, from the following:
  - Arts and Humanities: CAT/MUS 102 Music History II (1 cr.), MUS 201 Music History III (3 cr.), ART 302 Classical and Byzantine (3 cr.), ART 402 Medieval to Baroque (3 cr.);
  - English and Composition: TRV 101 Logic I; Grammar and Language (1 cr.), TRV 201 Readings in Written Rhetoric I (1 cr.), TRV 302 Oral Rhetoric II (1 cr.)
  - Social and Behavioral Sciences: HUM 201 Ancient Rome (3 cr.), HUM 202 Early Middle Ages (3 cr.), HUM 301 Late Middle Ages (3 cr.), HUM 302 Renaissance (3 cr.), HUM 401 Enlightenment and Americanism (3 cr.), HUM 402 Modernity (3 cr.), THL 101 Scripture: Salvation History (3 cr.), THL 102 Scripture: Revelation, Faith, and Reason (3 cr.), THL 201

Fathers of the Church (3 cr.), THL 301 Catholic Doctrine (3 cr.), THL 302 Moral Theology (3 cr.), THL 401 Theological Science I: Summa Theologiae (3 cr.), THL 402 Theological Science II: Summa Theologiae (3 cr.), HUM 402 Modernity (3 cr.)

- Biological and Physical Sciences: SCI 101 Physics (3 cr.); SCI 401 Natural Philosophy & Modern Science (3 cr.).

6. There are no specialized accreditation or graduate certification requirements for this program and its students.
7. We are not contracting with any other institution or non-collegiate institution for fulfillment of any part of this program.
8. All information given to students about the program, course requirements, graduation requirements, etc. can be found in the Catalog at <https://www.the-collegium.org/catalog>.
9. Advertising materials can be found at: <https://www.the-collegium.org/viewbook>.

Admissions materials are available at: <https://www.the-collegium.org/admissions>.

Student life and services are available at: <https://www.the-collegium.org/student-life>

#### **H. Adequacy of Articulation.**

See attached appendix II for the articulation agreement with Magdalen College and Hagerstown Community College. We are in the process of obtaining agreements with other liberal arts colleges and programs. This is so that students transferring between institutions can do so without unnecessary duplication of course credits in pursuit of their degree.

#### **I. Adequacy of Faculty Resources**

1. The Collegium's faculty will be dedicated to the traditional Catholic faith, and are vetted according to the scope of their learning and teaching ability. The Collegium seeks faculty who are capable of teaching in multiple areas of the program in order to model the integrative aspect which the Collegium seeks to impart to its students. At this time, the faculty consists of:

a. Edward Schaefer: President, full-time professor of Latin and Music History. Dr. Schaefer holds a Doctor of Musical Arts from Catholic University of America. He will teach Latin I and II, MUS I, II, and III, and the Catholic Seminar 101.

b. Phillip Berns: Academic Dean, full-time professor of Philosophy, Theology, and Trivium. Mr. Berns holds Masters degrees in philosophy (Tulane University) and theology (Notre Dame Seminary) and is a Ph.D candidate in philosophy at the University of St. Thomas-Houston. He will teach TRV 101, 102, 201, 202. PHL 102, 201, 202, 301, 401, 402. THL 101. CAT 201.

c. William Stover: Dean of Students, full-time professor of Humanities, Latin, and Theology. Mr. Stover holds Masters degrees in classical philology (University of Virginia) and Classics (Notre Dame University). He will teach HUM 102, 201, 202, 301, 302, 401, 402. THL 102 and 201 (owing to his background in Greek). LAT 201, 202, 301, 302, 401, 402.

The Collegium will be hiring a full-time theology professor, and a full-time trivium professor, and adjunct math and science professors (unless one person can be found to do both full-time).

2. a. The Collegium is committed to providing the best pedagogy for the benefit of our students. To this end, the faculty receives continued training in teaching according to a classical pedagogy, particularly through programs such as those offered by Hillsdale College. Our faculty teach with numerous methods so as to communicate to all of our students.

b. All of our faculty offer different types of assessments so as to manage learning outcomes in our students. We also use Canvas as our learning management system. Canvas offers numerous instructional programs for faculty to utilize all the various aspects of the Canvas system.

c. At this time, the Collegium does not offer distance learning.

