Academic Catalog
2014-2015

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GENERAL INFORMATION

History and Location

Holy Cross College is a Catholic, residential, liberal arts college operated by the Midwest Province of the Brothers of the Congregation of Holy Cross.

Arriving in the United States in 1841, the Brothers of Holy Cross were the first community of teaching brothers to make a permanent foundation in this country. The Brothers were instrumental in the founding of the University of Notre Dame in 1842. In addition to Holy Cross College, the Brothers also founded Saint Edward's University in Texas, elementary and secondary schools, and homes for underprivileged children throughout North America. The Brothers also operate schools and other ministries in Central and South America, Africa, Europe, and Asia.

Holy Cross College opened in the fall of 1966 with its first class consisting of student brothers. Lay male students from the surrounding area were first admitted in the fall of 1967, and the college became coeducational in the fall of 1968. Since that time, enrollment has grown to include students from throughout the US and from around the world. The college was founded through the leadership of Brother John Driscoll, C.S.C., who served as President and Dean until 1987. Holy Cross College offers a curriculum leading to the bachelor of arts degree and the associate of arts degree.

Holy Cross College is located just north of the city limits of South Bend, Indiana, adjacent to the campuses of the University of Notre Dame and Saint Mary's College. While Holy Cross College is an autonomous institution, its proximity to and historical connections with the University of Notre Dame and Saint Mary's College has the obvious advantage of providing Holy Cross students an association with two other major Catholic centers of learning.

Philosophy

Holy Cross College provides a comprehensive and pragmatic higher education experience that fosters the intellectual, spiritual, moral, physical, social, and professional development of its students. This approach to higher learning exemplifies the tradition of holistic formation that is the hallmark of a Holy Cross education. In their curricular and co-curricular activities, students are challenged to develop the skills and dispositions necessary for balancing their personal freedoms with the responsibilities they must assume as fully formed adults. The college’s focus on the development of mind, body, and spirit provides the framework for transformational growth that will benefit students throughout their lives.

Faculty

The faculty of Holy Cross College is composed of religious and lay people who hold graduate degrees in their academic disciplines. The quality of teaching and the ability to interact with students on a friendly and professional level are the standards of faculty excellence. The faculty of the college is dedicated to helping students develop their academic strengths in ways that lead to a lifelong love for learning.

Accreditation and Academic Recognition

Holy Cross College is incorporated in the State of Indiana and chartered to grant the bachelor of arts and associate of arts degrees. Holy Cross College is accredited by The Higher Learning Commission® of the North Central Association of Colleges and Schools.

The college is approved to admit veterans under provisions of the G.I. Bill and nonimmigrant alien students under laws and provisions administered by the Department of Homeland Security. Holy Cross College is eligible to participate in various federal and state financial aid programs.

Holy Cross College holds membership in the National Association of Independent Colleges and Universities, the Association of Catholic Colleges and Universities, the Northern Indiana Consortium for Education, Indiana Campus Compact, and numerous other academic and professional organizations.

*The Higher Learning Commission
30 North LaSalle Street
Suite 2400
Chicago, Illinois 60602-2504
312-263-0456 | 800-621-7440
Fax: 312-263-7462
www.ncahigherlearningcommission.org
ADMISSIONS POLICIES AND PROCEDURES

Applicants to Holy Cross College may submit an online application, located on the college website at www.hcc-nd.edu, or may request a paper application by contacting the Office of Admission at 574-239-8400. Online and paper applications are treated equally.

All completed admissions files are reviewed by the college’s Admissions Committee. The Admissions Committee may choose to accept, reject, or defer an admissions decision for any applicant for admission. Some students may be offered probationary acceptance to the college. Such students may need to complete certain requirements before being fully admitted to the college. Students are designated with an enrollment status upon entry to the college, and these statuses include degree-seeking, probationary, and guest.

Holy Cross College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. It does not discriminate on the basis of religion, race, color, gender, disability, national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, athletic and other programs.

Campus Visits
Prospective students are encouraged to visit the campus either before or after applying for admission. During a personalized campus visit, prospective students can tour the college, have an opportunity to meet with an admission counselor, sit in on classes, talk with an academic advisor or faculty member, meet financial aid staff, and enjoy a meal in the dining hall. Formal visit days, such as Preview and Shadow Days, are held throughout the academic year and offer prospective students the same opportunities as a personalized campus visit. Appointments should be made as far in advance as possible on the college website or by contacting the Admissions Office.

Scholastic Record
To make the transition into college easier, the college recommends that prospective students to take the college preparatory curriculum offered at their high school. This typically consists of:

- 4 years of English
- 3 years of mathematics (including algebra and geometry)
- 3 years of science (including 2 years of labs sciences)
- 3 years of social sciences
- Multiple years of the same foreign language are strongly recommended.

A student who has the General Education Development (GED) certificate may be considered for admission to Holy Cross College. In addition to submitting the GED scores and certificate, an official transcript of completed high school course work is required.

Placement Testing
Some entering students may be required or advised to take placement tests in certain academic disciplines, such as mathematics. Placement tests are used as a tool of academic advising, as placement results may indicate courses that are most appropriate for a student’s skills.

Admission Procedures for First-Time Students
Applicants for admission as degree-seeking students may apply to Holy Cross College at any time. However, to allow ample time for review and processing, applications should be submitted prior to July 31 for the subsequent fall semester and December 15 for the subsequent spring semester. Students applying for on-campus housing should submit their applications for admission as early as possible because of space limitations. On-campus housing is allocated based on the date of residence application, and students may submit a residence application only after they are admitted to the college.

A completed admission application file for a degree-seeking student includes the following items:
1. A completed Application for Admission form (electronic or paper).
2. An official high school transcript.
3. Official copies of SAT or ACT test scores. (SAT code 1309, ACT code 1203).

Holy Cross has a rolling admission policy. That means we accept qualified applicants in the order in which they apply, with admission decisions generally made within a week after all required documents are received. While academic ability and high school record are at the forefront of admission decisions, the college also considers activities, community involvement, leadership and recommendations. Students who receive offers of admission will be asked to confirm their acceptance of admission to Holy Cross College.

**Procedures for Transfer Students**

Holy Cross College welcomes transfer students from other regionally accredited colleges and universities. Students applying for transfer admission should submit the appropriate application form, official final high school transcript, official copies of SAT or ACT test scores, official transcripts from all previously attended colleges and universities, and the Transfer Applicant Personal Record Form (dean’s evaluation) from the most recently attended college or university. SAT or ACT scores are waived if the applicant has completed 24 or more of transferable credits. If a transfer applicant is attending another college at the time of application, the final transcript should be forwarded at the conclusion of the semester.

Courses completed with the grade of “C” or above while attending another accredited college or university will be accepted in transfer if the courses are comparable to the Holy Cross College curriculum. A transfer course which does not parallel a course offered at Holy Cross may be accepted if it appears the course is suitable for elective credit. Courses that are graded on a pass/fail basis are not acceptable for transfer.

**Procedures for International Students**

International students applying to Holy Cross College must satisfy all application requirements before visas will be issued to study in the United States. The application process for international students is the same as for other students with the addition of the following:

1. Each student for whom English is not a first language must submit results from the Test of English as a Foreign Language (TOEFL). For information about taking the TOEFL, visit the Educational Testing Service Web site at www.toefl.org. Minimum TOEFL score of 530 on the paper exam or 71 on the internet-based exam. The International English Language Testing System Exam (IELTS) is also accepted with a score of 6.0.
2. Citizens of other countries are required to submit proof that sufficient financial resources are available to cover educational expenses while attending Holy Cross College.

**Readmission and Reinstatement**

All students who withdraw from Holy Cross College in good standing, and did not completely withdraw from your last semester of attendance, may apply for readmission. Applications for Readmission are located on the college website. If a student attended any other college or university since their last enrollment at Holy Cross, they must submit official transcripts and a Transfer Applicant Personal Record Form from each institution attended with the readmission application.

Students who were dismissed due to academic reasons or disciplinary action, or withdrew from all classes in the last semester of attendance, may apply for reinstatement immediately following a dismissal or for any subsequent semester. Applications for Reinstatements are located on the college website and include a request for a written statement explaining the circumstances leading to the dismissal and a proposed plan to remedy past difficulties. Additional information such as medical documentation, letters of reference and recommendations, etc., may be submitted to further explain the circumstances. All applications for reinstatement are subject to review by the Dean of Faculty and/or the Dean of Students or their appointees. The Dean(s) will make a recommendation to the Admission Committee regarding situations of academic or disciplinary dismissals.

Students applying for readmission or reinstatement are reviewed by the Admissions Committee.
Enrollment Process

A student who is accepted to the college will receive notification of acceptance after review of the completed admissions file by the Admissions Committee. The notification of acceptance to the college will indicate the admissions status that the student has been assigned (degree-seeking, probationary, or guest). A student who is accepted will be asked to follow these procedures:

1. Submit your $100 enrollment deposit to confirm your intent to attend Holy Cross. Pay online at www.hcc-nd.edu/deposit or send your payment with the deposit form included in your acceptance packet. The deposit will be applied directly to your tuition bill. The $100.00 enrollment deposit is refundable up to May 1st.

2. Apply for housing as soon as possible to reserve a room in one of our residence halls. A $200 housing deposit is required along with a completed Housing Preference/Roommate Survey and Residence Life Contract. Pay your housing and enrollment deposits together or separately at www.hcc-nd.edu/deposit.

3. All deposited students will be invited to campus for one of our Early Registration Days in the spring semester. These days present opportunities to be among the first incoming students to register for classes. If you are the type of student who plans to come to Holy Cross and get involved, you will also have the opportunity to get connected with clubs and activities on campus. If you have paid your deposit but are unable to attend an Early Registration Day, you can schedule an appointment to talk with an academic advisor on campus or over the phone. To schedule, contact the Academic Advising Department at (574) 239-8369.

4. Submit your Health Form. All students are required to complete an online health form at www.hcc-nd.edu/forms/health_form. Please note that each student is also required to have Health Insurance.

5. Orientation. Make plans to attend new student orientation during Welcome Weekend. New students will arrive the Saturday before the first day of classes for three action packed days. You will get acquainted with classmates and campus as you learn about academic, social, and service opportunities available to Holy Cross students.
ACADEMIC POLICIES

Academic Advising
Holy Cross College provides academic advising services for all students. In addition to aiding students in planning a program of study, advisors offer guidance, support, and encouragement; as well as clarification on policies and procedures. This service provides students with the opportunity to acquire greater self-knowledge, sharpen decision-making skills, set and achieve goals, and succeed academically.

Academic Calendar
The academic year is divided into two semesters. The first begins in late August and ends before the Christmas holidays; the second begins in mid-January and ends in May. There is a one-week midsession break in the fall and spring, a short Thanksgiving and Easter recess, and a vacation of approximately a month between semesters.

Academic Honesty Policy
Holy Cross College is committed to intellectual development and the pursuit of truth and knowledge. In that pursuit, all members of the community - students, faculty, staff and administrators - remain committed to honesty in all personal and professional activity related to the mission of the institution. As a Catholic community, faculty, staff, and students have a moral and ethical responsibility to uphold the principle of unquestioned honesty, and refrain from any activity or behavior that would suggest academic dishonesty and lack of personal integrity. Students shall be honest in their academic work and shall support the honesty of others. They shall, moreover, guard against any appearance of dishonesty. Each faculty member has the responsibility to refer to the college policy on academic honesty at the beginning of each course. Faculty shall foster the honesty of their students by conducting each course in such a way as to discourage cheating or plagiarism. Moreover, instructors are to investigate thoroughly any evidence of cheating in their classes.

Faculty members alleging or suspecting a violation of academic honesty must conduct a conference with the student in which the nature of the allegation, including evidence, is discussed. Following the conference, if the student is found responsible for a violation of the academic honesty policy, the faculty member shall issue a commensurate sanction in writing to the student within three (3) business days. The faculty member shall then inform the Dean of Faculty and Dean of Students of the nature of the specific offense and the sanction. As academic dishonesty is also a violation of the Code of Student Conduct, the Dean of Students may then refer the case to a disciplinary conference or a Conduct Board.

Academic Honesty Decision Appeals
Appeals of academic honesty decisions must be submitted in writing to the Dean of Faculty within three (3) working days of the original decision. Appeals must be based on at least one of the following considerations:
1. The discovery of substantial new information, unknown to the accused student at the time of the conference, which, if heard, would likely have changed the outcome of the proceeding.
2. The original conference had a substantial procedural defect that rendered the proceeding unfair.
   Only appeals from the accused student will be considered. If more than one student is involved in an incident, each student must appeal separately. The Dean of Faculty may deny the appeal or remand the decision back to the faculty member for further consideration. Decisions regarding appeals are final.

Academic Recognition
Graduation Honors: The degrees conferred by Holy Cross College are granted with certain distinction, depending on the cumulative grade-point average (CGPA) of the student at the time of graduation. Only credits and grades earned in Holy Cross College courses are included in the computation of the CGPA. Graduation honors are conferred as follows:

<table>
<thead>
<tr>
<th>Honors</th>
<th>CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Honors</td>
<td>3.30</td>
</tr>
<tr>
<td>With High Honors</td>
<td>3.50</td>
</tr>
<tr>
<td>With Highest Honors</td>
<td>3.70</td>
</tr>
</tbody>
</table>
**Academic Honors List:** A student receiving a GPA of at least 3.5 on a minimum of twelve semester hours (100 level and above) will be placed on the Academic Honors List.

**Delta Epsilon Sigma:** The Catholic national scholastic honor society has the following criteria for membership: “persons who have a record of outstanding academic accomplishment, who have shown dedication to intellectual activity, and who have accepted the responsibility of service to others.” Students must also have completed fifty percent of their requirements for the baccalaureate degree and be in the top twenty percent of their class. Through its sponsorship of guest presenters, campus discussions, and other extracurricular activities, the Holy Cross chapter furthers “a sense of intellectual community” (DES Constitution) at the College with qualified students and faculty being invited to join.

**Psi Beta:** Psi Beta, a national honor society in psychology, was founded for the purpose of stimulating, encouraging, and recognizing outstanding scholarship and interest in psychology. The Holy Cross College chapter of Psi Beta was established in 1996. Members interact with faculty outside of the classroom, participate in community service, and learn more about the career and educational choices available in psychology. All Psi Beta members are eligible for national research awards. Requirements for admission include a 3.3 CGPA, completion of 12 hours of credit, and at least a “B” average in psychology courses.

**Academic Standing**

**Good Standing:** A student who has earned a cumulative grade-point average of at least 2.0 and whose most recent semester grade-point average is at least 2.0 is considered to be in academic good standing. Summer terms do not affect student academic status.

**Probation:** Students are placed on academic probation if they meet one of the following:
1. admitted to the college on probation
2. earn a semester grade point average below a 2.0.

Students on probation are required to meet with their academic advisor regularly throughout the semester. The records of students on probation are evaluated at the end of the semester to consider the advisability of continuing at Holy Cross College.

**Academic Dismissal:** In order to maintain the college’s academic standards, Holy Cross College will dismiss students who do not demonstrate the capacity to complete the college’s course of study. The following standards are used to determine whether a degree-seeking student may be dismissed for academic reasons:
1. A first year and sophomore is eligible for dismissal if he or she has a semester grade point average below a 2.0 for two consecutive terms or a cumulative grade point average below a 2.0.
2. A junior and senior are eligible for dismissal if he or she has one semester grade point average below a 2.0 or a cumulative grade point average below a 2.0.
   a) A student with at least 60 credits at the beginning of the term is classified as a junior.
   b) A student with at least 90 credits at the beginning of the term is classified as a senior.

**Appeal of Academic Dismissals**
1. The following are the only grounds for appealing a decision of academic dismissal:
   a) There was a fundamental error in the decision-making process.
   b) There is new relevant information available now that was not available when the student’s academic performance was being evaluated.
   c) One or more of the grades received was an inconsistent reflection of the student’s performance in light of course expectations.
2. The student must submit an appeal in writing to the chief academic officer. The appeal must be sent within 5 days of the date of the dismissal letter. The appeal must be sent by e-mail (followed up by a phone call) to the chief academic officer who will forward the appeal and supporting information to the Academic Council.
3. The following information must be included in the written appeal
a) If there was a fundamental error in the decision making process, then the student must specifically describe the error and provide clear and accurate evidence.
b) If there is new relevant information available now that was not available when the student’s academic performance was being evaluated, then the student must provide that information together with clear and accurate verification.
c) If one or more of the grades received was an inconsistent reflection of the student’s performance in light of course expectations, then the student must specifically state the course(s) and grade(s) in question. The student must specifically explain the inconsistencies, and provide clear and accurate evidence. Then, with this information the student must follow the procedure for appealing a grade.
d) The student must compose a detailed plan for success that includes strategies for time management, discipline, motivation, and using campus resources. The plan should also list a preliminary schedule for the next semester and goals for each course.

Within 20 days of receipt of the student’s appeal the chief academic officer will e-mail the student with the decision of the Academic Council.

**Administrative Withdrawal**

In extremely rare cases, an administrative withdraw from the college may be merited. An administrative withdrawal must be approved by the chief academic officer. The student must initiate the process by first meeting with his or her academic advisor. The academic advisor will encourage the student to consult with other college support services to discuss options and then instruct the student that a formal request for an administrative withdrawal must be submitted in writing to the chief academic officer. After careful consideration of input from college officials, the chief academic officer may determine that a compelling case exists to approve the student’s administrative withdraw from the college.

Upon approval, the student would be directed to contact the Registrar and complete withdrawal forms for each class in which the student was enrolled. Grades of “W” will be assigned in each class effective as of the last day of the semester. The administrative withdrawal applies to all of the student’s classes including classes in which the student could have received credit. If the student does not complete the withdrawals forms, the grades assigned by each instructor will be recorded. If the student anticipates returning to the College in the future, he or she would need to submit an Application for Re-admission.

**Associate of Arts Degree**

In order to qualify for the associate of arts degree, a student must satisfy the following requirements:

- A minimum cumulative grade point average of 2.0
- Specific academic division requirements
  - Theology and Philosophy
    - Six semester hours
    - THEO 140
    - One philosophy course
  - Humanities
    - Six semester hours
    - One composition course (ENGL 101)
    - One humanities elective
  - Social and Behavioral Science
    - Six semester hours
  - Sciences and Mathematics
    - Seven semester hours
    - One science course
    - One mathematics course above MATH 101
- Sufficient electives to total 61 semester hours.
**Athletic Eligibility**

Student-athletes at Holy Cross College are governed by eligibility rules included in the NAIA Official & Policy Handbook. Among several important academic rules, student-athletes must be identified and enrolled in 12 credit hours at the time of participation (for all NAIA and ACHA sports). Second-term freshmen must have accumulated a minimum of nine institutional credit hours BEFORE identification for the second term of attendance. Student-athletes must have accumulated a minimum of 24 institutional credit hours the two immediately previous terms of attendance (rare exceptions are available). They may not count repeat courses previously passed in ANY term toward the 24 hour rule. Students-athletes must be making normal progress toward a recognized baccalaureate degree and maintain the grade points required to remain a student in good standing, as defined by Holy Cross College, and must have a cumulative grade point average of at least 2.0 on a 4.0 scale as certified by the Registrar upon reaching junior academic standing as defined by the institution. They must have accumulated at least 24 semester credit hours to participate in a second season of the sport, 48 semester institutional credit hours to participate the third season and 72 semester institutional credit hours AND 48 semester institutional credit hours in general education and/or your major field of study to participate the fourth season.

In order to preserve your continuing eligibility and any athletics grant-in-aid, student-athletes will need the signature of the Director of Athletics to withdraw from or drop any class.

Student-athletes are expected to attend all meetings of a class for which they are registered. The Department will provide the faculty with a schedule of games and departure times to facilitate excused absences. However, it is the student-athlete’s responsibility to inform the class instructor in advance of the missed class in order to make up assignments.

**Auditing Classes**

Students in good academic standing may elect to audit courses. Audited courses do not count toward fulfilling degree requirements and are not included in the computation of grade-point averages. Typically, audited courses do not transfer into the college or to other institutions. The cost for auditing a course is the same as the cost for taking a course for credit. Students may change course registration from credit to audit or audit to credit only through the add/drop period indicated in the academic calendar.

**Bachelor of Arts Degree**

Students interested in completing the bachelor of arts degree should acquaint themselves with the degree requirements of their program so as to plan their studies accordingly. Students may elect to complete academic majors in art, business, communications, elementary education, English, history, liberal studies, psychology, and theology. The bachelor of arts degree requirements are:

- Successful completion of the core curriculum consisting of 53 credits of coursework
- Successful completion of major program requirements consisting of between 30 and 39 credits of coursework.
  Specific major course requirements are included on pages 10-30.
- Successful completion of between 13 and 22 credits of elective coursework
- Completion of the program core courses, including a global experience, an internship in an appropriate career field, a service learning practicum, and the senior learning project.
- Attainment of a minimum 2.0 cumulative grade point average among the total credits of coursework (between 120 and 129 total credits depending on the major).

**Class Attendance**

The faculty and administration of Holy Cross College believe that attendance in courses is essential to academic success. As a result, faculty may consider attendance in determining course grades. It is the responsibility of each student to know the attendance policy for each course in which she or he is enrolled.

**Classification of Students**

A student with fewer than 30 total semester hours of credits is a first-year student. A student who has earned with 30 or more credits but less than 60 credit hours is classified as a sophomore. A student who has
declared a major and who has between 60 and 89 credits is classified as a junior. A student who has earned 90 or more credits is classified as a senior.

A full-time student is one who is registered for 12 or more credits in a semester, and a part-time student is registered for fewer than 12 credits. A normal course load for full-time students is typically between 15 and 19 credit hours. Students with more than 19 credits must be approved by the Dean of Faculty and would be required to pay the per credit hour rate for an overload.

**College Success Program**

The College Success Program (CSP) is a unique one-year academic support program that has been developed to assist students in successfully transitioning from their high school educational experience to the academic demands of collegiate study. It can be particularly effective for the student whose academic record suggests that additional academic preparation and support will enhance the chances of a successful and rewarding experience.

CSP is comprised of a three-part-plan. It includes:

- A three credit hour fall course (College Success and Liberal Arts),
- Bi-weekly meetings throughout the whole first year with the CSP Director to develop and maintain a personalized success plan,
- Grade monitoring every four weeks in both the fall and spring semesters.

**Course Numbering**

Courses numbered below 100 are remedial courses and are not given academic credit. Such courses are usually not transferable to other institutions. Courses numbered from 100 to 199 are designed as first-year courses. Courses numbered from 200-299 are considered sophomore courses, but first-year students may be admitted if course prerequisites have been satisfied. Courses numbered above 300 are upper-division courses. Some upper-division courses are open only to students admitted to certain major programs. Upper-division level electives are open to all students who have satisfied the appropriate prerequisites.

**Course Adjustments**

The adding, dropping, or changing of courses must be completed by the date indicated in the academic calendar. Students may not enroll in a course after the add/drop period, unless a course has a starting date different from the beginning of the semester. Students may withdraw from classes no later than the withdrawal dates will be announced for each semester in the official academic calendar.

**Credit by Examination**

**Advanced Placement Credit**

Advanced Placement Examinations are administered through the high school after an advanced placement course has been completed as part of the high school curriculum. College credit may be gained by a student who has achieved a satisfactory score of three or higher on the Advanced Placement Examination of the College Board. Credits for the corresponding courses at Holy Cross College will count towards the fulfillment of all college degree requirements.

<table>
<thead>
<tr>
<th>Exam Title</th>
<th>Score</th>
<th>Holy Cross Equivalency Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>ARTS105</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>BIOL101</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>MATH141</td>
<td>3</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>MATH141,142</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>CHEM101</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>CPSC107</td>
<td>3</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>3</td>
<td>ENGL101</td>
<td>3</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>3</td>
<td>ENGL999</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>SCIE999</td>
<td>4</td>
</tr>
<tr>
<td>European History</td>
<td>3</td>
<td>HIST999</td>
<td>3</td>
</tr>
</tbody>
</table>
College Level Examination Program (CLEP)

CLEP credits granted by Holy Cross College may be used to satisfy graduation requirements. A maximum of 30 semester hours may be earned as transferred credit through the subject examinations of the CLEP program. Credit will not be granted when a student has previously received credit in a comparable course. The tests may be taken prior to entry to Holy Cross College or during the period of enrollment. Holy Cross College credit may only be granted to students who have matriculated to the college. The minimum score to receive credit for CLEP exams is a 50. Additional information about the CLEP program may be obtained from the Office of the Registrar.

International Baccalaureate (IB) Credit

Holy Cross College recognizes International Baccalaureate (IB) courses and grants credit for scores of four or higher in both the Higher Level and Standard Level courses. IB credits may be counted toward General Education requirements, major or minor requirements, or electives. A maximum of 30 credit hours is granted. Incoming students should have their IB transcript with official scores sent to the Office of Admission. Course credit equivalencies are evaluated through the Office of the Registrar.

Declaration of Major and Minors

Once students have decided on their intended major(s) and possible minor(s), they should consult with their current academic advisors and complete a declaration form. Students must meet with the program director of the intended major and/or minor to discuss details and graduation requirements, and the program director must sign the form. The student will submit the completed form to the current advisor, and the current advisor will also sign the form and provide it to the Registrar. To declare, students must have earned a minimum of 30 credits and/or receive permission from the department chair. Students may not register for classes if they have earned 45 credits and are not declared. Any exceptions to this rule must be approved by the Director of Academic Development.

Examinations

Some instructors make it a policy to give a series of tests or quizzes throughout the semester to aid the student in appraising the quality of work. A final examination may be part of the final grade in a course. The college publishes a schedule for final examinations each semester, but students must verify how such examinations are utilized within each of their courses.

Grading System

The following schedule of grade and grade point values are used for all courses:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
</tbody>
</table>
Courses in which a grade of F has been assigned are counted among the attempted semester hours and are computed into the grade-point average for the semester. Incomplete grades are granted only with the approval of the Dean of Faculty and are computed as F. The I grade must be removed within thirty days. Courses in which the grades of AD, U, S, and W have been assigned are listed on the student’s academic record but are not computed into the semester hours of the grade-point average.

**Grade Appeal**

A student may appeal a final course grade if he/she has sufficient reason to believe that the grade received was not an accurate reflection of the student’s achievement of course objectives as outlined in the course syllabus. The following are the steps for appealing a final grade in a course:

1. The student must first discuss the assigned final grade with the professor in order to confirm or correct the assigned grade.
   a. Should the professor choose to change the grade, he/she must follow the established grade change procedure.
   b. Should the professor choose not to change the grade, the student may submit a written appeal to the Dean of Faculty.

2. Appeals of final grades must be submitted in writing to the Dean of Faculty within 10 days of the conclusion of the semester. Grade appeals must include a clear explanation of the following information:
   a. The context and background of the original situation in the class that led to the grade that is being challenged.
   b. The interactions, conversations, and clarifications between the student and the professor after the contested grade was posted.
   c. The reason the student thinks the assigned grade is not consistent with the expectations and grading requirements for the course.

3. The Dean of Faculty will review the student’s written appeal. If it meets the above requirements, the following steps will be taken:
   a. The Dean of Faculty will forward the written appeal to an ad-hoc committee of faculty to review the case and make an advisory recommendation to the Dean.
   b. The professor who assigned the grade would be asked to submit his/her perspective on this situation to the Dean who will share it with the ad-hoc committee.

4. The Dean of Faculty will review the recommendation of the ad hoc committee and the material provided by the student and the professor.

5. Within 30 working days of receiving the student’s written appeal, the Dean of Faculty will render a decision and communicate the decision to the student, the professor and the Registrar.

**Honors Program**

Many Holy Cross students are ready to experience especially enriched and thought-provoking classes in their first two years of college. This opportunity is provided by core classes that are designated as honors sections and are open to all students in good academic standing. These honors classes are not simply everyday core classes.
made harder; rather, these are enriched sections with challenging readings, assignments, and expectations for serious, highly engaged, and motivated students.

These honors classes are different primarily from regular sections of core classes in the following:
1. Students in these sections have knowingly selected these sections to join a class of students who might vary in their level of skill and ability but who are joined by their shared commitment to challenging themselves in their learning.
2. Readings will be more sophisticated, emphasizing thought-provoking primary works and classics in their entirety from that field.
3. Assignments and projects will call for more depth of analysis and synthesis.

A student who successfully completes a minimum of eight honors sections while at Holy Cross receives an Honors degree designation. A minimum grade of “C” must be achieved for a class to apply toward an honors degree designation.

**Midsemester Evaluations**

Midsemester grades are available on the Holy Cross College portal for each credit course carried. The student should view the midsemester evaluation as a suggestion of the quality of work performed up to that point. Midsemester grades do not become a part of a student’s permanent record.

**Northern Indiana Consortium for Education (N.I.C.E.)**

N.I.C.E. consists of area institutions that have joined together to share their educational strengths and facilities. In addition to Holy Cross College, consortium members include Bethel College, Goshen College, Indiana University at South Bend, Ivy Tech State College, and Saint Mary’s College.

Students from any N.I.C.E. institution may enroll, on a space-available basis, in courses offered at another N.I.C.E. institution at no additional tuition cost to either the student or institution. Students must be enrolled on a full-time basis at their “home” institution and may take one class per semester at the “host” institution.

**Records Access / Release of Student Information**

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, Holy Cross College students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right.

Student records, both academic and disciplinary, may not be made available to unauthorized persons on-campus, nor may they be given to any institution or individual off-campus without the written authorization of the student.

The following student information may be released by the college as directory information: name, address, telephone listing, date and place of birth, curriculum and major field, dates of attendance, degrees received, and the most recent previous educational agency or institution attended by the student. If a student does not wish the college to release any or all of the above information, she or he must inform the registrar in writing no later than the close of the drop/add period of the first semester. New students entering the college other than fall semester must submit such a statement at the time of registration.

**Repeating Courses**

A student may repeat a course for a higher grade. The student's permanent record will include the grades of both attempts in the course. The grade earned in the most recent attempt in the course is used in computing the grade-point average.

**Selection of Courses**

The class schedule for the fall semester and summer session is available in early spring. A student must arrange an appointment with an academic advisor to discuss his or her academic plans. Continuing students may register for classes after they receive their pin number from their academic advisor. New students may begin scheduling courses in accordance with early registration and enrollment days. In instances where distance prevents
a student from coming to campus for scheduling courses, the process can be completed by mail, telephone, or e-mail. Students select spring semester courses during the latter half of the fall semester.

Semester (Credit) Hours

The semester hour is the unit of credit for each course. A semester hour of credit is given for each 50-minute class period per week of one semester; a semester hour of credit is given for each 120-minute period of science laboratory scheduled per week of one semester. A credit hour is defined as a reasonable approximation of the student learning outcomes that can be achieved in the context of a course which requires 42-45 hours of student work including both contact time between student and faculty and the student’s independent work. While hours of work and contact time can provide guidance in the establishment of credit hour equivalencies, it is understood that the student achievement associated with any credit hour can only be measured adequately in terms of documented qualitative and quantitative outcomes. The successful completion of a credit hour will always take into consideration expectations based on degree level, discipline, the type of learning experience (e.g., didactic, clinical, practica or internships), and the mode of delivery (e.g., face-to-face or online). This definition is a minimum standard that does not restrict faculty from setting a higher standard that requires more student work per credit hour.

Transcripts

The student must sign a written release before the transcript will be issued. A student is entitled to free transcripts while enrolled at Holy Cross College and after an academic degree has been awarded. A fee is charged if an individual is no longer enrolled and did not complete the degree requirements. Official transcripts will ordinarily be sent by mail and can be requested from the Registrar’s Office. Transcripts will not be released if the student has a financial indebtedness to the college or has not fulfilled all specified policies and regulations of the college.

Transfer Credit

Courses completed with the grade of “C” or above while attending another accredited college or university will be accepted in transfer if the courses are comparable to the Holy Cross College curriculum. A transfer course which does not parallel a course offered at Holy Cross College may be accepted if it appears the course is suitable for elective credit. Courses that are graded on a pass-fail basis are not acceptable in transfer. Credit for courses awarded by other regionally accredited institutions will be accepted if the institution administering the courses gives credit for them towards its own degree, and the credit is reported on an official transcript from the institution. A maximum of 60 semester hours of credit will be accepted in fulfillment of the bachelor of arts degree requirements.

Withdrawal from a Class

Following the add/drop period a student may withdraw from any class for any reason subject to the deadlines announced in the academic calendar and the timely completion of the withdrawal process. A student wishing to withdraw from a class must meet with his or her advisor to review the student’s decision and to obtain the appropriate course withdrawal form. The withdrawing student, with the assistance of the advisor, must complete and sign the course withdrawal form in the presence of the advisor. Following the student’s execution of the form it is the student’s responsibility to obtain the remaining authorizations required by the course withdrawal form. The effective date for a withdrawal will be the date the student executed the course withdrawal form. Upon the completion of the required authorizations the student must timely submit the completed course withdrawal form to the Registrar’s office. Completed course withdrawal forms that are not timely submitted to the Registrar may, at the sole discretion of the Registrar, be rejected. Class withdrawals are not permitted after the date specified in the academic calendar for that semester.

Withdrawal/Dismissal from the College

If, after registration for a given semester, a student determines that it is necessary to withdraw or is dismissed from the college, the student must notify her/his academic advisor. Notification may be by email, letter, or fax. This procedure ensures that the student is properly advised pertinent to the withdrawal/dismissal process, the effect on the tuition and other fees, readmission process, etc. Students who receive financial aid are strongly urged to discuss the implications of their withdrawal/dismissal with the Director of Financial Aid. Students who are dismissed for any reason follow the same refund policy as students who withdraw from the college or decide to leave housing voluntarily. Students who are dismissed from the college for conduct issues may have the opportunity
to withdraw from classes. It is the student’s responsibility to complete the withdrawal process.
# Holy Cross College

## Art History Track

for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>MATH ______</td>
<td>Any Math Above 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science _______</td>
<td>Any Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td><strong>Arts and Sciences Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL ______</td>
<td>Any Philosophy Course</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 100</td>
<td>Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td>*Fine Arts/Humanities</td>
<td>Options include: Art, Communications, English, Foreign Language, Music, and Theater</td>
<td>3</td>
</tr>
<tr>
<td>*Social Sciences</td>
<td>Options include: Anthropology, Business/Economics, Gerontology, History, Political Science, Psychology, and Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Math or Science</td>
<td>Math above 101; any Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>THEO 140</td>
<td>Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO ______</td>
<td>Any Theology Course Above 140</td>
<td>3</td>
</tr>
<tr>
<td><strong>Experiential Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDST 250</td>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
<td>1</td>
</tr>
<tr>
<td>IDST 400</td>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>IDST 499</td>
<td>Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>Core Total</strong></td>
<td></td>
<td>53</td>
</tr>
</tbody>
</table>
**Required Courses**

Must take all of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 100</td>
<td>Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 101</td>
<td>Two-Dimensional Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 102 or ARTS 103</td>
<td>Drawing I or Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 105</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 106</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 413</td>
<td>Art History Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 406</td>
<td>Art History Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Art History Options**

Must take 2 of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 317</td>
<td>Modern Art</td>
</tr>
<tr>
<td>ARTS 318</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>ARTS 319</td>
<td>Special Topics in Visual Studies</td>
</tr>
<tr>
<td>ARTS 325</td>
<td>Rome: The Art, Culture and History of the Eternal City</td>
</tr>
</tbody>
</table>

**Required Non-Art History Options**

Must take 2 of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 103</td>
<td>Painting I</td>
<td></td>
</tr>
<tr>
<td>ARTS 200</td>
<td>Drawing II</td>
<td></td>
</tr>
<tr>
<td>ARTS 201</td>
<td>Painting II</td>
<td></td>
</tr>
<tr>
<td>ARTS 204</td>
<td>Digital Photography</td>
<td></td>
</tr>
<tr>
<td>ARTS 303</td>
<td>Figure Drawing</td>
<td></td>
</tr>
<tr>
<td>ARTS 206</td>
<td>Film-Based Photography</td>
<td></td>
</tr>
<tr>
<td>ARTS 207</td>
<td>Three-Dimensional Art</td>
<td></td>
</tr>
<tr>
<td>ARTS 317</td>
<td>Modern Art</td>
<td></td>
</tr>
<tr>
<td>ARTS 318</td>
<td>Contemporary Art</td>
<td></td>
</tr>
<tr>
<td>ARTS 319</td>
<td>Special Topics in Visual Studies</td>
<td></td>
</tr>
<tr>
<td>ARTS 325</td>
<td>Rome: The Art, Culture and History of the Eternal City</td>
<td>6</td>
</tr>
</tbody>
</table>

*Art History Options cannot be the same as Non-Art History Options*

**Major Total**

33

**Open Electives**

Transfer courses and/or Holy Cross electives

**Minimum Credits needed for Graduation**

120

* Students are required to take two separate subjects in both Fine Arts/Humanities and Social Sciences to meet Core requirements.
# Holy Cross College
## Business
for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>MATH ______</td>
<td>Any Math Above 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science ______</td>
<td>Any Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL ______</td>
<td>Any Philosophy Course</td>
<td>3</td>
</tr>
<tr>
<td>Math or Science</td>
<td>Math above 101; any Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>*Fine Arts/Humanities</td>
<td>Options include: Art, Communications, English, Foreign Language, Music, and Theater</td>
<td>6</td>
</tr>
<tr>
<td>*Social Sciences</td>
<td>Options include: Anthropology, Business/Economics, Gerontology, History, Political Science, Psychology, and Sociology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 140</td>
<td>Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO ______</td>
<td>Any Theology Course Above 140</td>
<td>3</td>
</tr>
<tr>
<td>IDST 250</td>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
<td>1</td>
</tr>
<tr>
<td>IDST 400</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>IDST 499</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Total** 53

## Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Detail</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 203</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 204</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 311</td>
<td>Business Leadership in the Global Marketplace I</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CPSC 107</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>STAT 205</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Required Options</th>
<th>Must take 3 of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 331</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>BUSI 341</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>BUSI 413</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>CPSC 217</td>
<td>Advanced Computers</td>
</tr>
<tr>
<td>PHIL/BUSI 152</td>
<td>Business Ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Required Options</th>
<th>Must take 1 of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSI 310</td>
<td>Nonverbal Communications</td>
</tr>
<tr>
<td>COMM 205</td>
<td>Introduction to Mass Communications</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Introduction to Public Relations</td>
</tr>
<tr>
<td>COMM 315</td>
<td>Writing for Media</td>
</tr>
<tr>
<td>COMM 320</td>
<td>Editing Theory &amp; Processes</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Journalism/News Writing for Internet, TV and Radio</td>
</tr>
<tr>
<td>COMM 330</td>
<td>Intercultural Communications</td>
</tr>
<tr>
<td>COMM 335</td>
<td>Persuasion</td>
</tr>
<tr>
<td>COMM 340</td>
<td>Broadcasting</td>
</tr>
<tr>
<td>COMM 350</td>
<td>Organizational Communications</td>
</tr>
<tr>
<td>COMM 410</td>
<td>Strategic Communications in Business and the Professions</td>
</tr>
<tr>
<td>COMM 415</td>
<td>Media/Communication Ethics</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Social Psychology</td>
</tr>
</tbody>
</table>

| Major Total             | 39                              |

| Open Electives          | 28                              |

<table>
<thead>
<tr>
<th>Minimum Credits needed for Graduation</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Students are required to take two separate subjects in both Fine Arts/Humanities and Social Sciences to meet Core requirements.</td>
<td></td>
</tr>
</tbody>
</table>
Holy Cross College
Communications
for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>MATH ______</td>
<td>Any Math Above 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science _______</td>
<td>Any Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL ______</td>
<td>Any Philosophy Course</td>
<td>3</td>
</tr>
<tr>
<td>*ARTS 100/101/104/204/205</td>
<td>Choose One Art Course</td>
<td>3</td>
</tr>
<tr>
<td>*COMM 102</td>
<td>Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>*PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>*Social Sciences</td>
<td>Options include: Anthropology, Business/Economics, Gerontology, History, Political Science, Psychology, and Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Math or Science</td>
<td>Math above 101; any Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>THEO 140</td>
<td>Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO ______</td>
<td>Any Theology Above 140</td>
<td>3</td>
</tr>
<tr>
<td>IDST 250</td>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
<td>1</td>
</tr>
<tr>
<td>IDST 400</td>
<td>Career Internship</td>
<td>3</td>
</tr>
<tr>
<td>IDST 499</td>
<td>Capstone</td>
<td>3</td>
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</tbody>
</table>

**Core Total** 53

<table>
<thead>
<tr>
<th>Major Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
</tr>
<tr>
<td>COMM 310</td>
</tr>
<tr>
<td>COMM 330</td>
</tr>
<tr>
<td>COMM 350</td>
</tr>
<tr>
<td>COMM 410</td>
</tr>
<tr>
<td>COMM 415</td>
</tr>
<tr>
<td>COMM 496</td>
</tr>
</tbody>
</table>

**Communication Electives** 18

<p>|COMM 205| Introduction to Mass Communications|
|COMM 220| Introduction to Public Relations|</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 315</td>
<td>Writing for Media</td>
<td></td>
</tr>
<tr>
<td>COMM 320</td>
<td>Editing Theory &amp; Processes</td>
<td></td>
</tr>
<tr>
<td>COMM 325</td>
<td>Journalism/News Writing for Internet, TV and Radio</td>
<td></td>
</tr>
<tr>
<td>COMM 331</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>COMM 335</td>
<td>Persuasion</td>
<td></td>
</tr>
<tr>
<td>COMM 340</td>
<td>Broadcasting</td>
<td></td>
</tr>
<tr>
<td>COMM 341</td>
<td>Consumer Behavior</td>
<td></td>
</tr>
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</table>

**Major Total** 30

<table>
<thead>
<tr>
<th>Open</th>
<th>Open Electives</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Transfer courses and/or Holy Cross electives</td>
<td></td>
</tr>
</tbody>
</table>

**Minimum Credits needed for Graduation** 120

* Students are required to take two separate subjects in both Fine Arts/Humanities and Social Sciences to meet Core requirements.*
<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
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<tr>
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<tr>
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<td>3</td>
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<tr>
<td>ENGL 203, 204 or 235</td>
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<td>Two-Dimensional Art Fundamentals</td>
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<td>MUSI 115</td>
<td>Music Perceptions I</td>
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<tr>
<td>HIST 101 or 102</td>
<td>Western Civilization I or II</td>
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<tr>
<td>HIST 151</td>
<td>US History I</td>
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<tr>
<td>HIST 152</td>
<td>US History II</td>
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<td>Principles of Sociology</td>
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<td>SOCI 410</td>
<td>Social Stratifications</td>
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<tr>
<td>EDUC 400</td>
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<tr>
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<tr>
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**Core Total**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Must complete the following:</th>
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<tbody>
<tr>
<td>EDUC 200</td>
<td>Transformative Teaching <em>(must receive at least a C+)</em></td>
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<tr>
<td>EDUC 210</td>
<td>Building Relationships w/ Families &amp; Community</td>
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<tr>
<td>EDUC 220</td>
<td>Diverse Learners</td>
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<tr>
<td>EDUC 265</td>
<td>Children’s Literature</td>
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<td>EDUC 300</td>
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<td>EDUC 310</td>
<td>Reading/Lang. Arts I: K-6</td>
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<tr>
<td>EDUC 315</td>
<td>Science/Health: K-6</td>
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<tr>
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<td>Reading/Lang. Arts II: K-6</td>
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<td>EDUC 320</td>
<td>Assessment &amp; Evaluation</td>
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<td>EDUC 340</td>
<td>Language Acquisition</td>
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<td>EDUC 415</td>
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<td>EDUC 420</td>
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<td>EDUC 425</td>
<td>Culture and the Arts K-6</td>
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**Praxis Requirements**

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<th>Praxis I - PPST</th>
<th>Minimum Scores</th>
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<td>Praxis I - PPST</td>
<td>Reading (176)</td>
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<td>Writing (172)</td>
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<td>Math (175)</td>
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**OR**

<table>
<thead>
<tr>
<th>Praxis II</th>
<th>Minimum Scores</th>
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<tr>
<td>Praxis II</td>
<td>ACT Composite = 24</td>
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<td>SAT Composite = 1100</td>
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**Additional Requirements**

<table>
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<tr>
<th>Requirement</th>
<th>Description</th>
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<tr>
<td>TEP - Phase 1</td>
<td>Accepted into the Teacher Education Program</td>
</tr>
<tr>
<td>ST - Phase 2</td>
<td>Student Teaching Application</td>
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<tr>
<td>CPR</td>
<td>Cardio and Heimlich Maneuver Certification</td>
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**Open Electives**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Open Electives</td>
<td>Transfer courses and/or Holy Cross electives</td>
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**Minimum Credits needed for Graduation**

<table>
<thead>
<tr>
<th>Requirement</th>
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<tr>
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</table>
# Holy Cross College
## English Major
for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
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<tbody>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>MATH _______</td>
<td>Any Math Above 101</td>
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<tr>
<td>ENGL 101</td>
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<tr>
<td>Lab Science ______</td>
<td>Any Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
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<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL _______</td>
<td>Any Philosophy Course</td>
<td>3</td>
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<tr>
<td>*Fine Arts/Humanities</td>
<td>Options include: Art, Communications, English, Foreign Language, Music, and Theater</td>
<td>3</td>
</tr>
<tr>
<td>*Social Sciences</td>
<td>Options include: Anthropology, Business/Economics, Gerontology, History, Political Science, Psychology, and Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Math or Science</td>
<td>Math above 101; any Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>THEO 140</td>
<td>Introduction to Theology</td>
<td>3</td>
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<tr>
<td>THEO _______</td>
<td>Any Theology Course Above 140</td>
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<tr>
<td>IDST 250</td>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
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<td>IDST 400</td>
<td>Career Internship</td>
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<td>IDST 499</td>
<td>Capstone</td>
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<tr>
<td><strong>Core Total</strong></td>
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</table>

## Required Courses
- ENGL 102 or 110
- ENGL 325

## Required Literature Options
- ENGL 203
- ENGL 204
- ENGL 205
- ENGL 206

## Major Requirements
- **Must take all of the following:**
  - English Comp II or Creative Writing
  - Shakespeare

- **Must take 4 of the following:**
  - World Literature I
  - World Literature II
  - British Literature I
  - British Literature II
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 207</td>
<td>American Literature I</td>
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<tr>
<td>ENGL 208</td>
<td>American Literature II</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Irish/British Commonwealth Literature</td>
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<tr>
<td>ENGL 210</td>
<td>The Novel &amp; Short Story</td>
</tr>
<tr>
<td>ENGL 265</td>
<td>Children's Literature</td>
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</table>