#### **J. Adequacy of Library Resources**

The Collegium will utilize the Washington County Free Library (WCFL) at 100 S. Potomac Street in downtown Hagerstown for most of its library needs, which has already been approved by MHEC. WCFL has access to 77 digital libraries or data bases, such as the Gale One Collection, including Gale Academic, Oxford Reference Premium Collection, Literary Criticism Online, Milestone Documents in American History, and WorldCat. WCFL also has a robust interlibrary loan program. The Collegium will also utilize the library at USMH to a small degree and maintain its own small collection and reading room.

#### **K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment** (as outlined in COMAR 13B.02.03.13)

1. Classrooms: The Collegium needs 4 classrooms and a lab. We have had initial conversations with the Barbara Ingram School for the Arts about leasing their science lab as needed. We will also lease space in the USMH building for classrooms.

Food Service: The Collegium currently utilizes numerous restaurants in the downtown area to accommodate our meal needs. This helps us become part of the local community and forms partnerships between the Collegium and local businesses.

Housing: Housing will be in the historic Hamilton Hotel at 92 W. Washington. The Collegium will lease the second floor for the inaugural class and expand to the third and fourth floors as the student population grows.

Chapel: Most of the students and faculty will be parishioners of St. Mary's Church in downtown Hagerstown. As parishioners we will attend services there. The Collegium will have no direct need to operate a separate chapel.

Maintenance: Since all of The Collegium's facilities will be leased, maintenance is covered in the lease agreements

2. While at this time the Collegium does not offer distance learning, we are equipped to do so through our Microsoft Office email system and the Canvas learning management system which allows for mass emails to students, digital assignment submissions, video recording and presentation capacities, and other methods of student and instructor interaction.

#### **L. Adequacy of Financial Resources with Documentation**

See attached for Table 1 and 2 with the appropriate narratives.

#### **M. Adequacy of Provisions for Evaluation of Program**

1. At the end of each semester, each student is given time during class to fill out the course evaluation form and it is submitted anonymously. The academic dean collates the responses and they are released to faculty members after grades have been released to students. Also, each semester the academic dean sits in on classes from each faculty member (days chosen at random). The dean delivers a summary of his observations and suggestions as soon as possible, usually within two weeks. The academic dean himself is evaluated by the president. Each faculty member submits a syllabus to the academic dean which explicitly lists the expected learning outcomes for each course.

2. This program is the entire curriculum for the Collegium, as we offer only one degree and one curriculum. Therefore the Collegium has a vested interest in the success of this program. Student learning outcomes are assessed on the basis of how well they convey to the student the principles of the discipline and how well the course contributes to the overall mission of the college in forming intellectually well-formed Catholics. As students are evaluated the college will maintain close oversight as to the percentage of students who meet minimum expectations. Since we are a small school we have the flexibility to adjust learning and instructional styles, and to work individually with students for retention purposes and for student and faculty satisfaction. The college is committed to maintaining cost-effectiveness, and this is one reason for our offering only one degree track.

#### **N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)**

1. The Collegium does not discriminate based on race or ethnic background, and we are committed to the success of all of our students. Additionally, as a Catholic institution we are blessed with numerous cultural resources to draw upon, including the historical liturgies from the ancient apostolic sees and all across the globe, which have in their own offered influences in numerous cultures around the world. This is in accord with the Collegium's mission of being committed to traditional expressions of the Catholic faith, and this includes numerous local customs, including in many minority cultures.

## **O. Relationship to Low Productivity Programs Identified by the Commission**

1. This program is not related to an identified low productivity program. This program is the only, and therefore main, curriculum of the college. See the relevant questions for fiscal, library, faculty, and administrative resources.

## **P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

1. While at this time the Collegium does not offer distance learning, we are equipped to do so through our Microsoft Office email system and the Canvas learning management system which allows for mass emails to students, digital assignment submissions, video recording and presentation capacities, and other methods of student and instructor interaction.

2. Per the C-RAC guidelines,<sup>4</sup> when and if the Collegium incorporates distance learning into its offerings, the mission of the Collegium will continue to be served, the admissions standards will not be offered, and there will be committed faculty members with designated roles in the design and implementation of our online offerings. Just as with in-person instruction, our faculty will continue to keep abreast of the best and current practices for online learning, with those methods and online offerings being evaluated on a periodic basis, just as the in-person courses are. The academic dean will oversee the implementation and evaluation of these courses and the faculty members who teach them.

## **Appendix I**

### **New Course Descriptions and List of Removed Courses**

THL 201: Fathers of the Church (3 credits)

This course builds from the previous Scripture courses and examines the transmission of the Catholic from Apostolic times through the Patristic Period (roughly ending with Augustine). The course discovers how the early Greek and Latin speaking Fathers interpreted the Scriptures and how they used the tradition which was handed on to them from the Apostles to establish norms of the Catholic Faith against early heresies.

THL 301: Catholic Doctrine (3 credits)

Building upon the scriptural foundation and development of the Church Fathers of the previous courses, this course is an introduction to dogmatic Catholic theology. The course will show the Scriptural roots of Catholic teachings before examining the Magisterial declarations of the Church. Particular attention will be given to natural and divine revelation, the modes of transmission of divine revelation, the essential doctrines of the faith, the moral life and the sacraments.

THL 302: Moral Theology (3 credits)

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<sup>4</sup> <https://nc-sara.org/sites/default/files/files/2019-08/C-RAC%20Guidelines%282011%29.pdf>



By examining the Beatitudes, Decalogue, human actions, the moral and theological virtues, the gifts of the Holy Spirit, natural and divine law, as well as the notion of grace and the sacraments, this course will investigate how Christians are conformed to Christ in their lives. Prerequisite: THL 301 or permission.

#### THL 401: Theological Science I: Summa Theologiae (3 credits)

Building on the study of Aristotle's Posterior Analytics in TRV 102 and the introduction to dogmatic theology in THL 301, this course represents a capstone in the undergraduate's study of theology. By looking at Sacred Doctrine through the lens of a science, the structure of St. Thomas Aquinas' Summa is opened up to the student and its method and mode of procedure become clear. Seeing the scientific structure of theology allows the student to appreciate the true depth of Catholic theology and how all of the Church's teaching follow from the principles of Sacred Scripture. Prerequisite: Senior Standing or permission.

#### THL 402: Theological Science II: Summa Theologiae (3 credits)

This course continues the examination of the Summa Theologiae begun in the previous course. Since St. Thomas designed the Summa for beginning students in theology (by which he meant those who had completed a liberal arts and philosophical education), the student can now adequately appreciate the depth of thinking required for theological exercise. The course continues by looking past St. Thomas' introduction to theology and concludes with some of his scriptural commentary. Prerequisite: THL 401 or permission.

#### PHL 201: Philosophy of Nature (3 credits)

This course gives a philosophical account of the existence, principles, and causes of change as it is found in natural things (generation, corruption, increase, decrease, alteration, and locomotion). Causality, chance and purpose in nature are also dealt with. Then the implications of this general account for human nature and the cause of nature itself are considered. Hume's critique of causality is considered in light of the Aristotelian and Thomist traditions.

#### MTH 102: Philosophy of Mathematics (3 credits)

This course provides an introduction to mathematics as a science of the real world. The course looks at the foundation of structure, patterns, and complexity in the world. The nature of number, as well as the use of proof and mathematical modeling are examined.

#### SCI 101: Physics (3 credits)

This course presents the fundamentals of Newtonian Mechanics in a way that taps the student's common sense. Starting with things we see directly, it leads the student to a deep understanding of the best in modern theory. Each section builds on the previous one in a simple way to the crescendo of special relativity, drawing the student at each step into the excitement of physics. Real world problems and examples salt the text, helping the student to ground his thinking and see the importance of physics to everyday life. It is the hope of this course that this approach will make the rigorous, scientific content at once engaging and challenging to both those interested in careers in the hard sciences and also those not traditionally attracted to mathematics and the hard sciences.

#### CAT 101: Divine Office/History of the Liturgy/Pre-Science (1 credit)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. Catholic Seminar 101 addresses the practical matters of The Divine Office, studies the historical development of the Catholic liturgy, and prepares the student for the liberal arts design of the curriculum by examining the presuppositions of modern science and its connections to every area of learning.

#### CAT 201: Apologetics and Externals of the Faith (1 credit)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. Catholic Seminar 201 addresses the Externals of the Catholic faith, vocations and apologetics, and explores the exercise of Tradition.

#### CAT 301: Catholic Literature I (3 credits)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. Catholic Seminar 301 examines the place that Catholic literature has played in a wider cultural context, and explores many of the themes of great Catholic authors.