**Required Multi-Cultural Options**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 235</td>
<td>Latin American Literature</td>
</tr>
<tr>
<td>ENGL 326</td>
<td>Sub-Saharan African Literature</td>
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</table>

**Required Upper Division Options**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 335</td>
<td>Contemporary Irish Literature</td>
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<tr>
<td>ENGL 411</td>
<td>The American Novel 1</td>
</tr>
<tr>
<td>ENGL 412</td>
<td>The American Novel 2</td>
</tr>
<tr>
<td>ENGL 413</td>
<td>Contemporary American Novel</td>
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</tbody>
</table>

**Open Electives**

- Transfer courses and/or Holy Cross electives

**Minimum Credits needed for Graduation**

- 120

* Students are required to take two separate subjects in both Fine Arts/Humanities and Social Sciences to meet Core requirements.
## Holy Cross College
### Graphic Design Track
for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
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<tbody>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>MATH ____________</td>
<td>Any Math Above 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science _______</td>
<td>Any Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL ____________</td>
<td>Any Philosophy Course</td>
<td>3</td>
</tr>
<tr>
<td>*ARTS 100</td>
<td>Visual Literacy</td>
<td>3</td>
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<tr>
<td>*Fine Arts/Humanities</td>
<td>Options include: Art, Communications, English, Foreign Language, Music, and Theater</td>
<td>3</td>
</tr>
<tr>
<td>*Social Sciences</td>
<td>Options include: Anthropology, Business/Economics, Gerontology, History, Political Science, Psychology, and Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Math or Science</td>
<td>Math above 101; any Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>THEO 140</td>
<td>Introduction to Theology</td>
<td>3</td>
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<tr>
<td>THEO ____________</td>
<td>Any Theology Course Above 140</td>
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<tr>
<td>IDST 250</td>
<td>Service Learning</td>
<td>3</td>
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<tr>
<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
<td>1</td>
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<tr>
<td>IDST 400</td>
<td>Career Internship</td>
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<tr>
<td>IDST 499</td>
<td>Capstone</td>
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**Core Total**: 53

## Major Requirements
### Required Courses
- ARTS 101: Two-Dimensional Fundamentals
- ARTS 102: Drawing I
- ARTS 104: Graphic Design I
- ARTS 105: Art History Survey I
- ARTS 106: Art History Survey II
- ARTS 202: Graphic Design II
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<tr>
<td>ARTS 205</td>
<td>Web Design</td>
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<tr>
<td>ARTS 402</td>
<td>Directed Study in Graphic Design I</td>
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</tr>
<tr>
<td>ARTS 405</td>
<td>Directed Study in Graphic Design II</td>
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<td></td>
<td><strong>Required Options</strong></td>
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</tbody>
</table>

**Required Options**

- ARTS 103  | Painting I
- ARTS 200  | Drawing II
- ARTS 201  | Painting II
- ARTS 303  | Figure Drawing
- ARTS 206  | Film-Based Photography
- ARTS 207  | Three-Dimensional Art
- ARTS 317  | Modern Art
- ARTS 318  | Contemporary Art
- ARTS 319  | Special Topics in Visual Studies
- ARTS 325  | Rome: Art, Culture, and History of the Eternal City

**Major Total**

39

**Open Electives**

- Transfer courses and/or Holy Cross electives

28

**Minimum Credits needed for Graduation**

120

* Students are required to take two separate subjects in both Fine Arts/Humanities and Social Sciences to meet Core requirements.
## Holy Cross College
### History
for students with less than 24 transferable credits

### Course/Discipline | Detail | Hours
---|---|---
IDST 101 or 102 | Introduction to Liberal Arts | 3
MATH _______ | Any Math Above 101 | 3
ENGL 101 | Composition I | 3
Lab Science ___________ | Any Lab Science | 4
IDST 275 | Global Perspectives | 3
COMM 101 | Public Speaking | 3

### Core Total | 53

### Required Courses
- HIST 151
- HIST 152
- HIST 410
- HIST 421

### Must take all of the following:
- US History I
- US History II
- History Sources and Methods
- Senior Seminar in History

### Required American History Options
- HIST 351

### Must take 6 of the following:
- Colonial America
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 352</td>
<td>Revolutionary America</td>
</tr>
<tr>
<td>HIST 353</td>
<td>Republican America</td>
</tr>
<tr>
<td>HIST 354</td>
<td>Civil War and Reconstruction</td>
</tr>
<tr>
<td>HIST 355</td>
<td>Gilded Age and Progressive America</td>
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<tr>
<td>HIST 356</td>
<td>Modern America</td>
</tr>
<tr>
<td>HIST 357</td>
<td>America Since 1945</td>
</tr>
<tr>
<td>HIST 358</td>
<td>Latin America</td>
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<td>HIST 359</td>
<td>Catholic Church in America</td>
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**Required Non-American Options**

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<tr>
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<td>Latin American Culture and Civilization</td>
</tr>
<tr>
<td>HIST 323</td>
<td>Greek Civilization</td>
</tr>
<tr>
<td>HIST 324</td>
<td>Roman Civilization</td>
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<tr>
<td>HIST 325</td>
<td>Rome: Art, Culture and History</td>
</tr>
<tr>
<td>HIST 326</td>
<td>Medieval Europe I</td>
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<td>HIST 327</td>
<td>Medieval Europe II</td>
</tr>
<tr>
<td>HIST 331</td>
<td>Renaissance and Reformation</td>
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<tr>
<td>HIST 332</td>
<td>Early Modern Europe</td>
</tr>
<tr>
<td>HIST 333</td>
<td>Nineteenth Century Europe</td>
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<tr>
<td>HIST 334</td>
<td>Twentieth Century Europe</td>
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<tr>
<td>HIST 335</td>
<td>Church History</td>
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**Must take 2 of the following:**

<table>
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<tbody>
<tr>
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<td>Latin American Culture and Civilization</td>
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<tr>
<td>HIST 323</td>
<td>Greek Civilization</td>
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<td>HIST 324</td>
<td>Roman Civilization</td>
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<td>HIST 325</td>
<td>Rome: Art, Culture and History</td>
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<td>HIST 326</td>
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<td>Nineteenth Century Europe</td>
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<td>Twentieth Century Europe</td>
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<td>HIST 335</td>
<td>Church History</td>
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**Major Total**

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**Open Electives**

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**Minimum Credits needed for Graduation**

<table>
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<th>Credits</th>
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</table>

* Students are required to take two separate subjects in both Fine Arts/Humanities and Social Sciences to meet Core requirements.
## Liberal Studies

for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>Math _________</td>
<td>Any Math Above 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science _______</td>
<td>Any Natural Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL _________</td>
<td>Any Philosophy</td>
</tr>
<tr>
<td>*FA/Humanities</td>
<td>Options include: Art, Communications, English, Foreign Language, Music, and Theater</td>
</tr>
<tr>
<td>*FA/Humanities</td>
<td>Options include: Anthropology, Business/Economics, Gerontology, History, Political Science, Psychology, and Sociology</td>
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<td>Options include: Anthropology, Business/Economics, Gerontology, History, Political Science, Psychology, and Sociology</td>
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<tr>
<td>Math or Science</td>
<td>Math above 101; any Natural Science</td>
</tr>
<tr>
<td>THEO 140</td>
<td>Introduction to Theology</td>
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<tr>
<td>THEO _________</td>
<td>Any Theology Above THEO 140</td>
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<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
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<tbody>
<tr>
<td>IDST 250</td>
<td>Service Learning</td>
</tr>
<tr>
<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
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<tr>
<td>IDST 400</td>
<td>Career Internship</td>
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<td>IDST 499</td>
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| Core Total | 53 |

## Major Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>PHIL 301</td>
<td>Human Nature and Heroism</td>
</tr>
<tr>
<td>PHIL 302</td>
<td>Evil, Suffering and Rebellion</td>
</tr>
<tr>
<td>PHIL 311</td>
<td>Modern Democracy and its Critics</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>War, Empire, and Philosophy</td>
</tr>
<tr>
<td>PHIL 401</td>
<td>The Challenge of Modernity</td>
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<td>PHIL 402</td>
<td>The Soul and Its Destiny</td>
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<td>PHIL 404</td>
<td>Jurisprudence</td>
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<p>|  | 21 |</p>
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<th>12 credit concentration</th>
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<tr>
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<td>33</td>
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<tr>
<td>Open Electives</td>
<td></td>
<td>34</td>
</tr>
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<td></td>
<td>Transfer courses and/or Holy Cross electives</td>
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<tr>
<td>Minimum Credits needed for Graduation</td>
<td></td>
<td>120</td>
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<tr>
<td></td>
<td>* Students are required to take two separate subjects in both Fine Arts/Humanities and Social Sciences to meet Core requirements.</td>
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# Holy Cross College
## Psychology Major
for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
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<tr>
<td>MATH ______</td>
<td>Any Math Above 101</td>
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<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science ______</td>
<td>Any Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL ______</td>
<td>Any Philosophy Course</td>
<td>3</td>
</tr>
<tr>
<td>*FA/Humanities</td>
<td>Options include: Art, Communications, English, Foreign Language, Music, and Theater</td>
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<tr>
<td>*PSYC 101</td>
<td>Introduction to Psychology</td>
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<td>*Social Sciences</td>
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<tr>
<td>Math or Science</td>
<td>Math &gt; 101; any Natural Science</td>
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</tr>
<tr>
<td>THEO 140</td>
<td>Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO ______</td>
<td>Any Theology Course Above 140</td>
<td>3</td>
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<tr>
<td>IDST 250</td>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
<td>1</td>
</tr>
<tr>
<td>IDST 400</td>
<td>Career Internship</td>
<td>3</td>
</tr>
<tr>
<td>IDST 499</td>
<td>Capstone</td>
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</table>

**Core Total** 53

## Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 275</td>
<td>Research Methods in Psychology</td>
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<tr>
<td>STAT 205</td>
<td>Statistics</td>
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<td>PSYC 390</td>
<td>Physiological Psychology</td>
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<td>PSYC 399</td>
<td>Seminar</td>
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<td>PSYC 499</td>
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<td>Lower Level Required Options</td>
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<td>------------------------------</td>
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<tr>
<td>PSYC 185 Growing &amp; Developing the Adult Life Span</td>
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<tr>
<td>PSYC 201 Social Psychology</td>
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<td>PSYC 205 Abnormal Psychology</td>
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<td>PSYC 207 Lifespan Development Psychology</td>
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<td>PSYC 215 Social Gerontology</td>
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<table>
<thead>
<tr>
<th>Upper Level Required Options</th>
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<tbody>
<tr>
<td>PSYC 310 Nonverbal Communications</td>
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<tr>
<td>PSYC 315 Child and Adolescent Development</td>
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</tr>
<tr>
<td>PSYC 330 Personality Theories</td>
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<tr>
<td>PSYC 350 Aging in Communities</td>
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<tr>
<td>PSYC 360 Aging and the Family</td>
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<td>PSYC 385 Race, Ethnicity and Aging</td>
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<td>PSYC 420 History and Systems in Psychology</td>
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<tr>
<td>PSYC 497 Special Topics in Psychology: Conference</td>
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<tr>
<td>PSYC 498 Special Topics in Psychology: Senior Research</td>
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<table>
<thead>
<tr>
<th>Major Total</th>
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| Open Electives | 34 |

<table>
<thead>
<tr>
<th>Minimum Credits needed for Graduation</th>
<th>120</th>
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</thead>
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* Students are required to take two separate subjects in both Fine Arts/Humanities and Social Sciences to meet Core requirements.
### Holy Cross College
#### Studio Art Track
for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>IDST 101 or 102</td>
<td>Introduction to Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>MATH _______</td>
<td>Any Math Above 101</td>
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<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science _______</td>
<td>Any Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL _______</td>
<td>Any Philosophy Course</td>
<td>3</td>
</tr>
<tr>
<td>*ARTS 100</td>
<td>Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td>*Fine Arts/Humanities</td>
<td>Options include: Art, Communications, English, Foreign Language, Music, and Theater</td>
<td>3</td>
</tr>
<tr>
<td>*Social Sciences</td>
<td>Options include: Anthropology, Business/Economics, Gerontology, History, Political Science, Psychology, and Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Math or Science</td>
<td>Math above 101; any Natural Science</td>
<td>3</td>
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<tr>
<td>THEO 140</td>
<td>Introduction to Theology</td>
<td>3</td>
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<tr>
<td>THEO _______</td>
<td>Any Theology Course Above 140</td>
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<tr>
<td>IDST 250</td>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
<td>1</td>
</tr>
<tr>
<td>IDST 400</td>
<td>Career Internship</td>
<td>3</td>
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<tr>
<td>IDST 499</td>
<td>Capstone</td>
<td>3</td>
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**Core Total** | **53** |

**Required Courses** | **Must take all of the following:**
--- | --- |
ARTS 100 | Visual Literacy 3 |
ARTS 101 | Two-Dimensional Fundamentals 3 |
ARTS 102 | Drawing I 3 |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTS 103</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 105</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 106</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 200</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 201</td>
<td>Painting II</td>
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</tr>
<tr>
<td>ARTS 303</td>
<td>Figure Drawing</td>
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</tr>
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<td>ARTS 401</td>
<td>Directed Study in Studio Art I</td>
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<tr>
<td>ARTS 404</td>
<td>Directed Study in Studio Art II</td>
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**Required Options**

**Must take 3 of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTS 104</td>
<td>Graphic Design I</td>
<td></td>
</tr>
<tr>
<td>ARTS 202</td>
<td>Graphic Design II</td>
<td></td>
</tr>
<tr>
<td>ARTS 204</td>
<td>Digital Photography</td>
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<td>ARTS 205</td>
<td>Web Design</td>
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<td>ARTS 206</td>
<td>Film-Based Photography</td>
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<td>ARTS 207</td>
<td>Three-Dimensional Art</td>
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<tr>
<td>ARTS 317</td>
<td>Modern Art</td>
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<tr>
<td>ARTS 318</td>
<td>Contemporary Art</td>
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</tr>
<tr>
<td>ARTS 319</td>
<td>Special Topics in Visual Studies</td>
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<tr>
<td>ARTS 325</td>
<td>Rome: Art, Culture, and History of the Eternal City</td>
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**Major Total**  

<table>
<thead>
<tr>
<th>Course</th>
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**Open Electives**

**Transfer courses and/or Holy Cross electives**

<table>
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**Minimum Credits needed for Graduation**  

<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>120</td>
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</tbody>
</table>

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### Holy Cross College
**Theology**
for students with less than 24 transferable credits

<table>
<thead>
<tr>
<th>Course/Discipline</th>
<th>Detail</th>
<th>Hours</th>
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<tr>
<td><strong>Skills Core</strong></td>
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<td>IDST 101 or 102</td>
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<td>Math ______</td>
<td>Any Math Above 101</td>
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</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science ________</td>
<td>Any Natural Lab Science</td>
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</tr>
<tr>
<td>IDST 275</td>
<td>Global Perspectives</td>
<td>3</td>
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<tr>
<td>COMM 101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td><strong>Arts and Sciences Core</strong></td>
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<td>*Social Sciences ________</td>
<td>Math above 101; any Natural Science</td>
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<td>THEO 140</td>
<td>Introduction to Theology</td>
<td>3</td>
</tr>
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<td>THEO 220</td>
<td>Church History</td>
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<td><strong>Experiential Core</strong></td>
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<td>IDST 278</td>
<td>Global Perspectives Seminar</td>
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**Core Total** 53

### Major Requirements

<table>
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<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>THEO 240</td>
<td>Theological Anthropology</td>
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<td>THEO 241</td>
<td>The Church</td>
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<tr>
<td>THEO 250</td>
<td>Intro to Moral Theology</td>
</tr>
<tr>
<td>THEO 310</td>
<td>Old Testament</td>
</tr>
</tbody>
</table>
### COURSES OF STUDY

**Course Descriptions**

Variations may occur in the semesters in which certain courses are offered. Schedules are published each semester listing courses that will be offered. The college reserves the right to cancel a course if there is insufficient registration or for other valid reasons.

- **ANTH 101 (3)**
  **Cultural Anthropology**
  Culture is the hallmark of humanity. While culture is uniquely human, each human group experiences it in its own distinctive way. The course deals with the nature of culture, its study by anthropologists, and the significance of cultural difference in people throughout the world as observed both in the past and the present.

- **ARTS 100 (3)**
  **Visual Literacy: How to “Read” Art and Culture**
  This course introduces students to the skills necessary to understanding/decoding the language of visual imagery (art, design, film, television, digital imaging, advertising, etc.). Students will learn how to respond to visual culture from the perspectives of spectator, critic, and creator. Written and oral assignments will cultivate student understanding of visual culture while stressing parallels between visual, textual, and oral communication.
ARTS 101 (3)  
Two-Dimensional Art Fundamentals  
A course which offers an introduction to fundamental concepts and organizing principles of two-dimensional art. Studio projects, reading and discussion of historical and contemporary artwork develop a visual vocabulary of two-dimensional elements and relationships common to all forms of creative expression.

ARTS 102 (3)  
Drawing I  
**RECOMMENDED PREPARATION: ARTS 101 (REQUIRED, for Visual Art majors following the Studio Art track).**  
Students interested in visual communication through drawing (constructive and natural procedures, perspective, rendering, and composition) are introduced to areas of visual and creative expression in order to develop necessary skills in the process of self-expression.

ARTS 103 (3)  
Painting I  
**RECOMMENDED PREPARATION: ARTS 102 (REQUIRED, for Visual Art majors following the Studio Art track).**  
This course is designed to introduce aspiring painters (majors and non-majors) to the fundamental tools and techniques of painting (essentially, water-soluble oil paint on canvas). The course introduces traditional methods of image making with an emphasis on objective representations of recognizable subject matter. Through one-on-one guidance with the instructor, students will produce paintings that demonstrate a dedication to craftsmanship, personal style, and identifiable conceptual/thematic concerns. All students, despite their level of skill, will be evaluated based on the development of their technical proficiency with paint as an artistic material.

ARTS 104 (3)  
Graphic Design I  
**RECOMMENDED PREPARATION: ARTS 101 (REQUIRED, if majoring in Visual Art).**  
Students will be introduced to the fundamentals of graphic design including typography, layout, image acquisition, image editing, color theory and production from concept to publish through the use of the latest publishing software tools. Projects will be published through various media via repurposing of content for use in print, the web, and multimedia. This course will provide a working knowledge of how various software applications including Adobe InDesign, Adobe Illustrator, Adobe Photoshop and Adobe Acrobat, among others, are used together to create professional printed and digital content. This course is well suited for those interested in Art & Design, Marketing & Communications, Business, and Information Technologies.

ARTS 105 (3)  
Art History Survey I  
**RECOMMENDED PREPARATION: ARTS 100 (REQUIRED, if majoring in Visual Art).**  
This course covers chronologically all major art periods (Western and non-Western) and movements in painting, sculpture, and architecture from Prehistoric Art to the 13th and 14th centuries. The goals of the course include understanding, enjoying, and appreciating the creative arts as they have come down through the ages.

ARTS 106 (3)  
Art History Survey II  
**RECOMMENDED PREPARATION: ARTS 100 (REQUIRED, if majoring in Visual Art) and ARTS 105 (REQUIRED, for Visual Art majors following the Art History track).**  
This course covers chronologically all major Western art periods and movements in painting, sculpture, and architecture from approximately the Renaissance to Modern Art. The goals of the course include understanding, enjoying, and appreciating the creative arts as they have come down through the ages.

ARTS 108 (1)  
Computer Graphic Software I  
This seven-week course is a basic introduction to computer graphic software encompassing fundamental aspects of raster and vector images, page layout and design. It will examine ways to create drawings, paintings, photographs, page layout and graphic design elements using Adobe Creative Suite.
ARTS 130 (3)
Film as Art & Communication

This film course examines cinema as a form of art and communication. It explores the visual, audio and narrative elements that are essential to understanding the craft of how films communicate. The students will also delve into the history, forms, meaning and styles of film, which develops their skills in critical analysis and a broader grasp of the processes of filmmaking. With basic filmmaking workshops and in-depth discussions about films and their filmmakers, the students are introduced to editing, cinematography, mise-en-scène, sound and screenwriting. They are required to watch and analyze a number of International and American films to understand how the medium acts as a forum for communication in the local and international world of cinema. Cross-listed with COMM130 and THTR130.

ARTS 200 (3)
Drawing II
RECOMMENDED PREPARATION: ARTS 100 and 101 (both REQUIRED, if majoring in Visual Art).

Students will expand upon skills and knowledge learned in ARTS 102 to further investigate and develop drawing processes that reflect a more focused approach to technical refinement and conceptual issues.

ARTS 201 (3)
Painting II
PREREQUISITE: ARTS 103. RECOMMENDED PREPARATION: ARTS 100, 101, and 103 (all REQUIRED, if majoring in Visual Art) and ARTS 102 (REQUIRED, for Visual Art majors following the Studio Art track).

This course is designed to introduce aspiring painters (majors and non-majors) to an expanded visual and conceptual definition of painting. This course deals with refining one’s understanding of the “rules” of painting and then breaking those rules in pursuit of one’s own visual voice. This intermediate studio art course will concentrate on the difference between being a “painter” and an “artist who paints.” Artists deal with visually representing their ideas, opinions, and personal philosophies. Students will be expected to do the same by expressing your particular artistic points-of-view and demonstrating a capacity for theoretical and conceptual thinking.

ARTS 202 (3)
Graphic Design II
PREREQUISITE: ARTS 104. RECOMMENDED PREPARATION: ARTS 100 and 101 (both REQUIRED, if majoring in Visual Art) and ARTS 104 (REQUIRED, for Visual Art majors following the Design track).

This course is a continuation of ARTS 104. Students will apply previously learned technical approaches and concepts to the production of designs that demonstrate a more directed approach to one’s design methodology. Business practices will also be covered in this course.

ARTS 204 (3)
Digital Photography
RECOMMENDED PREPARATION: ARTS 100 AND 101 (both REQUIRED, if majoring in Visual Art).

This course is intended for students who are interested in applying current digital imaging technologies to fine art photography. Through the use of flat-bed scanners, digital cameras, as well as “traditional” photographic methods, students will create works of art that reflect the plurality of image-making in the digital age.

ARTS 205 (3)
Web Design
RECOMMENDED PREPARATION: ARTS 100 AND 101 (REQUIRED, if majoring in Visual Art).

Students will be introduced to fundamental approaches to creating web-based designs that are intended to disseminate global information. This course will primarily focus on the creation of web sites using Dreamweaver, Flash, and other current software packages.

ARTS 207 (3)
Three-Dimensional Art

This course seeks to expand the understanding of design theory as it applies to three-dimensional form. Using the elements and principles of design as a starting point, students will examine the function of space, volume, mass, plane and line. Concepts of relief, contour, modularity, sequence and series, structure, symmetry and time (4D) will be explored through a variety of media and projects.
ARTS 220 (3)
Digital Illustration
This course explores vector graphics and illustration techniques with an emphasis on understanding and creating 2D visual communication. Investigate the history of illustrations and the role they play in our visual culture as information graphics, logos, technical drawings, comics and graphic novels, children's books, magazine illustrations, textile designs and animations.