#### CAT 401: Catholic Literature II (1 credit)

In the Catholic Seminar, students study, engage, and debate various issues of current importance in the Church. Catholic Seminary 401 gives the student the opportunity to continue the studies from CAT 301 in a more in-depth manner. Various Catholic authors are explored, as well as their influence on the culture and the faith.

#### Removed Courses:

- THL 201 (Aquinas: Mystery of the Trinity)—3 credits
- THL 202 (Aquinas: Creation and Providence)—3 credits
- THL 301 (Aquinas: Grace, Sin, and Redemption)—3 credits
- THL 302 (Aquinas: Mystery of the Incarnation)—3 credits
- THL 401 (The Body of Christ: Ecclesiology)—3 credits
- THL 402 (Our Life in Christ: Catholic Social Doctrine)—3 credits
- MUS 301 (Music History IV)—3 credits
- TRV 302 (Oral Rhetoric II)—1 credit
- CAT 101 (Divine Office)—1 credit
- CAT 201 (Externals of the Catholic Faith)—1 credit
- CAT 202 (Vocations and Apologetics)—1 credit
- CAT 301 (History of the Liturgy)—1 credit
- CAT 302 (Exercise of Tradition)—1 credit
- MTH 201 (Intro to programming) renamed MTH 202 and reduced to 2 credits

Previous Curriculum:

Curriculum for Bachelor of Arts at <i>Collegium sanctorum angelorum</i>								
	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
<b>Humanities</b>	HUM 102 Ancient Greece 3		HUM 201 Ancient Rome 3	HUM 202 Early Middle Ages 3	HUM 301 Late Middle Ages 3	HUM 302 Renaissance 3	HUM 401 Enlightenment and Americanism 3	HUM 402 Modernity 3
<b>Theology</b>	THL 101 Scripture: Salvation History 3	THL 102 Scripture: Revelation, Faith, and Reason 3	THL 201 Aquinas: Mystery of the Trinity 3	THL 202 Aquinas: Creation and Providence 3	THL 301 Aquinas: Grace, Sin, and Redemption 3	THL 302 Aquinas: Mystery of the Incarnation 3	THL 401 The Body of Christ: Eccelesiology 3	THL 402 Our Life in Christ: Catholic Social Doctrine 3
<b>Philosophy</b>		PHL 102 Plato: Intro to Philosophy 3			PHL 301 Aristotle: Philosophy of Man 3	PHL 302 Aristotle: Ethics 3	PHL 401 Political Philosophy 3	PHL 402 Aristotle: Metaphysics 3
<b>Music and Art History</b>	MUS 101 Music History I 3		MUS 201 Music History III 3		MUS 301 Music History IV 3	ART 302 Classical and Byzantine 3	ART 402 Medieval to Baroque 3	
<b>Math and Science</b>		SCI 101 Biology 3 SCI 101L Biology Lab 1	MTH 201 Math Applications; Intro to Programming 3				MTH 401 Statistics 3	SCI 401 Natural Philosophy & Modern Science 3
<b>Trivium</b>	TRV 101 Logic I: Grammar and Language 1	TRV 102 Logic II: Socratic Logic 3	TRV 201 Readings in Written Rhetoric 1 1	TRV 202 Written Rhetoric II: Composition 3	TRV 301 Oral Rhetoric I 3	TRV 302 Oral Rhetoric II 1		TRV 402 Senior Thesis 3
<b>Catholic Seminar</b>	CAT 101 Divine Office Practicum 1	CAT/MUS 102 Music History II 1	CAT 201 Externals of the Catholic Faith 1	CAT 202 Vocations and Apologetics 1	CAT 301 History of the Liturgy 1	CAT 302 Exercise of Tradition 1		
<b>Latin</b>	LAT 101 Elementary Latin I 3	Latin 102 Elementary Latin II 3	LAT 201 Intermediate Latin I 3	LAT 202 Intermediate Latin II 3	LAT 301 Advanced Latin I 3	LAT 302 Advanced Latin II 3	LAT 401 Advanced Latin III 3	LAT 402 Advanced Latin IV 3
<b>Jan Term</b>	One course from this semester		One course from this semester			One course from this semester		Senior Thesis Prep
<b>TOTALS</b>	14	17	17	13	19	17	18	18

Proposed Curriculum:

	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
<b>Humanities</b>	HUM 102 Ancient Greece 3		HUM 201 Ancient Rome 3	HUM 202 Early Middle Ages 3	HUM 301 Late Middle Ages 3	HUM 302 Renaissance 3	HUM 401 Enlightenment and Americanism 3	HUM 402 Modernity 3
<b>Theology</b>	THL 101 Scripture: Salvation History 3	THL 102 Scripture: Revelation, Faith, and Reason 3		THL 201 Fathers of the Church 3	THL 301 Catholic Doctrine 3	THL 302 Moral Theology 3	THL 401 Theological Science I: Summa Theologiae 3	THL 402 Theological Science II: Summa Theologiae 3
<b>Philosophy</b>		PHL 102 Plato: Intro to Philosophy 3	PHL 201 Philosophy of Nature 3	PHL 202 Aristotle: Philosophy of Man 3		PHL 301 Aristotle: Ethics 3	PHL 401 Political Philosophy 3	PHL 402 Aristotle: Metaphysics 3
<b>Music and Art History</b>	MUS 101 Music History I 3		MUS 201 Music History III 3		ART 301 Classical and Byzantine 3		ART 401 Medieval to Baroque 3	
<b>Math and Science</b>		MTH 102 Philosophy of Mathematics 3	SCI 101 Physics 3	MTH 202 Math Applications: Intro to Programming 2		SCI 102 Biology 3 SCI 102L Biology Lab 1	MTH 401 Statistics 3	SCI 401 Philosophy of Science 3
<b>Trivium</b>	TRV 101 Logic I: Grammar and Language 1	TRV 102 Logic II: Socratic Logic 3	TRV 201 Readings in Written Rhetoric 1 1	TRV 202 Written Rhetoric II: Composition 3	TRV 301 Oral Rhetoric 3			TRV 402 Senior Thesis 1
<b>Catholic Seminar</b>	CAT 101 Divine Office/Hist of the Liturgy/Pre- Science 1	CAT/MUS 102 Music History II 1	CAT 201 Apologetics and Externals of the Catholic Faith 1		CAT 301 Catholic Literature I 3			CAT 401 Catholic Literature II 1
<b>Latin</b>	LAT 101 Elementary Latin I 3	Latin 102 Elementary Latin II 3	LAT 201 Intermediate Latin I 3	LAT 202 Intermediate Latin II 3	LAT 301 Advanced Latin I 3	LAT 302 Advanced Latin II 3	LAT 401 Advanced Latin III 3	LAT 402 Advanced Latin IV 3
<b>Jan Term</b>	One course from this semester		One course from this semester			One course from this semester		Senior Thesis Prep

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds (1/3 of faculty salaries toward revised curriculum)	\$70,158	\$129,762	\$131,282	\$135,557	\$147,060
2. Tuition/Fee Revenue (c+g below)					
a. Number of F/T Students	11	25	35	45	50
b. Annual Tuition/Fee Rate	\$4,800	\$4,800	\$5,775	\$5,775	\$6,600
c. Total F/T Revenue (a x b)	\$52,800	\$120,000	\$202,125	\$259,875	\$330,000
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$145	\$145	\$175	\$175	\$200
f. Annual Credit Hour Rate (11 revised credits/yr x e.)	\$1,595	\$1,595	\$1,925	\$1,925	\$2,200
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$175,000	\$200,000	\$200,000	\$200,000	\$200,000
4. Other Sources	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1+3-2c)</b>	<b>\$243,563</b>	<b>\$328,167</b>	<b>\$329,357</b>	<b>\$333,632</b>	<b>\$344,860</b>

## Narratives

1. There will be minimal impact of the overall institution. There is only one curriculum. Therefore, all resources allocated to the curriculum will continue to be allocated to the entire curriculum. If there is one notable impact it would be that we will now hire a full-time faculty member to teach science and math rather than filling these courses with adjuncts.
2. Recruitment data accumulated to date and files we have regarding prospective students provide the rationale for these projections
3. Calculations were made with the following rationale
  - a. Reallocation of funds – 1/3 of faculty salaries for revisions that represent 1/3 of the curriculum (However, in truth the allocation is much lower, because the faculty are simply reassigned. They are not taking on new duties.)
  - b. 2f – Calculated the annual rate for only 1/3 of the total credits – the 1/3 of the curriculum that is being revised.
  - c. 3 External Sources – our fund raising is already exceeding these numbers. Again, the cost of the revisions is actually \$0, because faculty are simply being reassigned.