ARTS 225 (3)
Mobile Digital Arts
This course will explore mobile digital platforms and creative apps available for touchscreen hand held phones, mp3 players and tablets. It will examine ways to create drawings, paintings, photographs, videos and music on portable devices and the new opportunities provided by these technologies for communication.

ARTS 230 (3)
Printmaking
Forms of printmaking have created human culture and documented our evolving civilizations for over 2000 years. This course will study different processes of printmaking and allied fields, etching, relief, collagraph printing and papermaking. Simple exercises in each of these areas will familiarize students with basic technical processes, vocabulary and history. Students will learn basic image creation and design strategies.

ARTS 317 (3)
Modern Art
PREREQUISITE: ARTS 106. RECOMMENDED PREPARATION: ARTS 100 and 101 (both REQUIRED, if majoring in Visual Art) and ARTS 105 and 106 (REQUIRED, for Visual Art majors following the Art History track).
This course explores works of art and architecture created in Europe and America from the mid-19th century to the present. The course focuses on the significant movements and trends of modern and contemporary. In addition, students are encouraged to think critically about the social, economic, political, and religious motivations for art making. All students are expected to complete exams and essays that demonstrate their knowledge of historical facts and capacity for critical analysis.

ARTS 318 (3)
Contemporary Art
PREREQUISITE: ARTS 317. RECOMMENDED PREPARATION: ARTS 100 and 101 (both REQUIRED, if majoring in Visual Art) and ARTS 105 and 106 (REQUIRED, for Visual Art majors following the Art History track).
This course explores works of art created after World War II to the present.

ARTS 319 (3)
Special Topics in Visual Studies
PREREQUISITES: ARTS106, 200, 201, and 202, or Permission of the Instructor
This special topics course provides upper-level students with the opportunity for a more focused and in-depth investigation of specific techniques/trends/movements in Art History, Studio Art, or Graphic Design that may or may not be covered extensively in other Visual Studies courses. The focus of this course varies and is dependent upon track rotation. Course content also varies and will be determined by the instructor.

ARTS 325 (3)
Rome through the Ages: History, Art and Culture of the Eternal City
PERMISSION OF THE INSTRUCTOR REQUIRED RECOMMENDED PREREQUISITE: HIST 101, HIST 102, HIST 115, a course in art or Theology.
This course explores the several aspects of Rome’s ancient, medieval and modern culture, with specific attention to the City’s secular and religious history, and its artistic tradition and heritage. The course includes a study trip to Rome. Cross-listed with HIST 325 and THEO 325.
ARTS 401 (3)
Directed Study in Studio Art I
PREREQUISITES: ARTS 201 and ARTS 202. Open to Visual Art majors only.
Open to Visual Art majors only. This is a visual arts capstone course sequence in which students further their artistic practice in an area of particular interest (drawing, painting, photography, etc.) under the direction of the art instructor. The sequence prepares student artists for graduate study and provides the practical tools necessary for professional success. Participation is restricted to Visual Arts majors in their final two semesters. Students must produce a cohesive body of work and learn how to assemble their work into professional portfolios (physical and electronic). The course covers preparation of business materials such as contracts, slides, business cards, and postcards; mounting and matting artwork; and presentation techniques. Critiques are an integral part of the course with students required to present work to internal and external evaluators.

ARTS 402 (3)
Directed Study in Graphic Design I
PREREQUISITE: ARTS 202. Open to Visual Art majors only.
This course is for students who wish to further their design practice in an area of particular interest (graphic design, web design, etc.) under the direction of the design instructor.

ARTS 404 (3)
Directed Study in Studio Art II
PREREQUISITE: ARTS 401.
This is a visual arts capstone course sequence in which students further their artistic practice in an area of particular interest (drawing, painting, photography, etc.) under the direction of the art instructor. The sequence prepares student artists for graduate study and provides the practical tools necessary for professional success. Participation is restricted to Visual Arts majors in their final two semesters. Students must produce a cohesive body of work and learn how to assemble their work into professional portfolios (physical and electronic). The course covers preparation of business materials such as contracts, slides, business cards, and postcards; mounting and matting artwork; and presentation techniques. Critiques are an integral part of the course with students required to present work to internal and external evaluators.

ARTS 405 (3)
Directed Study in Graphic Design II
PREREQUISITE: ARTS 402
This is a continuation course for students who wish to further their design practice in an area of particular interest (graphic design, web design, etc.) under the direction of the design instructor.

AS 10101 (1)
The Foundations of the United States Air Force
A survey course designed to introduce students to the United States Air Force and Air Force ROTC. Featured topics include: mission of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills.

AS 10102 (1)
The Foundations of the United States Air Force
This course is additional study of the organizational structure of the Air Force, with emphasis on leadership and communication skills.

AS 11101L-11102L (0)
Leadership Laboratory
CO-REQUISITE: Concurrent enrollment in AS 10101 and AS 10102
A study on Air Force customs and courtesies, drill and ceremonies, and military commands. Also includes studying the environment of an Air force officer and learning about areas of opportunity available to commissioned officers.
The Evolution of USAF Air and Space Power

A course designed to examine general aspects of air and space power through a historical perspective. Utilizing the perspective, the course covers a time period from the first balloons and dirigibles through the Korean War and into the Cold War era.

The Evolution of USAF Air and Space Power

Further study from the Vietnam War to the space-age global positioning systems of the Persian Gulf War. Effective communication techniques are also emphasized.

Leadership Laboratory

CO-REQUISITE: Concurrent enrollment in AS 20101 and AS 20102

Further study on Air Force customs and courtesies, drill and ceremonies, and military commands. Also includes additional emphasis on the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers.

Air Force Leadership Studies

A study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied.

Air Force Leadership Studies

Further study of the Air Force personnel and evaluation systems, leadership ethics and additional communication skills.

Leadership Laboratory

Activities classified as leadership and management experiences involving the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also include interviews, guidance, and information which will increase the understanding, motivation, and performance of other cadets.

National Security Affairs

An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine.

National Security Affairs

Further focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism.

Leadership Laboratory

Further activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also include interviews, guidance, and information which will increase the understanding, motivation, and performance of other cadets. Leadership Laboratory is open to students who are members of ROTC or who are eligible to pursue a commission as determined by the Professor of Aerospace Studies.
BIOL 121 (4)
Biology - Lecture and Laboratory
REQUIRED: proficiency in algebra at the level of an intermediate high school algebra course and successful completion of a high school or college course in chemistry.

Biological Science is a study of life processes as seen in animals, plants and microorganisms. The major focus of the course will be on cell structure and physiology, genetics, and evolution. The equivalent of three hours of lecture and two hours of laboratory per week is required. The course is designed to satisfy science requirements for liberal arts, business and elementary education majors.

BIOL 122 (1)
Special Topics in Biology
Special Topics in Biology: Cell Biology, Genetics, Evolution, and Microbiology is a one credit study of the structural and functional eukaryotic cellular and molecular components and their relationship to viral replication and disease. The class meets for five hours of lecture per week for a four week period and offered to students in Westville Educational Initiative program.

BIOL 125 (4)
Human Biology - Lecture and Laboratory
REQUIRED: a demonstrated proficiency in mathematics and English at or above the levels of MATH 101 and ENGL 99.

This course is a study of the structure and function of the human body. The equivalent of three hours of lecture and two hours of laboratory per week is required. The course is designed to satisfy science requirements for education, liberal arts, and business majors.

BIOL 128 (4)
Plant Biology - Lecture and Laboratory
REQUIRED: a demonstrated proficiency in mathematics and English at or above the levels of MATH 101 and ENGL 99.

This course consists of lecture and laboratory activities focusing on the study of plant structure, function, and classification. The course is intended to satisfy science requirements for liberal arts, business, and education majors. The equivalent of three hours of lecture and two hours of laboratory per week.

BIOL 151 (4)
Principles of Biology I
REQUIRED: One year of high school chemistry or its equivalent and successful completion of MATH 101 or higher or permission of the instructor.

This course explores fundamental principles of biology for students considering a major in science or for students with a strong high school science background. Among the topics treated in BIOL 151 are the following: principles of ecology, classical genetics, evolution, and cell structure and function. Three hours of lecture and three hours of laboratory per week.

BIOL 152 (4)
Principles of Biology II
REQUIRED: successful completion of BIOL 151 or permission of the instructor.

BIOL 152 is a continuation of BIOL 151. Among the topics treated in this course are the following: biological diversity from an evolutionary perspective, aspects of organismic form and function, and principles of ecology. Three hours of lecture and three hours of laboratory per week.

BIOL 225 (3)
Exercise Physiology
PREREQUISITE: BIOL 125 or its equivalent.

This course is designed to enhance a student’s knowledge of human physiology through a practical understanding of the body’s adaptations which occur from physical activity or moderate work. Focus will be on the beneficial adaptations which occur within the body’s physiological systems. Emphasis will be placed on how such activity affects health and the quality of life. The course will provide the appropriate scientific component for someone entering a career in sport or physical activity. Cross-listed with SPOR 225.
BUSI 201 (3)
Principles of Accounting (Financial Accounting)

The goal of this course is to provide a basic understanding of how financial accounting is developed for and used by business entities with emphasis on the corporation. The first semester acquaints the student with the basic accounting cycle and business concepts, principles of recording business transactions, cash records and control, periodic adjustment of transaction data, financial statement presentation and analysis.

BUSI 202 (3)
Principles of Accounting (Managerial Accounting)

PREREQUISITE: BUSI 201 with a grade of C or higher.

The purpose of the course is to help students develop their knowledge of accounting and their ability to use accounting information in making economic decisions. The second semester emphasizes the role of accounting in decision making, with accent on management accounting. The following topics are covered: accounting for corporations, special reports and analysis of accounting information, basic concepts of management accounting, the job order and process cost systems, and accounting for management decision making, cost planning, budgeting and analysis. Students will practice forming sample business entities to demonstrate their knowledge of the management accounting reports, policies, and systems as used in the business world.

BUSI 203 (3)
American Law and the Legal System

This course is an introduction to the American legal system; and, its roots in the natural and the common law. This course provides a basic foundation in the American legal system for non-business majors, while also providing the business major with an initial understanding of the impact of the American legal system on business and commercial activities. The basic structure and function of U.S. legal institutions, interaction of state and federal law, common law and case analysis will be examined. Students are introduced to legal and ethical concepts in areas such as contracts, torts/product liability, criminal law, real and personal property, administrative law and procedure and family law.

BUSI 204 (3)
Legal Environment of Business

PREREQUISITE: BUSI 203 with a minimum grade of C.

The second course in business law continues the study of the legal and regulatory environment of business through the laws of negotiable instruments, debtor creditor relationships, bankruptcy, business organizations, government regulation, property and the global economy.

BUSI 210 (3)
Statistics: Probability

This statistics course is intended to present solid application-oriented statistical topics for students pursuing a major in business management, economics, psychology, and related fields. This is an introductory statistical course with a high emphasis on statistical application and interpretation to the disciplines of business management, economics and psychology. The IBM SPSS Statistics 21/22 software will be used for analysis. Topics include, but are not limited to: role of statistics in the research process, organizing data, mean, mode, median, variance, standard deviation, probability distributions and related topics, estimation, hypothesis testing, correlation, regression, Mann Whitney, Wilcoxon signed-rank test and Chi-Square. Cross-listed with PSYC 210.

BUSI 211 (3)
Business Leadership in the Global Marketplace

This course reflects on the foundations of a business in a modern society and the challenges that leaders face within a changing world economy. In addition to understanding how markets function and the historical problems with markets, students will examine the ethical challenges faced by business leaders. Topics to be explored include the functions and organization of for-profit and not-for-profit businesses.

BUSI 240 (3)
Organizational Behavior & Management
The field of organizational behavior deals with human behavior in organizations. It is the multidisciplinary field that seeks knowledge of behavior in organizational settings by systematically studying individual, group, and organizational processes. This knowledge is used both by scientists interested in understanding human behavior and by practitioners interested in enhancing organizational effectiveness and individual well-being. This dual focus of explaining the nature of this scientific knowledge as well as on how it has been, or may be, used for practical purposes is fundamental to the field of organizational behavior, an applied science. Cross-listed with COMM 240 and PYSC 240.

**BUSI 252 (3)**
**Political Economy**
This course will introduce students to the major alternatives in political economy, not only capitalism and socialism, but also alternatives to this materialist dichotomy. It will also introduce students to the relevant documents of Catholic social teaching, which does not offer a specific theory of political economy, but does offer general principles that can be used to evaluate specific theories. Cross-listed with PHIL252 and POLS 252.

**BUSI 254 (3)**
**Global Business and Society**
This course will introduce students to fundamental issues concerning the role of business in our globalizing world. It will enable students to articulate answers to questions such as the following: What is the proper relationship between business and society, one of only taking from society or one of also giving back to society? Does there exist an autonomous economic sphere within society? Should the business firm be understood as a collection or individuals or as a community of persons? Why, within the Western tradition, has business (with the exception of accountancy) usually not been considered to be one of the professions? What is the relationship between business and culture, and how is this complicated in the age of globalization by cultural diversity? What does it mean to be successful in business? What is the purpose of business? The relevance of these questions to students’ future careers will be emphasized through the use of short case studies. Cross-listed with PHIL 254.

**BUSI 255 (3)**
**Business Ethics**
This course will examine major ethical issues confronting persons in the business world. It will study major themes of ethics, including those that question the possibility of business ethics as such. It will address issues such as the ethical implications of capitalism as an economic system, and the role of business ethics in relation to the marketplace, the environment, production, and marketing of consumer goods, and the relationship between employer and employee. Cross-listed with PHIL 255.

**BUSI 260 (3)**
**Sports Law (Ethics, Title IX)**
This course provides an overview of legal principles and ethical issues in Sport. Included will be a broad range of issues related to sports law such as: antitrust, labor law, the athlete/agent relationship and issues of Title IX. The course includes a study of the role and application of ethics in the Sport decision making process. and concludes with the study of and participation in a mock Sport labor contract negotiations. Cross-listed with SPOR 260.

**BUSI 310 (3)**
**Nonverbal Communications**
*PREREQUISITES: COMM101 and COMM102*
Students will study nonverbal behaviors and how they repeat, underscore, substitute for and regulate verbal communication, in the communication environment and between communicators. Theories and research will be covered. Cross-listed with COMM 310 and PSYC310

**BUSI 330 (3)**
**Intercultural Communications**
The study of perceptions and experiences among different cultures is the focus of this course. It is a study of communication through culture and language, gender roles, prejudice, stereotyping, and the diversity of cultural patterns to allow a better understanding among people from other cultures. With such, students will be provided with a series of workshops on intellectual frameworks and cultural applications to develop communication skills that will improve competence in intercultural communications. Cross-listed with COMM 330.
BUSI 331 (3)  
Marketing Management  
The course focuses on formulating and implementing marketing management strategies and policies for both profit & not-for-profit organizations. The marketing management process is important at all levels of an organization and this course will provide students with a systematic framework for understanding marketing management and strategy. The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, selected marketing tools, and planning. Cross-listed with COMM331

BUSI 341 (3)  
Consumer Behavior  
This course is an introduction to the world of consumer behavior. The discipline borrows from several social sciences including psychology, sociology, and anthropology to explain behavior in the marketplace. In this course, the student will explore how perceptions, learning, memory, personality, and attitudes influence consumption behavior, how consumption changes during one’s life cycle, and how powerful cultural and subcultural influences are on consumers. Cross-listed with COMM 341 and PSYC 341.

BUSI 350 (3)  
Financial Management  
This course is an introduction to the concepts, tools, and applications of finance that are used in sports organizations, and other for-profit, and not-for-profit businesses and/or organizations. Learn to analyze an organization’s financial status, the role of investment banks, how to implement sound financial programs for raising funds, how to choose from competing investment opportunities, and how individuals and institutions allocate finds to financial assets such as stocks and bonds. Cross-listed with SPOR 350.

BUSI 413 (3)  
Personal Finance  
This course is an introduction to the concepts, tools, and applications of personal finance and investments. It assumes little or no prior knowledge of the subject matter and works on helping the participants to understand the process of financial planning and the logic that drives it. Classes are focused toward developing an intuitive understanding of the system including the process of financial planning. Practical applications and examples will be studied that concentrate on the fundamentals and underlying principles of personal finance rather than the memorization of equations. Course topics include the Financial Planning Process, Understanding the Time Value of Money, Tax Planning and Strategies, Managing Your Money, Cash or Liquid Asset Management, Using Credit Cards, the Role of Planned Borrowing, the Home and Automobile Decision, Life & Health Insurance, 401k choices, and an overview in stocks, bonds and mutual funds.

CHEM 121 (4)  
Chemistry Principles - Lecture and Laboratory  
RECOMMENDED: a demonstrated proficiency in mathematics and English at or above the levels of MATH 101 and ENGL 99.

Chemistry 121 is a one-semester course covering the basic concepts of chemistry. Emphasis is placed on practical application of the chemistry to everyday life and is specifically designed for non-science majors. Three hours of lecture and two hours of laboratory per week are required.

CHEM 151 (4)  
Principles of Chemistry I- Lecture and Laboratory  
REQUARED: Permission of the Instructor and one year of high school chemistry or its equivalent and successful completion of MATH 113 or higher.

CHEM 151 is the first semester of a two-semester first year chemistry course suitable for science, engineering and pre-professional majors. It consists of the normal material covered in such a course structure of atoms, solution properties, etc.

CHEM 152 (4)  
Principles of Chemistry I- Lecture and Laboratory
REQUIRED: successful completion of CHEM151 or permission of the instructor.

CHEM II is the second semester of a first year chemistry course suitable for science, engineering and pre-professional majors. It consists of the normal material covered in such a course such as types of chemical reactions, chemical energetics, entropy, chemical equilibrium (acids and bases), oxidation/reduction, and kinetics.

COMM 101 (3)
Public Speaking
Speaking effectively is a key to success in life. This course builds a foundation of understanding of the speech process with frequent practice in speech delivery in front of an audience. Additional elements of the course are composition, research and analysis which are important elements in successful public speaking.

COMM 102 (3)
Interpersonal Communications
This course is a study of communication in human relationships. Emphasis is given to self-concept, perception, language, nonverbal interaction, listening, interpersonal conflict, leadership, power and communication skills useful in family, social and work situations.

COMM 130 (3)
Film as Art & Communication
This film course examines cinema as a form of art and communication. It explores the visual, audio and narrative elements that are essential to understanding the craft of how films communicate. The students will also delve into the history, forms, meaning and styles of film, which develops their skills in critical analysis and a broader grasp of the processes of filmmaking. With basic filmmaking workshops and in-depth discussions about films and their filmmakers, the students are introduced to editing, cinematography, mise-en-scène, sound and screenwriting. They are required to watch and analyze a number of International and American films to understand how the medium acts as a forum for communication in the local and international world of cinema. Cross-listed with ARTS130 and THTR130.

COMM 205 (3)
Introduction to Mass Communications
PREREQUISITE: COMM 101 or COMM 102
Communications is constantly evolving, changing. This survey course explores mass communication with an emphasis on technology growth, roles in society and culture, economic structure and organizational patterns. Ethics, values and principles are important aspects in understanding how people communicate. Historical perspectives are also explored with an understanding of how the past shapes the future.

COMM 220 (3)
Introduction to Public Relations
PREREQUISITE: COMM101 or COMM102
Successful Public Relations is centered on providing information with an ultimate goal to persuade. This course examines the development, structure, ethics and rationale of public relations and its impact on business, government, nonprofit and community organizations.

COMM 240 (3)
Organizational Behavior & Management
The field of organizational behavior deals with human behavior in organizations. It is the multidisciplinary field that seeks knowledge of behavior in organizational settings by systematically studying individual, group, and organizational processes. This knowledge is used both by scientists interested in understanding human behavior and by practitioners interested in enhancing organizational effectiveness and individual well-being. This dual focus of explaining the nature of this scientific knowledge as well as on how it has been, or may be, used for practical purposes is fundamental to the field of organizational behavior, an applied science. Cross-listed with BUSI 240 and PSYC 240.

COMM 310 (3)
Nonverbal Communications
PREREQUISITE: COMM101 or COMM102.

Students will study nonverbal behaviors and how they repeat, underscore, substitute for and regulate verbal communication in the communication environment and between communicators. Theories and research will be covered. Cross-listed with BUSI310 and PSYC310.

COMM 315 (3)
Writing for Media
PREREQUISITE: COMM101 or COMM102

Writing for all phases of mass media is presented in this course. Students will learn formats for press releases, PSAs, commercials, news, and scripts. The use of wire services and formatting software will be addressed.

COMM 320 (3)
Editing Theory and Processes
PREREQUISITES: COMM101 or COMM102

This course teaches the theoretical and technical aspects of editing. Students will be required to produce various editing exercises in both narrative and non-narrative contexts.

COMM 325 (3)
Journalism / News Writing for Internet, TV and Radio
PREREQUISITES: COMM101 or COMM102

Students must have fundamental computer skills. This is a working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

COMM 330 (3)
Intercultural Communications
PREREQUISITE: COMM101 or COMM102

The study of perceptions and experiences among different cultures is the focus of this course. It is a study of communication through culture and language, gender roles, prejudice, stereotyping, and the diversity of cultural patterns to allow a better understanding among people from other cultures. With such, students will be provided with a series of workshops on intellectual frameworks and cultural applications to develop communication skills that will improve competence in intercultural communications. Cross-listed with BUSI 330.

COMM 331 (3)
Marketing Management
PREREQUISITE: COMM101 or COMM102

The course focuses on formulating and implementing marketing management strategies and policies for both profit & not-for-profit organizations. The marketing management process is important at all levels of an organization and this course will provide students with a systematic framework for understanding marketing management and strategy. The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, selected marketing tools, and planning. Cross-listed with BUSI 331.

COMM 333 (3)
Sports Marketing & Communications
PREREQUISITE: COMM101 or COMM102

This course is a study of the roles of marketing, promotions, communications, and fund raising play in the sports enterprise. Students will also be involved in planning, organizing, and delivering programs in these areas. Students will receive direct experience in implementing a sport event project on campus. Cross-listed with SPOR 333.

COMM 335 (3)
Persuasion
PREREQUISITE: COMM101 or COMM102

This course will examine the theoretical and practical applications of persuasive communication. Students are exposed to traditional theories of persuasion as applied in current media, and to current trends in empirical
persuasion research and advertising. Students will construct and deliver persuasive messages in various media formats for individual and group settings.

COMM 340 (3)
Broadcasting
**PREREQUISITE: COMM101 or COMM102**

The communications world is undergoing significant changes due to technology. This course explores the structure, programming practices, economics, regulation, research and general operations of traditional radio and television broadcast operations, the cable industry and the role the Internet plays in the future of communications.

COMM 341 (3)
Consumer Behavior

This course is an introduction to the world of consumer behavior. The discipline borrows from several social sciences including psychology, sociology, and anthropology to explain behavior in the marketplace. In this course, the student will explore how perceptions, learning, memory, personality, and attitudes influence consumption behavior, how consumption changes during one’s life cycle, and how powerful cultural and subcultural influences are on consumers. Cross-listed with BUSI 341 and PSYC 341.

COMM 345 (3)
Media Scriptwriting
**PERMISSION OF THE INSTRUCTOR IS REQUIRED.**

This course is an immersion into the craft and science of writing for Film, Television and the Internet, with the emphasis on narrative and documentary storytelling. Cross-listed with ENGL 345.