Maryland Higher Education Commission  
Academic Program Proposal Expenditures Guidelines

**PROGRAM EXPENDITURES**

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

**TABLE 2: PROGRAM EXPENDITURES**

1. **Faculty (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)
2. **Administrative Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures.
3. **Support Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.
4. **Equipment:** Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.
5. **Library:** Enter the anticipated expenditures for library materials directly attributable to the new program each year.
6. **New and/or Renovated Space:** Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.
7. **Other Expenses:** Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.
8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

<b>TABLE 2: PROGRAM EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)					
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
2. Admin. Staff (b + c below)					
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)					
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
4. Technical Support and Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 – 7)					



Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Mary Pat Seurkamp, Ph.D.  
Chair

James D. Fielder, Jr., Ph. D.  
Secretary

August 13, 2021

Dr. Edward Schaefer  
President  
Collegium sanctorum angelorum  
36 S. Potomac St., Suite 203  
Hagerstown, MD 21740  
eschaefer@the-collegium.org

Dear Dr. Schaefer:

In accordance with the Code of Maryland Regulations (COMAR) 13B.02.02.06L, the Maryland Higher Education Commission has reviewed a Stage Two application for a Certificate of Approval as an in-state degree granting institution from Collegium sanctorum angelorum (“The Collegium”), with a main office located at 36 S. Potomac St. Hagerstown, MD 21740. This includes a proposal to offer the degree and certificate programs presented in this letter. The Collegium provided a letter of credit from Middletown Valley Bank to meet the financial guarantee requirement. A 2-day site visit was conducted July 22-23, 2021.

I am pleased to inform you that The Collegium is conditionally approved to operate in the State of Maryland as an in-state degree-granting institution. This decision was based on an analysis of the application in conjunction with the Maryland Higher Education Commission's Minimum Requirements for In-State Degree Granting Institutions - COMAR 13B.02.02, and the Maryland State Plan for Postsecondary Education. Additionally, the following programs are approved.

Program name	Award level	HEGIS	CIP
Liberal Arts	Bachelor of Arts	1510.00	38.0208
Theology and Philosophy	Upper Division Certificate	1510.00	38.0208
Studies in English and Latin	Lower Division Certificate	1109.00	16.1203

The condition of the approval is:



1. The Collegium must maintain a satisfactory financial guarantee as required by the Minimum Requirements.

2. The Collegium must pass, at the end of The Collegium's first instructional year, a MHEC evaluation team on-site visit to ensure that the institution is in compliance with the Regulations and any other conditions upon which the Secretary based the institution's approval to operate.

MHEC would like to keep the lines of communication open over the first year of operation and remain abreast of the progress being made. Once the first year review is completed and if all findings are determined to be resolved, the condition will be removed and the approval will be continuous and not limited in time so long as the institution continues to be in compliance with COMAR 13B.02.02 Minimum Requirements for In-State-Degree Granting Institutions.

Please note that in accordance with COMAR 13B.02.02.06,

1. The Secretary shall appoint an evaluation team to conduct an on-site visit to the in- State institution at the end of an institution's first instructional year to ensure that the institution is in compliance with the requirements of this chapter and any other condition upon which the Commission based the institution's approval to operate.
2. The institution shall be responsible for all financial obligations related to the on-site visit in accordance with .09 of this regulation.
3. If, on the basis of available documentation, the Secretary has reason to believe that an institution is not in compliance with this chapter or the terms of the institution's approval, the Secretary may institute the procedures in accordance with .08 of this regulation.
4. The post-approval evaluation team shall serve as the evaluation team for the purposes of Regulation .08 of this chapter.

Should the Collegium desire to make a substantial modification to the programs in the future, approval from the Commission will be necessary. If you have any questions, please contact Trish Gordon McCown, Director of Academic Affairs. Commission staff will follow-up with you in the coming weeks regarding institutional and student-level data sharing requirements. I wish you continued success in your endeavors.

Sincerely,



Dr. James D. Fielder  
Secretary

C: Dr. Emily A. A. Dow, Assistant Secretary, Academic Affairs, MHEC  
Trish Gordon-McCown, Director, Academic Affairs, MHEC  
Karen King-Sheridan, Associate Director, Collegiate Affairs, MHEC

File: 20062