COMM 350 (3)
Organizational Communications
**PREREQUISITE: COMM101 or COMM102**

Effective internal communications is a key to an organizations current and future success in a competitive society. This course provides understanding of communications in a diverse society along with tools to enable people to succeed in complex organizations. We examine barriers to effective communications, organizational structures, communications traits and organizational culture. Students will research and analyze current issues in corporate communications as an important part of course work.

COMM 375 (3)
Survey International Cinema

This course will take a selective journey into cultures through international cinema. It is designed to better understand cultures from Brazil, India, Africa and other countries through the analysis a film from each country as an artistic and narrative medium of human condition and cultural expression. We will also investigate each film from the different aspects of production, discussing how the manipulation of each of these aspects influences the story of the film and its visual and narrative impact. Cross-listed with IDST 375F.

COMM 410 (3)
Strategic Communications in Business and the Professions
**PREREQUISITE: Senior status**

This course is a study of communication in human relationships in the workplace. Topics covered will include business nonverbal, organizational communication, conflict management, listening, and leadership skills. Emphasis is placed on job interviewing and professional presentation in preparation for Capstone. A mock job interview will be conducted with evaluation.

COMM 415 (3)
Media/Communication Ethics
**PREREQUISITE: COMM101 or COMM102, Senior Status**

Ethical considerations are an important aspect to effective, positive communications. This course examines the complexities of media structure from an ethical viewpoint. Ethics involves learned character aspects working in
concert with legal aspects of commercial and non-commercial operations. In this course we explore the difficult gray area between the easy aspects of right and wrong, black and white.

COMM 496 (3)  
Communication Theory / Research  
PREREQUISITE: COMM101 or COMM102; Senior Status  
The course examines the various ways of understanding communication impact on society. It focuses on the historical development of theoretical perspectives with emphasis given to the major theories and research trends that influence relationships and mass communication.

COMM 497 (3)  
Research in Communication  
PREREQUISITE: COMM101 or COMM 10; Senior Status.  
A course in which the student engages in an individual project to investigate an area that is not included in regular course offerings. The project may be of the nature of research or advanced study in a selected area of interest.

CPSC 107 (3)  
Introduction to Computer Applications  
This course is designed to introduce the students to Microsoft Office 2013 software packages. Students will be exposed to modules in PowerPoint, Publisher, Word, Excel and Access applications. Education majors will be required to create an education website. All other students will create a business website. The websites will incorporate all software packages discussed through the course of the semester. Cross-listed with EDUC 107.

CPSC 217 (3)  
Advanced Computer Applications  
PREREQUISITE: Successful proficiency in CPSC 107 or by passing a departmental exam.  
This computer skills course offers an integrated approach of using computers and its applications in a business environment. An introduction to operating systems, networking, and security issues will be discussed. Concentration will focus on advanced Excel and Access features applied within a business module. Upon completion of the course students may wish to take the Microsoft Office Expert exam for certification in Access and/or Excel.

ECON 201 (3)  
Microeconomics  
Microeconomics is the study of economic principles that concern individual decision makers within an economy. Main areas of concentration include basic economic concepts; the nature and functions of product markets; factor markets; and, efficiency, equity, and the role of government.

ECON 202 (3)  
Macroeconomics  
Macroeconomics is the study of how economic decision makers affect the economy as a whole in terms of employment, price stability, and economic growth. Emphasized topics include measurement of economic performance; national income and price determination; economic growth; and international finance, exchange rates, and balance of payments. May be taken as a continuation of ECON 201 or independently.

EDUC 107 (3)  
Introduction to Computer Applications  
This course is designed to introduce the students to Microsoft Office 2013 software packages. Students will be exposed to modules in PowerPoint, Publisher, Word, Excel and Access applications. Education majors will be required to create an education website. All other students will create a business website. The websites will incorporate all software packages discussed through the course of the semester. Cross-listed with CPSC 107.
EDUC 200 (3)  
**Transforming Teaching for a Diverse Society**  
*Co-requisite: EDUC201.*  
This course explores teaching as a vocation. Through lecture, readings, written assignments, and observations, students examine the personality traits and the functional skills necessary for success in elementary and secondary education classrooms. This course provides a structured approach to investigating one’s interest in and suitability for a career in education.

EDUC 201 (3)  
**Introductory Field Experience**  
*Co-requisite: EDUC200.*  
This course is a field experience that meets with EDUC200. Students will complete hours in various classroom settings. Please note that students are responsible for their own transportation to field experience placements.

EDUC 210 (3)  
**Building Relationships with Families and Community**  
*PREREQUISITES: EDUC200 and EDUC201.*  
This class will explore how culture, family and community influence student cognition, performance and adjustment. Topics include ethnic and racial diversity, language diversity, socio-economic diversity, non-traditional family units, religious education, and relationship building among educators, families and community. Students will have the opportunity to analyze community forces and cultures through direct participation in community related activities.

EDUC 211 (3)  
**Families and Communities Field Experience**  
*Co-requisite: EDUC210.*  
This course is a field experience that meets with EDUC200. Students will complete hours in family literacy and community building experiences. Please note that students are responsible for their own transportation to field experience placements.

EDUC 220 (3)  
**Diverse Learners**  
*PREREQUISITES: EDUC200 and EDUC201.*  
This course is an introduction to special education and special education law. Topics include all areas of exceptionally, including academic and social characteristics, along with educational implications for students with education disabilities and those acquiring English as a new language, and teaching strategies for these children. A field experience of at least 3 hours is required with this course. Please note that students are responsible for their own transportation.

EDUC 265 (3)  
**Children’s Literature**  
*PREREQUISITES: ENGL 101 and minimum second semester first year status*  
Drawing on children’s reading interest and needs as a basis for evaluation, this course will focus on the selection and role of children’s literature in the elementary and middle school curriculum. Cross-listed ENGL265.

EDUC 300 (1)  
**Title I School**  
*CO-REQUISITES: EDUC 310, 315, 325, 330*  
*PREREQUISITE: Admission to the Teacher Education Program*  
This course provides opportunities to experience the practices and processes of teaching and learning in an actual elementary classroom. Students will engage in activities with the classroom teacher and children to further their understanding of instruction, evaluation, and professional responsibilities. Placement will be at a Title I elementary school for 30 hours. Please note that students are responsible for their own transportation.

EDUC 301 (1)
Local Catholic School

CO-REQUISITES: EDUC 311, 320, 340, 350
PREREQUISITE: Admission to the Teacher Education Program

This course provides opportunities to experience teaching and learning in a parochial elementary classroom. Students will engage in activities with the classroom teacher and children to further their understanding of instruction, evaluation, and professional responsibilities. Placement will be at a Catholic elementary school for 30 hours. Please note that students are responsible for their own transportation.

EDUC 310 (3)
Reading and Language Arts Methods I: K-6
CO-REQUISITES: EDUC 300, 315, 325, 330
PREREQUISITE: Admission to Teacher Education Program

This course will introduce students to the research, theory and practice of language and literacy development for K-6 students. The course examines strategies to develop children’s phonological, phonemic, and morphemic awareness for decoding and encoding skills as well as topics related to vocabulary, fluency, and comprehension with literature-based curriculum. The application of differentiated instruction and ELL strategies within language arts will be addressed. Students will participate in a field experience in conjunction with this course.

EDUC 311 (3)
Reading and Language Arts Methods II: Assessment and Instruction
CO-REQUISITES: EDUC 301, 320, 340, 350
PREREQUISITES: EDUC 310 and Admission to Teacher Education Program

This course is a continuation of Reading and Language Arts I. The emphasis will be on planning balanced instruction with an integration of the language arts into a literacy program. Literacy assessment and instructional practices for English language learners and struggling readers are included in the content. Students will participate in a field experience in conjunction with this course.

EDUC 315 (3)
Science and Health Methods: K-6
CO-REQUISITES: EDUC 300, 310, 325, 330
PREREQUISITE: Admission to Teacher Education Program

This course examines historic and contemporary methods and practice of teaching K-6 Science and Health. Emphasis will be placed on teaching in a diverse setting, utilizing standards, and experiential learning. Students will apply theoretical learning through participation in a field experience accompanying this course.

EDUC 320 (3)
Assessment and Evaluation
CO-REQUISITES: EDUC 301, 311, 340, 350
PREREQUISITE: Admission to Teacher Education Program

This course will examine tools and processes used to assess and evaluate student performance and learning. Particular emphasis will be placed on current assessment techniques for formative and summative evaluation in elementary schools at the local, state, and national levels and the connection to instructional practices. Students will participate in a field experience in conjunction with this course.

EDUC 325 (2)
Teaching PE and Health: K-6
CO-REQUISITES: EDUC 300, 310, 315, 330
PREREQUISITE: Admission to Teacher Education Program

This course will survey of the content, methods and philosophy of teaching health and PE curriculum in the elementary setting. This course will utilize active learning and traditional methods of teaching and learning.

EDUC 330 (3)
Integrating the Arts: K-6
CO-REQUISITES: EDUC 300, 310, 315, 325
PREREQUISITE: Admission to the Teacher Education Program
The focus of the course is integrating the arts into the elementary school curriculum. Students’ understanding of Arts standards (visual, dramatic, movement, and musical) for integration into curricular projects is the focus of the course. Students will participate in a field experience in conjunction with this course.

EDUC 340 (3)
Language Acquisition
CO-REQUISITES: EDUC 301, 311, 320, 350
PREREQUISITE: Admission to Teacher Education Program
This course introduces students to the processes and theories relative to acquiring a new language. Teaching resources and curriculum will be explored for appropriateness and relevance. Emphasis will be placed on methods appropriate for students. Students will participate in a field experience in conjunction with this course.

EDUC 350 (3)
Teaching Mathematics: K-6
CO-REQUISITES: EDUC 301, 311, 320, 340
PREREQUISITE: Admission to Teacher Education Program
This course examines historic and contemporary methods and practice of teaching K-6 Mathematics. Emphasis on student participation and demonstration will provide opportunities for students to engage in practical pre-service teaching experiences. Students will participate in a field experience in conjunction with this course.

EDUC 400 (2)
Urban ELL/ENL School
CO-REQUISITES: EDUC 415, 420, 425
PREREQUISITE: Admission to the Teacher Education Program
This course provides opportunities to experience teaching and learning in a classroom. Students will engage in activities with the classroom teacher and children to further their understanding of instruction, evaluation, and professional responsibilities. Placement will be at an urban school for 75 hours. Please note that students are responsible for their own transportation.

EDUC 415 (3)
Teaching ENL
CO-REQUISITES: EDUC 400, 420, 425
PREREQUISITE: Admission to the Teacher Education Program
This course will examine the skills and knowledge necessary to teach school aged English Language Learners within a “typical” classroom and a classroom exclusively for English Language Learners. This course will examine the skills and knowledge necessary to teach in an ENL classroom. Emphasis will be placed on practical skills and the theoretical foundations associated with ENL instruction.

EDUC 420 (2)
Teaching and Learning in the K-6 Classroom
CO-REQUISITES: EDUC 400, 415, 425
PREREQUISITE: Admission to the Teacher Education Program.
The development of the knowledge, skills, and dispositions essential for K-6 teachers: planning, teaching, strategies, evaluation, reflection, professional growth. A special emphasis will be placed on creating an effective learning community. Students will participate in a field experience in conjunction with this course.

EDUC 425 (4)
Culture and the Arts: K-6
CO-REQUISITES: EDUC 400, 415, 420
PREREQUISITE: Admission to the Teacher Education Program
This course is an inquiry into teaching the arts and social studies in the context of the whole curriculum. Diverse cultures are valued and explored through the arts. Methodology for including the exceptional learner is woven throughout the course study. Students will participate in a field experience in conjunction with this course.

EDUC 450 (3)
Cultural Experience: Nicaragua
Cultural Experience: Nicaragua has been implemented as the Education Dept. cultural/global experience, requirement for Holy Cross College Teacher Education Program students. The course objectives are to engage the student in academic and personal formation regarding the country of destination, cultural and global consciousness, and his/her cultural identity and his/her future role as a teacher of language minority students. Using the identified “Six E’s of Cultural Relationship: education, ecology, economy, evangelization, entertainment and equality, the student will identify an area of interest that he/she will investigate and lay the foundation for on-the-ground study while in the host country. The presumption that one brings judgments, bias and pre-conceptions into every experience becomes more evident when traveling to the emerging world. An underlying purpose of the pre-experience session of IDST is to guide the student through their expectations and develop an greater awareness of his/her experiences with attention given to new perspectives which presented themselves while in Nicaragua or in their personal reflection.

EDUC 490 (2)
Senior Seminar
CO-REQUISITE: EDUC 491
PREREQUISITES: Completion of all courses and assessment requirements of the Teacher Education Program

During the seminar, topics relating to student teaching, employment opportunities, and education issues will be discussed.

EDUC 491 (12 credit hours)
Student Teaching
CO-REQUISITE: EDUC 490
PREREQUISITES: Completion of all courses and assessment requirements of the Teacher Education Program

Student teaching is the culminating experience of the formal teacher preparation program. During this internship semester, student teachers are given the opportunity to fully integrate and apply the knowledge, skills and dispositions they have acquired from their college courses and related experiences.

EDUC 491A (1-12 credit hours)
Field Experience
PREREQUISITES: Completion of all required education courses

During the semester students are given the opportunity to engage in extensive interaction in an elementary school with a classroom teacher and the children to further their understanding of instruction, evaluation, and professional responsibilities.

ENGL 099 (3) *Course does not satisfy degree requirement.
Basic Composition

This course is a study of the basic principles of standard written English (grammar, syntax, mechanics and diction). The course is designed as a preparation for ENGL 101. A grade of “P” (pass) is required to enroll in ENGL 101.

ENGL 101 (3)
Composition I

The principles and practices of effective writing are emphasized through frequent themes and a comprehensive introduction to research skills.

ENGL 102 (3)
Composition II
PREREQUISITE: A minimum grade of C in ENGL 101

Not simply a continuation of what transpired in ENGL 101, this course aims to significantly strengthen and add depth to student academic writing. Areas addressed may include argumentative, narrative, descriptive and analytical writing, including business/professional writing; vocabulary building and the study of current topics.

ENGL 110 (3)
Creative Writing

This course will focus on analyzing poetry and short story and understanding them from a writer’s point of view, and will also focus on experimenting with these forms.
ENGL 200 (3)
The Irish Short Story

This course traces the development and growth of the Irish short story throughout the 20th century into today. We examine the themes, styles and forms of the various stories and attempt to relate them to various Irish and global trends - political, cultural and literary. We study a variety of authors in the Irish language, the English language as well as bilingual authors and discuss the impact of translation, folklore as well as international themes on the stories. Students should finish with a broad understanding of the short story as a literary genre, knowledge of the canonical Irish short story, an appreciation for the specific techniques and styles associated with the short story, and be able to discuss the Irish literary tradition as it pertains to the short story. No prior knowledge is assumed or required. What is required is a willingness to read, discuss and debate the texts in an honest and respectful manner. Open to WEI participants only.

ENGL 203 (3)
World Literature I

The first course in a two-semester sequence survey of reading for understanding and appreciation of global literary masterpieces from ancient classics to 17th century authors, presents some of the finest works ever written for student scrutiny. Readings are planned mainly for enjoyment, enrichment and the development of values. The works studied in each semester are independent.

ENGL 204 (3)
World Literature II

A survey of reading for understanding and appreciation of global literary masterpieces from the 17th century to the present, this also presents some of the world’s greatest literature for analysis. May be taken as a sequence of ENGL 203 or independently. The works studied in each semester are independent.

ENGL 205 (3)
British Literature I

In this survey, an introduction to selected major works written from the Early Middle Ages to the Age of Reason, students will learn works by such outstanding authors as Chaucer, Shakespeare, Donne and Milton, but also lesser known greats in a historical and fine arts related context. Using discussion and reading texts aloud, students discover the richness and variety of the British literary traditions.

ENGL 206 (3)
British Literature II

A study of representative literary works from the 18th, 19th and 20th centuries which permits a better understanding and appreciation of the diversity and richness of the British literary traditions of this period – the Pre-Romantics, Romantics, Victorians, and Modernists. May be taken as a sequence of ENGL 205 or independently.

ENGL 207 (3)
American Literature I

A study of major American writers from the 17th century up through the American Civil War, this course will examine works that shaped this country’s outlook. Novelists, poets and essayists include Wheatley, Crèvecoeur, Franklin, Douglass, Emerson, Thoreau, Melville, Whitman, and Dickinson.

ENGL 208 (3)
American Literature II

A study of American authors and literary movements of the 19th and 20th centuries, including Realism, Naturalism, Imagism, Modernism, the Harlem Renaissance, and Beat poetry. May be taken as a sequence of ENGL 207 or taken independently.

ENGL 210 (3)
The Novel and Short Story

A discussion-based course with intensive readings in European and American fiction of the 20th century which features the proper knowledge and application of literary terminology, this offering acquaints students with excellent examples of novels and short stories and demonstrates how they are most effectively read.
ENGL 214 (3)
Novels of American Naturalism
In this course we will undertake a comparative survey of twentieth-century American naturalist novels. Throughout the course we will be working with major critical essays that describe the key problems and questions of the genre, and students will respond to these essays in their critical writing, with the goal of developing original arguments about the place of specific works within the genre. This is a reading- and writing-intensive course designed to introduce students to forms and concerns of a major genre in American literary history. Students will leave the course with a more nuanced understanding of the beastly things of American naturalism, and how these things might be read, pressured, and made visible in literary scholarship. Open to WEI participants only.

ENGL 215 (3)
Business, Progress and the Human Soul
The students will study major literary works focusing on business. Topics will include: alienation, death, nihilism, redemption, community, guilt, and solitude. Students will see how fiction has used business themes to raise social consciousness on moral principles. Authors to be studied will include Charles Dickens, Arthur Miller, and Upton Sinclair.

ENGL 235 (3)
Latin American Literature
Course introduces the identity of the peoples of Latin America, incorporating translations of Latin American authors, discussions, films and museum excursions. Authors include Paz, Garcia Marquez, Fuentes, Rulfo, Borges, Asturias, Neruda, and Amado. Classes and readings are in English. Cross-listed with SPAN235.

ENGL 265 (3)
Children’s Literature
PREREQUISITES: ENGL 101 and minimum second semester first year status
Drawing on children’s reading interest and needs as a basis for evaluation, this course will focus on the selection and role of children’s literature in the elementary and middle school curriculum. Cross-listed with EDUC265

ENGL 301 (3)
Heroic Journeys
This course seeks to involve students in an on-going, literature-based discussion of what heroism involves and how heroism has been depicted by several major authors whose world view directly emanates from—or is at least in is in harmony with-- basic Christian teachings. Cross-listed with PHIL301.

ENGL 302 (3)
Evil, Suffering and Rebellion
Students will study major works by Fyodor Dostoevsky and John Milton. Topics to be investigated will include alienation, death, nihilism, redemption, sainthood, revolution, community, faith, sin, guilt, and solitude as carried through literary works including Crime and Punishment, The Brothers Karamazov, and Paradise Lost. Students will be encouraged to see how literature can anticipate social movements like existentialism and communism. Major questions will include: What is happiness? What is the connection between ideology and power? What role does religion play in everyday life? Is rebellion essential to progress? Cross-listed with PHIL 302.

ENGL 309 (3)
Twentieth Century Irish, British, and Colonial Literature
This course provides an overview of selected works from twentieth century Irish, British, colonial, and post-colonial authors. Writers to be studied include Joyce, Heaney, Yeats, Eliot, Auden, Thomas, Naipaul, Lessing, and Coetzee. The social, cultural, political, and historical contexts within which the authors worked will be considered.

ENGL 325 (3)
Shakespeare
This seminar-style course is an in-depth exploration of various plays by William Shakespeare. The plays to be studied include those not commonly performed, and may include *The Merchant of Venice*, *Henry IV*, *King Lear*, and *Anthony and Cleopatra*.

ENGL 326 (3)
Sub-Saharan African Literature
Explores both the major works and the cultural/historical contexts of Sub-Saharan Africa’s distinguished writers, including East Africa’s Ngugi Wa Thiong’o, West Africa’s Chinua Achebe, and South Africa’s Nadine Gordimer.

ENGL 335 (3)
Contemporary Irish Literature
In the last half of the 20th, flowing into the 21st Century, Ireland has been experiencing a literary renaissance, giving voice to Irish writers in every rhetorical form. The Diaspora of Eire—scattered to the ends of the earth—are coming home to holy, haunting, humble, haughty Hibernia. This renaissance is an iconoclastic reclamation, celebration and veneration of the vision and tradition opposed to foreign oppression and domestic repression. Through the process of lectures, discussions, short (two-page) essays, daily quizzes, seminars, symposia and research, members of the learning community will ponder, and revel in, this Irish Renaissance as we explore the heart and spirit of Eire through contemporary Irish eyes.

ENGL 345 (3)
Media Scriptwriting
*PERMISSION OF THE INSTRUCTOR IS REQUIRED.*
This course is an immersion into the craft and science of writing for Film, Television and the Internet, with the emphasis on narrative and documentary storytelling. Cross-listed with COMM 345.

ENGL 411 (3)
The American Novel I
*PREREQUISITES: Two ENGL 200 level courses and one ENGL 300 level course.*
This course explores the historical and literary contexts of classic American novels from the 19th century. These works could include Hawthorne’s *The Scarlet Letter*, Melville’s *Moby Dick*, Twain’s *Huckleberry Finn*, James’s *Portrait of a Lady*, and Chopin’s *The Awakening*.

ENGL 412 (3)
The American Novel II
*PREREQUISITES: Two ENGL 200 level courses and one ENGL 300 level course.*
This course explores the historical and literary contexts of classic American novels from the 20th century. These works could include London’s *The Sea-Wolf*, Dreiser’s *An American Tragedy*, Wharton’s *The Age of Innocence*, Hemingway’s *The Sun Also Rises*, West’s *Miss Lonelyhearts*, and Faulkner’s *Absalom, Absalom!*

ENGL 413 (3)
Contemporary American Novel
*PREREQUISITES: Two ENGL 200 level courses and one ENGL 300 level course.*
This course will explore the morals, mores, myths and realities of America during the latter half of the 20th Century through the lens of contemporary American novelists. Using the premise that art does indeed reflect life, we will listen to America singing through divergent voices reflecting diverse expressions of the reality(ies) of the American experience at the dawn of the 21st Century. The basis, or measure, for this reality check will be Willa Cather’s *My Antonia* written at the dawn of the 20th Century which sings the praises of America as the “great melting pot” of the world. This course will not only explore novels, but the novelists and how their experiences and views (regional, ethnic, religious, philosophical, age-and gender-related) shaped their realities.

ENGL 414 (3)
Novels of American Naturalism
In this course we will undertake a comparative survey of twentieth-century American naturalist novels. Throughout the course we will be working with major critical essays that describe the key problems and questions of the genre, and students will respond to these essays in their critical writing, with the goal of developing original arguments about the place of specific works within the genre. This is a reading- and writing-intensive course designed to introduce students to forms and concerns of a major genre in American literary history. Students will leave the course with a more nuanced understanding of the beastly things of American naturalism, and how these things might be read, pressured, and made visible in literary scholarship. Open to WEI participants only.

ENLL 500 (3)
Practicum 1: Mentoring Experience I
EL Program participants will be paired with an undergraduate HC Education student in their own classroom. Undergrad mentees will spend one day per week in the classroom with their EL Program participant/mentor teacher. Together, they will plan and implement the strategies learned in the ENL Methods course.

ENLL 501 (3)
Practicum 1: Mentoring Experience II
EL Program students will be paired with an undergraduate HC Education student in their own classroom. Undergrad Mentees will spend one day per week in the classroom with their EL Program participant/mentor teacher. Together, they will plan and implement the strategies learned in the Language Acquisition course.

ENLL 515 (3)
ENL Methods
1.5 hrs. per week face to face course on site and 1.5 hours per week in an online learning environment. This course will examine the skills and knowledge necessary to teach in an ENL classroom. Emphasis will be placed on practical skills and the theoretical foundations associated with ENL instruction.

ENLL 540 (3)
Language Acquisition
1.5 hrs. per week face to face course on site and 1.5 hours per week in an online learning environment. This course introduces students to the processes and theories relative to acquiring a new language. Teaching resources and curriculum will be explored for appropriateness and relevance.

ENLL 550 (3)
Cultural Immersion Experience
An online course combined with 40 hours of experience working with students and families of a different culture. This course may be on-going throughout the program or may be in the form of a trip abroad (Nicaragua, 7 days early January).

ENLL 590 (3)
Capstone Project
EL Program participants will create and implement a professional development workshop to inform their school community about effective instructional strategies to use with language minority students. This is the culminating project for the program and may be taken summer semester instead of spring.

FREN 101 (3)
Beginning French I
French 101 is a first semester French course designed for students with little or no previous exposure to the French language. Its purpose is to equip students with the skills they need to communicate in French outside of the classroom, with an eye towards building an understanding of the cultural practices and perspectives of French-speaking peoples throughout the world. The successful student will see comparisons between the target language and culture and their own, and be able to articulate connections between French and other disciplines within the liberal arts.

FREN 102 (3)
Beginning French II
PREREQUISITE: FREN 101 with a grade of C or better, or placement examination.

French 102 is a second semester introductory French course, the sequel to French 101. Its purpose is to continue to equip students with the skills they need to communicate in French outside of the classroom, with an eye towards building an understanding of the cultural practices and perspectives of French-speaking peoples throughout the world. The successful student will see comparisons between the target language and culture and their own, and be able to articulate connections between French and other disciplines within the liberal arts.

FREN 201 (3)
Intermediate French I
PREREQUISITE: FREN 102 with a grade of C or better, or placement examination.

This course provides a more advanced study of the French language in reading, conversation, listening comprehension, and writing, with continued emphasis on building proficiency in French-speaking countries. Vocabulary and structures are broadened through readings, compositions, movies and projects.

FREN 202 (3)
Intermediate French II
PREREQUISITE: FREN 201 with a grade of C or better, or placement examination.

This course is a continuation of FREN 201, providing additional practice in conversation, reading, writing, and cultural proficiency.

GBHS 200 (3)
Life’s Great Questions: Great Texts Approach

This seminar is a primary-text discussion seminar in the tradition of the Great Books seminars at Columbia University, University of Chicago, and the University of Notre Dame's Program of Liberal Studies. Classes will center on the reading and discussion of a selection of the formative texts of the Western tradition as they address some of life’s great questions. The seminar meets weekly for three hours. Open to WEI participants only.

GEOL 110 (4)
Geology of the American Southwest
PERMISSION OF THE INSTRUCTOR.

GEOL 110 is a course involving a study of the Earth, its materials and physical processes, and the systems that make it a dynamic planet. An emphasis is placed on how geologic systems shape the Earth’s landscape, focusing particular attention on the spectacular landforms in the national parks in the Colorado Plateau region. This course is designed primarily for non-geology majors who want to acquire a fundamental knowledge of geologic processes through hands-on study by visiting some of the most famous and scenic landmarks of the American West.

GERO 185 (3)
Growing & Developing the Adult Life Span

This course is an introduction to the field of Human Aging/Gerontology as an interdisciplinary field of study. The course will be an examination of the biological, psychological, social, spiritual and economic factors and dimensions that make up the aging experiences of individuals as well as how the "aging population" affects the way we organize our various societies. Cross-listed with PSYC 185 and SOC 185.

GERO 215 (3)
Social Gerontology

This course is designed as a multi-disciplinary study of aging with a focus on social issues. Social Gerontology is concerned with the impact of social and cultural conditions on the process of growing old. The course will be geared toward the examination of diverse perspectives with the goal of sensitizing you to dilemmas, debates, and possible solutions to social problems generated by our aging society. We will have guest speakers come into our class sharing their experience in dealing with the these debates and controversies. You will become aware of your own beliefs regarding these issues but also be sensitive to the perspectives of others. Cross-listed with PSYC 215 and SOCI 215.

GERO 270 (3)
Spirituality and Aging
This course will examine the significance of spirituality in people's lives with emphasis on integration in the later years of life. Reflection will include one's own spiritual journey. As a core course in Gerontology, one can expect a level of understanding that is purposeful in their professional work with older adults. Cross-listed with THEO 270 and PSYC 270.

GERO 350 (3)
Aging in Communities
Examines the possibilities and challenges a community faces to encourage and extend resources to people who are aging. All dimensions of aging in place will be explored: social, familial, educational, political, physiological and occupational. Emphasis will be placed on evaluating successful aging friendly solutions various communities have found. Cross-listed with PSYC 350.

GERO 360 (3)
Aging and the Family
The Age Wave has arrived; the oldest of the baby boomers, the largest generation in our history, are now in their early 60’s. Because of modern technology and improved health care, life expectancy has increased significantly since the early 1900’s. Leaders in the aging field across the country say that older people are redefining the retirement years, and this cultural transformation is having a tangible impact on the traditional concept of family as a social institution. The possibilities for how to live the older years is also evolving. This course will take a look at what it means to age within the context of a broad range of family ties: marriages, friendships, older parents and children, childless older persons, grandparents and grandchildren, and sibling relationships. Cross-listed with PSYC 360.

GERO 370 (3)
End of Life Issues
This course will take a close look at the topics of grief, bereavement, illness, caregiving, aging, and the dying process. Although the influence of various cultures will be discussed, the central stress will be on American multicultural in the present. We will consider, too, how such topics are affected by issues of race, class, gender, belief systems, cultural values, ethics, etc. Students will be encouraged to engage thoughtfully, critically, and imaginatively with the texts and the materials they encounter during the semester. Students will also be encouraged to relate the materials to their own experiences and to bring those experiences to bear on the course materials. Cross-listed with PSYC 370 and THEO 370.

GERO 380 (3)
Nutrition, Health and Aging
This course will explore health related issues and current knowledge of nutrition as it relates to human aging. Current health related research, healthy exercise programs, and the role of family support will also be addressed.

GERO 385 (3)
Race, Ethnicity, and Aging
This course is designed to present a broad overview of aging within the framework of race and ethnicity by examining some of the major issues related to our aging society, current research, and theories of aging. It will focus on diversity and some of the multicultural factors that contribute to one’s socialization and life-chance differences that may follow ethnic, racial, gender, racial and minority status. Cross-listed with PSYC 385.

GERO 450 (3)
Health Care Management
This course examines current specialized issues in gerontology. Courses will be taught by instructors that have extensive expertise in the topic (offered once every 2 years).

HIST 101 (3)
Western Civilization I
This course is an introduction to Western Civilization and some of the methods that historians use to examine the past. Through a careful study of the events and elements of European history from Antiquity to the eve
of the Reformation, students will acquire a background knowledge of some of the major epochs of European history and culture. Successful completion of this course or HIST 102 is required for graduation with a major in history.

**HIST 102 (3)**
**Western Civilization II**
This course is an introduction to Western Civilization and some of the methods that historians use to examine the past. Through a careful study of the events and elements of European history from the age of the Protestant Reformation to the twentieth century, students will acquire a background knowledge of the major epochs of recent European history and culture. May be taken as a continuation of HIST 101 or independently. Successful completion of this course or HIST 101 is required for graduation with a major in history.

**HIST 151 (3)**
**United States History to 1877**
This course provides a window into the long-lost age before the United States of America came to be: it will explore, among other things, native American civilizations prior to 1492; the initial contact between Amerindians and Europeans; the importation of Africans as slave labor; the attempt by rival European powers to secure the American mainland; the American War of Independence; and, ultimately, the sectional conflict leading up to the Civil War. Upon completing this course, students will have a better sense of how these and other developments helped shape the USA into the nation it is today. Successful completion of this course and HIST 152 is required for graduation with a major in history.

**HIST 152 (3)**
**United States History, 1877 to Present**
This introductory course begins with Reconstruction (1865-77) and proceeds to chronicle the history of the United States up through the twentieth century and into our own time. Along the way, we will consider the Spanish-American War, U.S. involvement in World Wars I and II, the 1920s economic boom, the Great Depression, Civil Rights, Vietnam, the emergence of the counter-culture, the rise and legacy of Ronald Reagan, and globalization in the modern metropolis. Since the twentieth century has been extensively documented, the class will enjoy a collection of visual material to complement the reading. In sum, the course seeks to deepen students’ understanding of the major developments and historical figures in the United States during the last one hundred and thirty years. May be taken as a continuation of HIST 151 or independently. Successful completion of this course and HIST 151 is required for graduation with a major in history.

**HIST 234 (3)**
**Latin American Culture & Civilization**
Latin American Culture and Civilization is a three-credit course introducing the geography, history, customs and identity of the peoples of Latin America, including early civilizations, the conquest and colonization, and the political and economic problems of the area, incorporating readings, discussions, guest speakers, films and local excursions. Objectives: to develop a basic knowledge of the past and an awareness of present conditions in Latin America. Course given in English. Cross-listed with SPAN 234.

**HIST 320 (3)**
**Church History**
*PREREQUISITE: THEO 140*
This course will study the history of the Christian Church from its origins to the present. Consideration will be given to its doctrinal and institutional aspects in the major stages of its development. The roles of its significant leaders, controversies and movements will be seen in light of their continuing historical and cultural influence. Cross-listed with THEO 320.

**HIST 321 (3)**
**Catholic Church in America**
*PREREQUISITE: THEO 140*
This course examines the historical, religious, cultural, and social dynamics that have shaped the Catholic identity in the USA from the period of its origins to the post-Vatican II era. Included will be topics such as religious beliefs, spirituality, devotional piety, ethnicity, social movements, and public Catholicism. Cross-listed with THEO 321.
HIST 323 (3)
Greek Civilization
Recommended Prerequisite: HIST 101 or consent of instructor

Beginning with the Minoan age, this course will survey the development of Greece to the Hellenistic era. Topics include the Mycenaean Invasions, the development of the polis, the growth of Athens and Sparta, the Persian Wars, the Peloponnesian Wars, and the conquests of Alexander the Great. Particular attention will be paid throughout to developments in Greek culture.

HIST 324 (3)
Roman Civilization
Recommended Prerequisite: HIST 101 or consent of instructor

This course is a survey of the history of Rome, beginning with the Etruscans and ending with the late imperial era. Topics include royal Rome, early wars for conquest, the Struggle of the Orders, the Punic Wars, Roman imperialism, the development of Roman culture, the crisis of the Republic, the transformation from Republic to Empire, and the situation of the Empire on the eve of its conversion to Christianity.

HIST 325 (3)
Rome through the Ages: History, Art and Culture of the Eternal City
PERMISSION OF THE INSTRUCTOR REQUIRED. Recommended Prerequisite: HIST 101, HIST 102, HIST 115, a course in art or Theology.

This course explores the several aspects of Rome’s ancient, medieval and modern culture, with specific attention to the City’s secular and religious history, and its artistic tradition and heritage. The course includes a study trip to Rome. Cross-listed with THEO 325.

HIST 326 (3)
Medieval Europe I
Recommended Prerequisite: HIST 101 or consent of instructor

This course surveys the development of the Christian West from the fall of Rome to the end of the eleventh century. Topics include the decline of Rome, Germanic successors to Rome, the rise of Byzantium and Islam, the development of the Papacy, the Carolingian Empire, the Ottonian age, the Investiture Controversy. It culminates with a survey of the state of the European world on the eve of the Crusades.

HIST 327 (3)
Medieval Europe II
Recommended Prerequisite: HIST 101 or consent of instructor

This course covers the intellectual, political and cultural flowering of Europe from the twelfth to the fifteenth centuries. Topics considered include the twelfth-century renaissance, the development of the papacy, the emergence of the friars’ movement, and the transition to the modern nation-state. Particular attention will be paid throughout to developments in high medieval culture.

HIST 330 (3)
Specialty Topics in History

This course, to be taught on an irregular basis, will cover special topics in the field of history that are specialties of the individual professor. It can also provide a classification for students who transfer into Holy Cross College with credits in history courses from other institutions that to do not match courses in the Holy Cross Catalog.

HIST 331 (3)
Renaissance and Reformation
Recommended Prerequisite: HIST 101 or consent of instructor

This course covers the cultural flowering of Europe in the fourteenth through the sixteenth centuries. Events covered include the Black Death, the Hundred Years’ War, the Babylonian Captivity of the papacy, the French invasions of Italy, pre-Lutheran reformers, Luther, Calvin, Zwingli, and other reformers. Topics covered include the rise of humanism, nominalism, and Protestantism, and their effects on contemporary institutions.
HIST 332 (3)  
Early Modern Europe  
*Recommended Prerequisite: HIST 102 or consent of instructor*

This course is a study of the history of Europe from just after the Reformation to the advent of Napoleon. While it will consider political and social events, it will also pay close attentions to the series of revolutions of this era: scientific, agricultural, industrial, and French, as well as the course and aftermath of the Napoleonic Wars.

HIST 333 (3)  
Nineteenth-Century Europe  
*Recommended Prerequisite: HIST 102 or consent of instructor*

This course examines the development of Europe from the end of the Napoleonic wars to the eve of the twentieth century, with special attention paid throughout to Britain. Particular attention will be paid throughout to developments in European culture such as the rise of reactionary and revolutionary thought, challenges to traditional culture such as Darwinism, Imperialism and the scramble for empire, and the cultural disillusion of the fin de siècle.

HIST 334 (3)  
Twentieth-Century Europe  
*Recommended Prerequisite: HIST 102 or consent of instructor*

This course examines the decline of Europe as a cultural and world power over the course of the twentieth century, from the end of the Victorian era to the end of the Cold War. Specific attention will be paid to the rise of the United States as a world power, the course and effects of the two World Wars, and the development of the European Union.

HIST 351 (3)  
Colonial America  
*Recommended Prerequisite: HIST 151 or consent of instructor*

This course begins by examining the archeological remains of native peoples and places hundreds of years before Europeans arrived in what is today the United States. Once Europeans are upon the scene, starting with St. Augustine (1565), the course focuses on native and European relations, and the ensuing fight for America among rival European powers, culminating in the Seven Years’ War (1756-1763). The course also discusses the environmental effects that European settlement entailed, the importation of African slaves, the differences in regional economies, and the role of religion in early settlement, European and native. The course draws upon sources written in the colonial period as well as analytical works written by later historians. Judicious use of films pertinent to the period will also be featured.

HIST 352 (3)  
Age of Independence, 1756-1787  
*Recommended Prerequisite: HIST 151 or consent of instructor*

This course covers the Age of Independence (1756-87), a time in which the fate of the continent hung in the balance, and that produced the Declaration of Independence, the Constitution, the creation of a new government and nation. These and many other themes will be explored through primary sources generated by contemporaries; through texts written by historians; electronic repositories of documents and or artifacts; and a select number of films.

HIST 353 (3)  
The Jackson Era, 1815-1848  
*Recommended Prerequisite: HIST 151 or consent of instructor*

This course covers that largely forgotten era between the American Revolution and the Civil War, when the USA was a fledgling republic, when social and economic instability threatened the political establishment, when religious experimentation was at its apex, when the institution of slavery grew to staggering proportions, when sectional strife threatened the integrity of the nation. These and other themes will be discussed through historical monographs, scholarly articles, a major novel, and a select number of films.

HIST 354 (3)  
Civil War & Reconstruction, 1861-1877
Recommended Prerequisite: HIST 151 or consent of instructor

This course examines the nation’s most divisive and bloodiest war: the Civil War (1861-65). It begins by looking at the debates over territorial expansion and slavery in the decades preceding the war, considers the war from the perspective of men and women, and then evaluates the outcome, in terms of the participants’ morale, economies, land, laws, politics, and religion. Students will benefit from sound historical sources, both primary and secondary; scholarly articles; a major novel; and a select number of films.

HIST 355 (3)
Gilded Age & Progressive America, 1870-1920

Recommended Prerequisite: HIST 152 or consent of instructor

This course seeks to familiarize students with the social, political, economic, intellectual, and religious development of the United States from the end of Reconstruction through the first two decades of the twentieth century. The Gilded Age is an era marked by tremendous industrial growth, acquisition of foreign territories, large-scale immigration, internal migration, and racial segregation. Students’ exposure to these and other themes will come via a stimulating mix of sources, including historical syntheses, monographs, scholarly articles, novels, primary documents, and select films.

HIST 356 (3)
Modern America, 1898-1945

Recommended Prerequisite: HIST 152 or consent of instructor

This course examines the United States during the first half of the twentieth century. It begins with the Spanish-American War and ends with the Second World War. Over the course of our time together we will discuss the American turn toward empire; the subsequent U.S. participation in WWII; the “Roaring 1920s”; the Great Depression; and America’s entry into WWII. These and many other themes will be explored through the use of primary sources, historical monographs and scholarly articles, novels, and a select number of films.

HIST 357 (3)
America Since 1945

Recommended Prerequisite: HIST 152 or consent of instructor

This course examines that era when the USA was embroiled in the Cold War (1945-1989), when race relations were being fundamentally reshaped, when the U.S. economy spiked and then began its long downward spiral, when the public’s faith in government flagged, and when international terrorism altered the nation’s geopolitical and psychological consciousness. The course is enriched by historical monographs, scholarly articles, a major novel, and a select number of films.

HIST 358 (3)
Latin America, 1492-1750

PREREQUISITE: HIST 151, 152, 201 or 202, or equivalent.

This course seeks to acquaint students with the social, political, economic, intellectual, and religious development of this extraordinarily diverse region from before the arrival of Europeans and Africans through the middle of the eighteenth century. Over this time period, the course addresses the emergence of distinct Amerindian civilizations throughout the Americas, the struggle that followed the arrival of Europeans, the importation of African slaves, the development of early colonial societies, and the maturation of areas geographically peripheral to but economically important to Spain and Portugal. Students will be exposed to a stimulating mix of sources, including historical syntheses, monographs, scholarly articles, novels, and select films.

HIST 401 (3)
History Sources and Methods

This course covers the development of some of the main trends in Western historiography, from prehistory to the twentieth century. Through it, students majoring in history will acquire a basic familiarity with some of the ways in which historical writings have been produced, and how history writing has developed as a discipline over time. Successful completion of this course is required for graduation with a major in history.

HIST 421 (3)
Senior Seminar in History
This course is meant to give students an occasion for detailed study in a particular topic in history in a seminar format, with a view towards potential preparation for graduate study. Students will be expected to complete an extensive course in directed readings on a particular topic as a part of this course, and offer a number of oral presentations on those readings to the class. The subject of the seminar is expected to change each year. While this course is primarily directed at graduating history majors, and is a requirement of graduation, it may be taken as an elective by non-majors with the instructor’s permission.

IDST 101 (3)
Introduction to Liberal Arts
PREREQUISITE: Successful completion of ENGL 099 or placement into ENGL 101.

This first year course is designed to introduce students to the Holy Cross College community and to provide opportunities for intellectual, social, and spiritual growth. The course will emphasize the value of a liberal arts education by using a combination of lecture and group discussions. It will encourage students to be well-rounded and well-educated. Furthermore, students will become independent thinkers and more creative human beings. Assignments will be provided to initiate the process of self-reflection that will be a theme through graduation.

IDST 101 (3)
Introduction to Liberal Arts and College Success

This is a course that will encourage the success of students in the College Success Program. This course is designed to help students adjust to the college setting, examine opportunities for personal growth, and embrace the attitudes and behaviors which will ultimately lead to their academic good standing at Holy Cross College. Students will explore and practice strategies for college success while they engage in a dynamic, holistic and challenging course in student development and liberal arts. This course will be paired with individual bi-weekly meetings with the College Success Program director and grade monitoring every four weeks.

IDST 150 (1 or 2)
Community Involvement

Students in this course will be directly involved with people in need in order to develop an awareness of the needs of others and develop a sense of social responsibility through community service. Students will be encouraged to address the ultimate values of life in which the principles of Christian thought have a central role and to integrate the components of direct service, education and reflection. Students must be able to work independently. Students may take this course for 1 or 2 credits depending on the number of hours of volunteer service.

IDST 250 (3)
The Service Learning Experience

This course is an “Experience,” one the pillars of the Holy Cross Experience. Each student will be involved in service work at a placement site under the direction of a supervisor. This work is designed to provide the student an opportunity to explore their place in the world through service to others. Students will choose from among placement sites that have been pre-arranged to ensure weekly, structured times for students to serve. Some of the options include working with youth, serving the poor, caring for the elderly, and many others. The Service Learning Experience also has an academic and reflective component to enable the student to understand the connection of service to their studies, their life and the world in which we live. Ultimately, the purpose of The Service Learning Experience is to help students explore their vocation, the way in which their unique gifts will meet the world’s need.

IDST 275 (3)
Global Perspectives

Essential to the HCC core requirements for Global Perspectives, this course explores globalization and global solidarity as critical pathways toward the student’s development of a global competency within their area of study. Designed to investigate the challenges of emerging global partnerships throughout the world, emphasis is placed on the economic, political and cultural structures that challenge the promotion of human rights. This course is structured to enable students to position themselves as active and informed global citizens through a variety of learning opportunities. Lectures, blended-online study modules, presentations and experiential assignments will introduce students to the impact of multi-national corporations, NGO's and humanitarian movements along with the
efforts of the United Nations and Catholic Relief Services in the development of a global society dedicated to equality and human dignity

**IDST 278 (1)**
**Global Encounter**
*PREREQUISITE: IDST 275.*
This one credit course will provide an immersion into the life of a Latino neighborhood in South Bend to explore its culture, food, art and religion. The immersion will take place from a Friday evening until Sunday noon. There will be one meeting before the experience and one meeting after it. During the immersion experience itself there will be activities for the whole group and also time with local families who have been chosen to have students (in pairs) stay with them Friday and Saturday night. All of the weekend's activities are arranged knowing that most students do not speak Spanish, so that is not a requirement for this experience.

**IDST 278 (1)**
**Global Encounter**
*PREREQUISITE: IDST 275.*
After two classroom sessions, students will spend a Saturday exploring the country's largest region of persons from the Arab world: Dearborn, Michigan. This community of Christians and Muslims is a unique blending of Arab culture with life in the U.S. We will travel together early on a Saturday morning (it is about 3.5 hours away), then meet with local people at mosques, churches and other institutions in order to explore the ways in which the community benefits from cultural richness. We will have lunch at an Arab restaurant. After the experience, we will drive back to Holy Cross to arrive about 9 pm. There will be one follow-up classroom session.

**IDST 278 (1)**
**Global Encounter**
*PREREQUISITE: IDST 275.*
This one credit course will combine classroom and experiential components to introduce students to the legal and social reality of refugees today. How are people declared refugees? What resources are available to them? What is the role of the Red Cross and local churches in serving them in the local community? The class will meet in four classroom sessions, plus one Saturday workshop, 9 am to 3 pm, at Holy Cross in which students will meet local refugees, hear their stories, and share a meal with them.

**IDST 350 (3)**
**Global Engagement**
*PERMISSION OF THE INSTRUCTOR REQUIRED. PREREQUISITE: IDST 275.*
IDST 350 meets once a week to engage the student in academic and personal formation regarding the country of destination, cultural and global consciousness, and his/her cultural identity. An underlying purpose of the pre-experience session of IDST is to guide the student through their expectations with attention given to new perspectives which will present themselves while in the host country or in their personal reflection. The post-experience sessions will allow students to use their experiences to explore a movement in perspective regarding culture, globalization and faith. Application to the CGP is required for this course.

**IDST 375 (3)**
**Global Seminar**
*PREREQUISITE: IDST 350.*
This course is designed to examine the complex challenges of global solidarity. It is aimed at students who have completed IDST 350, Through the Eyes of Faith Global Experience, and are interested in engaging global issues that impact human dignity and efforts towards justice and peace. It is the intention of this course to increase campus awareness in the principles and action of global solidarity as well as foster individual leadership skills through comprehensive research in both oral and written projects. This course is required to complete the Global Perspectives minor.

**IDST 375F (3)**
**Survey International Cinema**
This course will take a selective journey into cultures through international cinema. It is designed to better understand cultures from Brazil, India, Africa and other countries through the analysis of a film from each country as an artistic and narrative medium of human condition and cultural expression. We will also investigate each film from the different aspects of production, discussing how the manipulation of each of these aspects influences the story of the film and its visual and narrative impact. Cross-listed with COMM 375.

**IDST 400 (3)**

**Career Internship**  
*PERMISSION OF THE INSTRUCTOR REQUIRED. PREREQUISITE: IDST 250*

This independent study is a three credit required course for all students (with the exception of Education majors) pursuing a Bachelor of Arts at Holy Cross College. A discernment experience, IDST 400 provides a “real world opportunity” through which students may acquire practical experience in a variety of professional, religious or service settings that draw on their charisms. Students are expected to demonstrate the Holy Cross College-Wide Competencies and Learning Outcomes which are rooted in their academic education. This immersion offers students the opportunity to test the practical range of ideas presented in their coursework and to experience first-hand some of the vocation options available to them. Most important, the internship provides an opportunity for self-assessment and reflection as students prepare for a career, service, religious life or graduate school following their undergraduate education. All placements must be approved by the Internship Coordinator.

**IDST 499 (3)**

**Senior Capstone Project and Presentation**  
*PERMISSION OF THE INSTRUCTOR REQUIRED*

This course concludes with the presentation of the senior learning project. Students must satisfactorily pass the senior learning project before they are graduated.

**LEAD 201 (3)**

**Principles of Leadership and Management**  
*PREREQUISITE: IDST 101*

This multidisciplinary course, which builds on the foundations of students' initial year of study and is thus intended for students in their second through fourth years of higher education, introduces students to several of the most important theories of leadership and management, and assists them in applying these theories to cases. The course serves as the basis for the leadership and management minor. Students will obtain an understanding of the foundational literature, concepts, and vocabulary of the discipline of Leadership Studies. The emphasis is on leadership and management as understood within the liberal arts, the Catholic intellectual tradition, and the tradition of virtue ethics.

**LEAD 450 (3)**

**Colloquium in Leadership and Management**  
*PREREQUISITES: LEAD 201, BUSI/PHIL 352, 3 Leadership & Management elective courses, Internship*

The course provides students with an opportunity to integrate what they have learned in their other leadership and management courses and internship. Students will also have the opportunity to demonstrate their advanced understanding of the literature, concepts, and vocabulary of leadership and management within the liberal arts and the traditions of Catholic thought and virtue ethics. The course includes an oral presentation by each student of his/her personal philosophy of leadership and management.

**MATH 101 (3)**

**Intro to Quantitative Literacy Reasoning**

MATH 101 is designed to review mathematical principles and skills needed in the core natural and social sciences, higher-level mathematics courses, and in every-day life. Problem solving will be a major theme throughout the course. **RESTRICTIONS:** this course is not open to students who have successfully completed a mathematics course above MATH 101. This course does not satisfy core mathematics requirements at Holy Cross College.

**MATH 111 (3)**

**Discrete Mathematics**  
*PREREQUISITE: A passing grade in Math 099 or Math Placement Test results.*
A college level mathematics course intended for those students who are taking mathematics for liberal arts or general education purposes, including quantitative literacy and mathematics competency. The topics include: an introduction to problem solving and mathematical modeling, followed by a study of logic. The terminology and notation of logical statements and the determination of the validity of statements and arguments are introduced. Fundamentals of geometry, including angles, polygons, perimeter, and area, are reviewed. Students will also be introduced to a unit on statistics that includes graphical presentation of data and sampling, measures of central tendency and location, measures of spread, and normal distributions. The course concludes with a unit on consumer mathematics, e.g., unit cost, simple interest, and compound interest, measures of spread, and normal distributions. The course concludes with a unit on consumer mathematics, e.g., unit cost, simple interest, and compound interest. RESTRICTIONS: this course is not open to students who have successfully completed Finite Mathematics, College Algebra or Calculus.

MATH 113 (3)
College Algebra
RECOMMENDED: Successful completion of two years of high school algebra.
This course is intended as a preparation for liberal arts or business calculus. This course will concentrate on Functions, i.e. their equations, graphs, composition and application. Functions studied include polynomial, rational, radical, exponential, logarithmic, trigonometric, and inverse trigonometric. Additional topics include right triangle trigonometry, Laws of Sines and Cosines, and trigonometric equations. The use of graphing calculators is an integral part of this course. RESTRICTIONS: this course is not open to students who have successfully completed Finite Mathematics or Calculus.

MATH 114 (3)
Mathematics for Elementary Teachers
This course should be taken by students intent on majoring in elementary education. It must be taken after the first semester math course is completed and before acceptance into the education program. It is designed to reinforce the knowledge necessary to teach math at the elementary level. The course will strengthen understanding and use of major concepts, procedures, and reasoning processes of mathematics. Topics may include number systems, operations with real numbers, algebra, geometry, measurement, statistics, and probability. This course does not meet the general education math requirement for students in liberal studies.

MATH 118 (3)
Finite Mathematics
RECOMMENDED: a student taking this course should have the algebraic skills presented in an intermediate high school algebra course.
This course, for students with liberal arts or business intent, covers the standard topics in a Finite Math course. It begins with using matrices to solve systems of linear equations by the Gauss-Jordan method. Then the student will learn to solve systems of linear inequalities graphically, followed by the algebraic methods: simplex method, and dual method. After a brief treatment of sets and Venn diagrams, probability is presented, covering the definition of probability, the union rule, conditional probability and the Bayes Theorem.

MATH 141 (3)
Survey of Calculus
RECOMMENDED: a student taking this course should have the algebraic skills presented in an intermediate high school algebra course.
This is a standard survey course intended for those students whose intent is liberal arts or business. It begins with the limit definition of the derivative and proceeds to develop rules for the differentiation of a variety of functions. Applications of the derivative follows and includes curve sketching, implicit differentiation, related rates, derivative of the natural logarithmic and exponential functions. The course ends with a study of the antiderivative, Riemann sums, techniques of integration, the definite integral, and the area between two curves.

MATH 141H (3)
Honors Calculus
REQUIRED: Successful completion of high school precalculus or calculus, or a minimum score of ACT 27 or SAT MATH 650, or permission of the instructor.
This is an accelerated calculus course which reviews linear, quadratic, rational and power functions. To course continues with the discussion of limits and continuity of functions. Exponential and natural functions and their applications are discussed. The derivative of a function is defined as well as the product, quotient, and chain rule. Implicit differentiation and related rates are solved. Graphs are sketched using first and second derivative tests. Optimization problems are solved. The indefinite integral problems are solved using substitution, by parts and partial fractions. The fundamental theorem of calculus is used to compute definite integrals, areas and averages.

**MATH 151 (4)**
*Calculus I for Science*

*REQUIRED: Successful completion of high school precalculus or calculus (ACT 27 or higher; SAT MATH 650 or higher) or permission of the instructor.*

Calculus I for Science is the first half of a two semester sequence designed to prepare students seeking a career in Health Sciences, Mathematics, Engineering or Natural Sciences. The course emphasizes a strong conceptual framework that links the major ideas of limits, continuity, differentiation and integration. This structure develops the skills needed for rigorous problem solving demanded in the aforementioned careers. Trigonometric, logarithmic and exponential functions are stressed.

**MATH 152 (4)**
*Calculus II for Science*

*REQUIRED: Successful completion of MATH 151 or its equivalent.*

MATH 152 is the second half of a two semester sequence that prepares students for careers in Health Sciences, Mathematics, Engineering or the Natural Sciences. Emphasis is on techniques and applications of Integration as a consequence of the Fundamental Theorem of Calculus. An introduction to Series and the Calculus of Vectors are also covered.

**MSL 10101 (1)**
*Introduction to Military Leadership I*

This course is a study of the organization of the Army with emphasis on understanding and implementing officership, leadership, and the Army values. Military courtesy, discipline, customs, and traditions of the service, fitness, and communication are taught and demonstrated through practical exercise. It includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as land navigation and marksmanship.

**MSL 10102 (1)**
*Introduction to Military Leadership II*

This is a study of functions, duties, and responsibilities of junior leaders. The course emphasizes operations of the basic military team to include an introduction to the Army’s problem-solving process as well as the fundamentals of time and resource management. It includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as first aid, U.S. weapons, and military communication.

**MSL 20201 (2)**
*Foundations of Military Leadership I*

Study and application of map-reading skills, military communications, and development of individual leadership techniques by learning the fundamentals of small unit tactical operations. Emphasis on individual physical fitness and conducting self-evaluations to facilitate growth. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques along with instruction on basic military skills of land navigation and rifle marksmanship.

**MSL 20202 (2)**
*Foundations of Military Leadership II*

Study and application of mission planning and orders with an emphasis on small unit leadership in tactical settings. Land navigation, map reading, marksmanship, and communication skills will be evaluated. Students are expected to demonstrate that they have mastered basic soldier skills and leadership fundamentals. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques along with advanced instruction on military skills.
MSL 30301 (3)
Tactical Military Leadership
Military decision making, problem analysis, and integrated planning of squad and platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes one 48-hour field training exercise and a weekly two hour lab that offers the opportunity to demonstrate leadership and tactical techniques.

MSL 30302 (3)
Applied Military Leadership
Advanced military decision making, problem analysis, and integrated planning with synchronization of multiple assets. This is conducted on the basis of squad and platoon operations and tactics. It includes one 48-hour field exercise and a weekly two hour lab that offers the opportunity to demonstrate leadership and tactical techniques.

MSL 40401 (3)
The Professional Officer and Developmental Military Leadership
Advanced study of the military profession and of the concept of officership. Addresses training management, along with staff organization, functions, and processes, the components of officership, which include requirements to be a leader of character, a warfighter, a member of the profession of arms, and a servant of the nation, and the Just War tradition.

MSL 40402 (3)
Adaptive Military Leadership and Military Ethics
This is an advanced study of military leadership, military ethics, and a variety of issues relevant to junior military officers. It addresses the Army’s leadership doctrine in depth, paying particular attention to the Army’s leadership requirements model, along with military ethics and ethical decision-making in professional situations. Additional topics include the Law of War, cultural awareness, Army organization, and Army administration.

MSL 47498 (3)
Topics in Military Studies
This is an independent study course that will allow contracted ROTC cadets to design a course of study to investigate selected topics in military science more completely.

MUSI 111 (1 or 2)
Guitar
SPECIAL FEES: 50-minute weekly private lesson (2 credits): $1450. per semester; 30-minute weekly private lesson (1 credit): $725. per semester

Private guitar lessons are open to all students and community members for credit or audit. Students follow the instructions of each private instructor, and read and sign Policies Concerning Private Lessons. Lessons begin the second week of classes. It is recommended that beginners sign up for a 30-minute lesson. Thirteen lessons are given per semester. All applied music course/lessons may be repeated for credit or audit.

MUSI 112 (1 or 2)
Piano
SPECIAL FEES: 50-minute weekly private lesson (2 credits): $1450. per semester; 30-minute weekly private lesson (1 credit): $725. per semester

Private piano lessons are open to all students and community members for credit or audit. Students follow the instructions of each private instructor, and read and sign “Policies Concerning Private Lessons”. Lessons begin the second week of classes. It is recommended that beginners sign up for a 30-minute lesson. Thirteen lessons are given per semester. All applied music course/lessons may be repeated for credit or audit.

MUSI 113 (1)
Liturgical Choir
The goals of the Liturgical Choir are to be a ministerial presence on the campus and to make music that provides an atmosphere of worship for the liturgies in Holy Cross Chapel. The choir is open to all members of the
Holy Cross College community, at the discretion of the director; instrumentalists as well as vocalists are welcome. Choir rehearsals, while primarily for the purpose of preparing music for upcoming celebrations, also include some liturgical catechesis as well as development of musical skills. Repertoire is drawn from both contemporary and traditional liturgical music sources.

MUSI 114 (1 or 2)
Voice
SPECIAL FEES:  
50-minute weekly private lesson (2 credits): $1450. per semester; 30-minute weekly private lesson (1 credit): $725. per semester

Private voice lessons are open to all students and community members for credit or audit. Students follow the instructions of each private instructor, and read and sign “Policies Concerning Private Lessons”. Lessons begin the second week of classes. It is recommended that beginners sign up for a 30-minute lesson. Thirteen lessons are given per semester. All applied music course/lessons may be repeated for credit or audit.

MUSI 115 (3)
World Classical Music
During the 20th century, changes in classical music were unique and often dramatic, at times incorporating elements of popular or world music. How and why this occurred is best understood by also studying and listening to music by composers active during the preceding 300 years. This course includes an overview of music history from 1600 to the present; various genres and styles of music are explored through lecture/listening sessions, discussions, readings, research, writing, and performances. Eagerness to acquire musical knowledge and expand your listening experiences is the only pre-requisite.

MUSI 116 (3)
American Music
Music in the United States is incredibly varied; the diverse origins of its people are partially responsible for this musical diversity. Where and how the various musical trends developed were determined in part by whether people settled into gradually growing urban centers or more isolated regions of our land. In addition, indigenous music is part of our vast musical heritage. Incorporated in this course is the study of these multifarious musical roots and the musical traditions and styles that emanated from them. Different terms such as popular music, grass-roots music, vernacular music, folk music, and ethnic music of the United States will be explored, as will relevant musical examples. Discovering the interconnectedness of past and present American music-- its content, and sounds-- is the focus of this course.

PHIL 201 (3)
Introductory Philosophy
PREREQUISITE: IDST 101.
This course examines the nature and purposes of philosophy, treating some fundamental philosophical questions: consciousness, human knowledge, moral development, death and immortality, and the human ability to know God. In addition, a survey is made of the major philosophers and philosophical movements in the Western tradition.

PHIL 202 (3)
Ethics
PREREQUISITE: IDST 101.
This course is an inquiry into the nature of the right and the good in human actions. It includes consideration of various ethical theories, including good moral reasoning, as well as an examination of the key principles of morality and social ethics and consideration of the major moral issues of our time.

PHIL 203 (3)
Logic
PREREQUISITE: IDST 101.
Logic is the study of correct reasoning. This course is an introduction to both traditional and modern logic, including a discussion of how logic has changed over time and what these changes might mean for humanity’s quest for ultimate happiness.
PHIL 240 (3)
Political Philosophy
PREREQUISITE: IDST 101.
This course examines the basic concepts of political philosophy. It includes a survey of some of the most important political theories of the Western tradition, as well as a brief look at several non-Western traditions. We will consider whether an understanding of politics rooted in the natural law, virtues, and common good can provide a better approach to contemporary political realities than the political theories that are now dominant. Cross-listed with POLS 240.

PHIL 252 (3)
Political Economy
PREREQUISITE: IDST 101.
This course introduces students to the major alternatives in political economy, not only capitalism and socialism, but also alternatives to this materialist dichotomy. It also introduces students to the relevant documents of Catholic social teaching, which do not offer a particular theory of political economy, but do provide general principles that can be used to evaluate specific theories. Cross-listed with BUSI 252 and POLS 252.

PHIL 254 (3)
Global Business and Society
PREREQUISITE: IDST 101.
This course introduces students to fundamental issues concerning the role of business in our globalizing world. It enables students to articulate answers to questions such as the following: What is the proper relationship between business and society, one of only taking from society or one of also giving back to society? Does there exist an autonomous sphere of the economy? Should the business firm be understood as a collection of individuals or a community of persons? Why, within the Western tradition, has business (with the exception of accountancy) usually not been considered one of the professions? What is the relationship between business and culture, and how is this complicated in the age of globalization by cultural diversity? What is the purpose of business? The relevance of these questions to students’ future careers will be emphasized through the use of case studies. Cross-listed with BUSI 254.

PHIL 255 (3)
Business Ethics
PREREQUISITE: IDST 101.
This course will examine major ethical issues confronting persons in the business world. It will study major themes of ethics, including those that question the possibility of business ethics as such. It will address issues such as the ethical implications of capitalism as an economic system, and the role of business ethics in relation to the marketplace, the environment, production, and marketing of consumer goods, and the relationship between employer and employee. Cross-listed with BUSI 255.

PHIL 301 (3)
Heroic Journeys
PREREQUISITE: Any 200 level PHIL course.
This course seeks to involve students in an ongoing, literature-based discussion of what heroism involves and how heroism has been depicted by several major authors whose worldview directly emanates from—or at least is in harmony with—basic Christian teachings. Cross-listed with ENGL301.

PHIL 302 (3)
Evil, Suffering and Rebellion
PREREQUISITE: Any 200 level PHIL course.
Students will study major works by Fyodor Dostoevsky and John Milton. Topics to be investigated will include alienation, death, nihilism, redemption, sainthood, revolution, community, faith, sin, guilt, and solitude, as carried through literary works including Crime and Punishment, The Brothers Karamazov, and Paradise Lost. Students will be encouraged to see how literature can anticipate social movements like existentialism and communism. Major questions will include: What is happiness? What is the connection between ideology and

PHIL 311 (3)
Ancient Philosophy: Seeking to Understand Reality
PREREQUISITE: Any 200 level PHIL course.
This course introduces students to ancient Greek and Roman philosophy. It begins with the Milesians and continues with later Pre-Socratic philosophers, including Pythagoras, Heraclitus and Parmenides, and then examines the disagreement between the Sophists and Socrates. The primary emphasis of the course is on the works of Plato and Aristotle. It then considers the most significant ancient philosophical traditions after Plato and Aristotle, including Stoicism, Epicureanism and Neo-Platonism, with a focus on Cicero. It concludes with an introduction to medieval philosophy.

PHIL 312 (3)
Medieval Philosophy: Classical and Christian Wisdom
PREREQUISITE: PHIL 311.
This course introduces students to the history of medieval philosophy through the study of thinkers such as Augustine, Boethius, Avicenna, Anselm, Averroes, Maimonides, Thomas Aquinas, Scotus and Ockham. It is concerned with how these philosophers assimilated classical Greek and Roman philosophy, and with perennial philosophical problems such as the relationship between faith and reason, the existence and nature of God, divine foreknowledge, freedom of the will, the problem of evil, natural law, the virtues, happiness, and the immortality of the soul. It will conclude by considering how late-medieval philosophers set the stage for the emergence of modern philosophy.

PHIL 313 (3)
Modern Philosophy: The Turn to the Subject
PREREQUISITE: PHIL 312.
This course introduces students to modern philosophy through the study of thinkers such as Bacon, Hobbes, Descartes, Spinoza, Locke, Newton, Leibniz, Hume, Rousseau, Kant, Bentham, Hegel, Mill, Marx and Nietzsche. The course begins by considering the features of modern philosophy that distinguish it from ancient and medieval philosophy, including the transition from metaphysics to epistemology as first philosophy. It examines some of the more important new solutions proposed by modern philosophers to old philosophical problems. It sets the stage for the study of twentieth-century philosophy.

PHIL 314 (3)
Contemporary Philosophy: The Flight from Objectivity
PREREQUISITE: PHIL 313.
This course introduces students to Western philosophy from the beginning of the twentieth century to the present. It begins with a discussion of the difference between modern and postmodern philosophy. It discusses philosophical movements such as pragmatism, analytic philosophy, logical positivism, phenomenology, hermeneutics, existentialism, critical philosophy, structuralism, deconstruction and feminist philosophy. The course will study contemporary philosophical debates such as those concerning objectivism, subjectivism, absolutism, relativism, cognitivism, emotivism.

PHIL 401 (3)
Metaphysics
PREREQUISITE: Any 200-level PHIL course
Are material things the only real things? Aristotle said that if they are, then physics is the highest science. However, this ancient Greek philosopher, like Plato before him, thought that there are immaterial, spiritual realities that the human mind can know. The study of these realities is metaphysics or first philosophy. This course will examine this fundamental question in relation to the contemporary understanding that all reality is physical. The fundamental text of the course is Thomas Aquinas’s Summa Theologiae, Part I, questions 1-13, which address the existence of God, his characteristics, the possibility of knowing him, and how we can legitimately talk about him. Although we will examine this text in detail, we will also use it as a ‘jumping off’ point for discussing other perspectives, both earlier (especially Plato) and later, in particular, contemporary empirical science.
PHIL 404 (3)
Jurisprudence
PREREQUISITE: Any 200 level PHIL course.
This course begins by exploring traditional natural law theory, with a focus on the writings of Thomas Aquinas. It then explores several of the main alternatives in modern jurisprudence, including legal positivism, interpretivism, and critical legal studies.

PHYS 121 (4)
Physics - Lecture and Laboratory
REQUIRED: a demonstrated proficiency in mathematics and English at or above the level of MATH 101 and ENGL 99. RECOMMENDED: proficiency in algebra at the level of an intermediate high school algebra course.
PHYS 121 is a one-semester introduction to selected topics in classical and modern physics, including applications to electronics, computers, and other modern technologies. Specific topics may vary from semester to semester. This is an introductory survey course designed for business, liberal arts, and other non-science majors. It will not satisfy a course requirement for students intending to pursue degrees in science, medicine, or engineering. The course includes three hours of lecture and two hours of laboratory per week.

POLS 240 (3)
Political Philosophy
PREREQUISITE: IDST 101
This course examines the basic concepts of political philosophy. It includes a survey of some of the most important political theories of the Western tradition, as well as a brief look at several non-Western traditions. We will consider whether an understanding of politics rooted in the natural law, virtues, and common good can provide a better approach to contemporary political realities than the political theories that are now dominant. Cross-listed with PHIL 240.

POLS 252 (3)
Political Economy
PREREQUISITE: IDST 101
This course introduces students to the major alternatives in political economy, not only capitalism and socialism, but also alternatives to this materialist dichotomy. It also introduces students to the relevant documents of Catholic social teaching, which do not offer a particular theory of political economy, but do provide general principles that can be used to evaluate specific theories. Cross-listed with BUSI 252 and PHIL 252.

PSYC 101 (3)
Introductory Psychology
This course is an introduction to the basic principles of mental processes and human behavior. Topics include conditioning, development, personality, learning, and adjustment. Psychological theory and research will also be examined.

PSYC 115 (1)
Psychology in Film
This course will focus on the presentation of psychological constructs in film. Course content will focus on the nature of "evil" as it is presented in films as a form of psychopathology, sociopathy or attractive personality attribute. The class will meet for six, 210 minute sessions on selected Thursday evenings.

PSYC 150 (1)
Psychopaths, Sociopaths & Serial Killers
This course examines the etiological bases of psychopathy, sociopathy, and serial killers as well as current assessment and treatment methods. A case study format will be employed focusing on specific real-life individuals, Jack the Ripper, the Kray Brothers, John Wayne Gacy, and Jeffrey Dahmer, and one fictionalized representation of these disorders, Walter White. In this course, a number of core competencies and learning outcomes will be addressed. The student will define the concept of abnormality as it relates to psychology. Students will understand
psychopathology in adulthood and its treatment through an understanding of the biopsychosocial model. Students will also think critically about the psychology-health connection. A multi-media approach will be employed using video presentations as well as traditional lecture format.

**PSYC 185 (3)**
**PREREQUISITE: PSYC 101**
**Growing & Developing the Adult Life Span**
This course is an introduction to the field of Human Aging/Gerontology as an interdisciplinary field of study. The course will be an examination of the biological, psychological, social, spiritual and economic factors and dimensions that make up the aging experiences of individuals as well as how the "aging population" affects the way we organize our various societies. Cross-listed with GERO 185 and SOCI 185.

**PSYC 201 (3)**
**Social Psychology**
**PREREQUISITE: PSYC 101**
This course will focus on the study of individual behavior in a social context. Emphasis is on group behavior, prejudice, attitude formation and conformity in relation to psychological theories and research dealing with social influence. Cross-listed with SOCI 201.

**PSYC 205 (3)**
**Abnormal Psychology**
**PREREQUISITE: PSYC 101**
This course is designed to familiarize students with the different approaches to understanding, preventing, and treating mental disorders. Students will also learn about the major categories of disorders listed in the Diagnostic and Statistical Manual of Mental Disorders – 4th ed. (DSM-IV). They should also be able to identify the major philosophical differences in explaining abnormal behavior and discuss the implications of those differences in treatment and public policy.

**PSYC 207 (3)**
**Life-Span Development**
**PREREQUISITE: PSYC 101**
This course is designed to help students become familiar with developmental psychology. The emphasis is on life-span development. This course will focus on some of the major issues in this area: the contributions of nature and nurture in human development, continuity vs. discontinuity in development, critical periods of development and plasticity. Students will gain an understanding of developmental processes that occur in childhood, adolescence, early adulthood and later adulthood. Students will gain an understanding of how developmental issues may be recognized in their own lives as well as the importance in the study of human behavior.

**PSYC 210 (3)**
**Statistics: Probability**
This statistics course is intended to present solid application-oriented statistical topics for students pursuing a major in business management, economics, psychology, and related fields. This is an introductory statistical course with a high emphasis on statistical application and interpretation to the disciplines of business management, economics and psychology. The IBM SPSS Statistics 21/22 software will be used for analysis. Topics include, but are not limited to: role of statistics in the research process, organizing data, mean, mode, median, variance, standard deviation, probability distributions and related topics, estimation, hypothesis testing, correlation, regression, Mann Whitney, Wilcoxon signed- rank test and Chi-Square. Cross-listed with BUSI 210.

**PSYC 215 (3)**
**Social Gerontology**
This course is designed as a multi-disciplinary study of aging with a focus on social issues. Social Gerontology is concerned with the impact of social and cultural conditions on the process of growing old. The course will be geared toward the examination of diverse perspectives with the goal of sensitizing you to dilemmas,
debates, and possible solutions to social problems generated by our aging society. We will have guest speakers come into our class sharing their experience in dealing with these debates and controversies. You will become aware of your own beliefs regarding these issues but also be sensitive to the perspectives of others. Cross-listed with GERO215 and SOCI215

PSYC 230 (3)
Psychology of Sport
*PREREQUISITE: PSYC 101*
A study of the competitive sports experience, with emphasis on the multidimensional factors involved in the psychology of sport. Cross-listed with SPOR 230.

PSYC 240 (3)
Organizational Behavior & Management
The field of organizational behavior deals with human behavior in organizations. It is the multidisciplinary field that seeks knowledge of behavior in organizational settings by systematically studying individual, group, and organizational processes. This knowledge is used both by scientists interested in understanding human behavior and by practitioners interested in enhancing organizational effectiveness and individual well-being. This dual focus of explaining the nature of this scientific knowledge as well as on how it has been, or may be, used for practical purposes is fundamental to the field of organizational behavior, an applied science. Cross-listed with BUSI 240 and COMM 240.

PSYC 270 (3)
Spirituality and Aging
This course will examine the significance of spirituality in people's lives with emphasis on integration in the later years of life. Reflection will include one's own spiritual journey. As a core course in Gerontology, one can expect a level of understanding that is purposeful in their professional work with older adults. Cross-listed with THEO 270 and GERO 270.

PSYC 275 (3)
Research Methods in Psychology
*PREREQUISITE: PSYC 101*
This course will include discussions of the various research methods used in the field of psychology. Students will examine research designs, treatment of results. They will engage in literature searches, and the preparation of research reports.

PSYC 310 (3)
Nonverbal Communications
*PREREQUISITE: COMM101 or COMM102*
Students will study nonverbal behaviors and how they repeat, underscore, substitute for and regulate verbal communication in the communication environment and between communicators. Theories and research will be covered. Cross-listed with BUSI310 and COMM310.

PSYC 315 (3)
Child and Adolescent Development
*PREREQUISITES: PSYC 101 and PSYC207*
This course will cover in detail the concepts of physical, social, emotional, and cognitive development as related specifically to children and adolescents. The course of normal development will be emphasized, but there will be reference to aspects of development which may deviate from what is considered “normal”. The goal of this course is to further learning specific to children and adolescents that began in Lifespan Development.

PSYC 330 (3)
Personality Theories
*PREREQUISITES: PSYC 101 and PSYC205*
This course focuses on the theories of personality, methods of study and results of the scientific study of personality. The basic concepts of personality traits and their measurements will be discussed. In addition, the developmental influences and problems of integration will be addressed.
PSYC 341 (3)
Consumer Behavior
This course is an introduction to the world of consumer behavior. The discipline borrows from several social sciences including psychology, sociology, and anthropology to explain behavior in the marketplace. In this course, the student will explore how perceptions, learning, memory, personality, and attitudes influence consumption behavior, how consumption changes during one’s life cycle, and how powerful cultural and subcultural influences are on consumers. Cross-listed with COMM 341 and BUSI 341.

PSYC 350 (3)
Aging in Communities
Examines the possibilities and challenges a community faces to encourage and extend resources to people who are aging. All dimensions of aging in place will be explored: social, familial, educational, political, physiological and occupational. Emphasis will be placed on evaluating successful aging friendly solutions various communities have found. Cross-listed with GERO350.

PSYC 360 (3)
Aging and the Family
The Age Wave has arrived; the oldest of the baby boomers, the largest generation in our history, are now in their early 60’s. Because of modern technology and improved health care, life expectancy has increased significantly since the early 1900’s. Leaders in the aging field across the country say that older people are redefining the retirement years, and this cultural transformation is having a tangible impact on the traditional concept of family as a social institution. The possibilities for how to live the older years is also evolving. This course will take a look at what it means to age within the context of a broad range of family ties: marriages, friendships, older parents and children, childless older persons, grandparents and grandchildren, and sibling relationships. Cross-listed with GERO 360.

PSYC 370 (3)
End of Life Issues
This course will take a close look at the topics of grief, bereavement, illness, caregiving, aging, and the dying process. Although the influence of various cultures will be discussed, the central stress will be on American multicultural in the present. We will consider, too, how such topics are affected by issues of race, class, gender, belief systems, cultural values, ethics, etc. Students will be encouraged to engage thoughtfully, critically, and imaginatively with the texts and the materials they encounter during the semester. Students will also be encouraged to relate the materials to their own experiences and to bring those experiences to bear on the course materials. Cross-listed with GERO 370 and THEO 370.

PSYC 385 (3)
Race, Ethnicity, and Aging
This course is designed to present a broad overview of aging within the framework of race and ethnicity by examining some of the major issues related to our aging society, current research, and theories of aging. It will focus on diversity and some of the multicultural factors that contribute to one’s socialization and life-chance differences that may follow ethnic, racial, gender, racial and minority status. Cross-listed with GERO 385.

PSYC 390 (3)
Physiological Psychology
PREREQUISITES: PSYC205, one 300 level PSYC class, and one lab science class.
This course is designed to familiarize students with the physiological bases of human behavior. Students will be exposed to the psychological differences/explanations of abnormal behavior and how these differences affect treatment of mental illness.

PSYC 399 (3) Seminar in Psychology
PERMISSION OF THE INSTRUCTOR REQUIRED.
Topics vary by semester

PSYC 420 (3)
History and Systems in Psychology

PREQUISITE: Senior standing and 20 hours in Psychology

This course will focus on the historical analysis of the field of psychology from its beginnings in philosophy and the natural sciences through the 1950s. In addition to lectures, students will engage in presentations and class discussions based on student research on the history of psychology. This course will only be offered occasionally.

PSYC 497 (3)
Special Topics in Psychology: Conference

PERMISSION OF THE INSTRUCTOR REQUIRED.

This class will offer students an opportunity to attend psychology conferences (local, national, and international). Students will attend symposia, invited addresses, poster sessions, and lectures given by some of the leading researchers and theorists in psychology. This course will be offered each year or on alternating years. The venue will change from year-to-year.

PSYC 498 (3)
Special Topics in Psychology: Senior Research Project

PERMISSION OF THE INSTRUCTOR REQUIRED.

This course is a continuation of PSYC 497. It allows students the opportunity to implement the proposed research study designed in PSYC 497. Students will work with a faculty member to implement the proposed study, analyze the collected data, form conclusions, and complete a formal write up of the study.

PSYC 499 (3)
Seminar in Psychology

PERMISSION OF THE INSTRUCTOR REQUIRED

Topics vary by semester

SCIE 121 (4)
Great Ideas in Science - Lecture and Laboratory

REQUIRED: a demonstrated proficiency in mathematics and English at or above the level of MATH 101 and ENGL 99.

Great Ideas in Science is a one-semester interdisciplinary introduction to science, emphasizing major ideas that have influenced current views of nature, natural laws, technology, and the relationships between science and society. Recent topics include astronomy, the laws of motion, energy and the environment, electricity, radioactivity, geology, and biological evolution. Topics may vary from semester to semester. This is an introductory survey course designed for business, liberal arts, and other non-science majors. It will not satisfy a course requirement for students intending to pursue degrees in science, medicine, or engineering. Three hours of lecture and two hours of laboratory per week.

SCIE 345 (3)
Creation and Evolution

PERMISSION OF THE INSTRUCTOR. PREREQUISITE: completion of at least one laboratory science course with a grade of C or higher or the permission of the instructors and THEO 140.

The primary purpose of this course is to enable upper-level undergraduate students to examine the relationship between science and theology in the contemporary world. The course will emphasize Christian spirituality rooted in faith tradition and 21st century principles and insights derived from the natural sciences. This course must be taken concurrently with THEO 345.

SOCI 151 (3)
Principles of Sociology

A general survey of basic concepts, theories and methods developed through the social science disciplines to help us better understand our society - its culture, social institutions and the social behavior which characterizes our lives. Topics include the sociological perspective, theory, research methods, social stratification, culture, social organization deviance, socialization, gender, and social change.

SOCI 152 (3)
**Social Problems**

This course will focus on an analysis of contemporary social problems confronting the United States. Topics include family, race and ethnicity, health, poverty, violence, crime, education, and social change.

**SOCI 185 (3)**
**Growing & Developing the Adult Life Span**

This course is an introduction to the field of Human Aging/Gerontology as an interdisciplinary field of study. The course will be an examination of the biological, psychological, social, spiritual and economic factors and dimensions that make up the aging experiences of individuals as well as how the "aging population" affects the way we organize our various societies. Cross-listed with GERO 185 and PSYC 185.

**SOCI 201 (3)**
**Social Psychology**

This course will focus on the study of individual behavior in a social context. Emphasis is on group behavior, prejudice, attitude formation and conformity in relation to psychological theories and research dealing with social influence. Cross-listed with PSYC 201.

**SOCI 209 (3)**
**Marriage and Family**

*PREREQUISITE: SOCI 151 or SOCI 152 or PSYC 101 or PSYC 205 or PSYC 207*

This course will provide a sociological analysis of the social institutions of marriage, family, and kinship. The course has four major components including a sociological critique of historical and global patterns of marriages and families, dating, and mate selection, the stages and transitions in the family life cycle. While scholarly in approach, this course should have considerable practical value for students in their own marriages and families.

**SOCI 215 (3)**
**Social Gerontology**

This course is designed as a multi-disciplinary study of aging with a focus on social issues. Social Gerontology is concerned with the impact of social and cultural conditions on the process of growing old. The course will be geared toward the examination of diverse perspectives with the goal of sensitizing you to dilemmas, debates, and possible solutions to social problems generated by our aging society. We will have guest speakers come into our class sharing their experience in dealing with these debates and controversies. You will become aware of your own beliefs regarding these issues but also be sensitive to the perspectives of others. Cross-listed with GERO215 and PSYC 215.

**SOCI 410 (3)**
**Social Stratification**

This course explores the evidence for and effects of social stratification in society. Attention is given to the ways in which social institutions (the family, education, the economy, the mass media, government, health care) are characterized by inequality. Emphasis is on discovering and analyzing how differences exist in regard to gender, race, social class, and age in regard to assess to valued scarce resources in society.

**SPAN 101 (3)**
**Beginning Spanish I**

Spanish 101 is a first semester Spanish course designed for students with little or no previous exposure to the Spanish language. Its purpose is to equip students with the skills they need to communicate in Spanish outside of the classroom, with an eye towards building an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world. The successful student will see comparisons between the target language and culture and their own, and be able to articulate connections between Spanish and other disciplines within the liberal arts.

**SPAN 102 (3)**
**Beginning Spanish II**

*PREREQUISITE: Grade of C in SPAN 101, placement examination, or permission of instructor*
Spanish 102 is a second semester introductory Spanish course, the sequel to Spanish 101. Its purpose is to continue to equip students with the skills they need to communicate in Spanish outside of the classroom, with an eye towards building an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world. The successful student will see comparisons between the target language and culture and their own, and be able to articulate connections between Spanish and other disciplines within the liberal arts.

SPAN 201 (3)
Intermediate Spanish I
PREREQUISITE: Grade of C in SPAN 102, placement examination, or permission of instructor

Spanish 201 is an intermediate Spanish course designed for students with a basic foundation in the Spanish language. Its purpose is to build on students’ skills to communicate in Spanish outside of the classroom, with an eye towards furthering an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world. The successful student will see comparisons between the target language and culture and their own, and be able to articulate connections between Spanish and other disciplines within the liberal arts.

SPAN 202 (3)
Intermediate Spanish II
PREREQUISITE: Grade of C in SPAN 201

Spanish 202 is a second semester intermediate Spanish course, the sequel to Spanish 201. Its purpose is to continue to equip students with the skills they need to communicate in Spanish outside of the classroom, with an eye towards furthering an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world. The successful student will see comparisons between the target language and culture and their own, and be able to articulate connections between Spanish and other disciplines within the liberal arts.

SPAN 220 (3)
Spanish Conversation
PREREQUISITE: SPAN 202 or by placement.

Spanish 220 is an advanced intermediate Spanish course designed for students with a strong grammatical foundation in the Spanish language. Its purpose is to build on students’ oral communication skills, with an eye towards furthering an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world. The successful student will see comparisons between the target language and culture and their own, be able to articulate connections between Spanish and other disciplines within the liberal arts, and demonstrate increased oral fluency in the language.

SPAN 225 (3)
Spanish Grammar & Composition
PREREQUISITE: SPAN 202, SPAN220 or by placement.

Spanish 225 is an advanced intermediate Spanish course designed for students with a strong grammatical foundation in the Spanish language. Its purpose is to build on students’ written communication skills, with an eye towards furthering an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world. The successful student will see comparisons between the target language and culture and their own, be able to articulate connections between Spanish and other disciplines within the liberal arts, and demonstrate increased written fluency in the language.

SPAN 234 (3)
Latin American Culture & Civilization

Latin American Culture and Civilization is a three-credit course introducing the geography, history, customs and identity of the peoples of Latin America, including early civilizations, the conquest and coloniation, and the political and economic problems of the area, incorporating readings, discussions, guest speakers, films and local excursions. Objectives: to develop a basic knowledge of the past and an awareness of present conditions in Latin America. Course given in English. No prerequisites. Cross-listed with HIST 234.

SPAN 235 (3)
Latin American Literature
Course introduces the identity of the peoples of Latin America, incorporating translations of Latin American authors, discussions, films and museum excursions. Authors include Paz, Garcia Marquez, Fuentes, Rulfo, Borges, Asturias, Neruda, and Amado. Classes and readings are in English. Cross-listed with ENGL235.

**SPOR 225 (3)**
**Exercise Physiology**
*PREREQUISITE: BIOL 125.*

This course is designed to enhance a student’s knowledge of human physiology through a practical understanding of the body’s adaptations which occur from physical activity or moderate work. Focus will be on the beneficial adaptations which occur within the body’s physiological systems. Emphasis will be placed on how such activity affects health and the quality of life. The course will provide the appropriate scientific component for someone entering a career in sport or physical activity. Cross-listed with BIOL 225.

**SPOR 230 (3)**
**Psychology of Sports**

A study of the competitive sports experience, with emphasis on the multidimensional factors involved in the psychology of sport. Cross-listed with PSYC 230.

**SPOR 235 (3)**
**Coaching Theory & Practice**

This course focuses on the theory and practice of coaching in athletics. By learning and analyzing coaching principles used in the sporting world, students can develop and focus on preparing a practical approach to coaching. Recognizing that coaching skills are also applicable in many management disciplines, not just sport, this course can also serve as interrelated learning to the field of organizational behavior and management. This would assist future managers in their roles of developing, focusing, and improving managerial skills. It is supportive of other classes in the sports minor program.

**SPOR 260 (3)**
**Sports Law (Ethics, Title IX)**

This course provides an overview of legal principles and ethical issues in Sport. Included will be a broad range of issues related to sports law such as: antitrust, labor law, the athlete/agent relationship and issues of Title IX. The course includes a study of the role and application of ethics in the Sport decision making process and concludes with the study of and participation in a mock Sport labor contract negotiations. Cross-listed with BUSI 260.

**SPOR 320 (3)**
**Sports Facilities Management**

The course explores planning, developing, and managing sports facilities. Students examine existing facilities and plan for the development and management of new athletics facilities.

**SPOR 333 (3)**
**Sports Marketing & Communications**

This course is a study of the roles of marketing, promotions, communications, and fund raising play in the sports enterprise. Students will also be involved in planning, organizing, and delivering programs in these areas. Students will receive direct experience in implementing a sport event project on campus. Cross-listed with COMM 333.

**SPOR 350 (3)**
**Financial Management**

This course is an introduction to the concepts, tools, and applications of finance that are used in sports organizations, and other for-profit, and not-for-profit businesses and/or organizations. Learn to analyze an organization’s financial status, the role of investment banks, how to implement sound financial programs for raising funds, how to choose from competing investment opportunities, and how individuals and institutions allocate finds to financial assets such as stocks and bonds. Cross-listed with BUSI 350.
THEO 140 (3)
Creation, Covenant and Christ
This introductory course is the first of two required theology courses for all Holy Cross College students. In this course, students can expect to become more familiar with themes from the Old Testament and New Testament, along with the extension of that tradition among the first Christians. Questions one might address in this course include: What is Revelation/Biblical inspiration? What is inerrancy? What is canonicity? What does it mean to think of God as Creator? What is the relationship between God and humanity? What can one learn of Jesus the Christ from the Bible and the early church?

THEO 240 (3)
Christ, Church and Culture
PREREQUISITE: THEO 140
This course completes the minimum theology requirement for all Holy Cross College students. The primary intent of the course is to engage students in a critical discussion on the meaning and significance of Christ, the Church, and Christians with regards to the world today. In general, this course emphasizes that all people have a vocation and a call to holiness. More specifically, the course covers material from three areas: first, students study the meaning of vocation as it pertains to lay and ordained members of the Church, as well as the various roles of ministry and catechesis in the Church today; second, students explore the challenge of the New Evangelization, which calls for people to proclaim Christ in a culture that both is and is not rooted in the Gospel – especially in areas such as media, markets, consumer culture, and popular culture; third, the course raises questions of how Christians take up the challenge to promote justice, build peace, and defend human life in society today.

THEO 270 (3)
Spirituality and Aging
This course will examine the significance of spirituality in people’s lives with emphasis on integration in the later years of life. Reflection will include one’s own spiritual journey. As a core course in Gerontology, one can expect a level of understanding that is purposeful in their professional work with older adults. Cross-listed with GERO 270 and PSYC 270.

THEO 290 (3)
Seminar
PREREQUISITE: THEO 140
This is one of a sequence of courses designed to introduce students to a variety of theological disciplines and topics and to promote interaction between students and professors in small group settings of about 12 persons. The specific seminar topics can vary from semester to semester.

THEO 310 (3)
Old Testament: Accepting God as Yahweh
PREREQUISITE: THEO 140
This course examines the history and development of the literature of the Old Testament. It explores the Pentateuchal literature, Deuteronomic history, Prophetic books, Wisdom literature and other Post-Exilic writings. These it surveys in the light of contemporary literary/historical/critical analysis.

THEO 311 (3)
New Testament
PREREQUISITE: THEO 140
This course examines the literature of the New Testament. It explores the Synoptic Gospels and Acts, the Johannine writings, the Epistles of Paul and others, and the Book of Revelation. It surveys these in the light of contemporary literary/historical/critical scholarship.

THEO 320 (3)
Church History
PREREQUISITE: THEO 140
This course will study the history of the Christian Church from its origins to the present. Consideration will be given to its doctrinal and institutional aspects in the major stages of its development. The roles of its significant
leaders, controversies and movements will be seen in light of their continuing historical and cultural influence. Cross-listed with HIST 320.

THEO 321 (3)
Catholic Church in America
PREREQUISITE: THEO 140

This course examines the historical, religious, cultural, and social dynamics that have shaped the Catholic identity in the USA from the period of its origins to the post-Vatican II era. Included will be topics such as religious beliefs, spirituality, devotional piety, ethnicity, social movements, and public Catholicism. Cross-listed with HIST 321.

THEO 325 (3)
Rome through the Ages: History, Art and Culture of the Eternal City
Recommended PREREQUISITE: HIST 101, HIST 102, HIST 115, a course in Art or Theology; consent of instructor

This course explores the several aspects of Rome’s ancient, medieval and modern culture, with specific attention to the City’s secular and religious history, and its artistic tradition and heritage. The course includes a study trip to Rome. Cross-listed with ARTS 325 and HIST 325.

THEO 330 (3)
Sacramental Imagination and the Sacraments
PREREQUISITE: THEO 140

This course is designed to invite the student of theology into the mystery of the divine-human encounter experienced as sacrament; the visible and tangible reality of God’s intention of transforming the human person through a closer contact with the saving action of Jesus Christ. To this end, this course will seek to respond to three fundamental questions: How does a sacrament reflect and nurture a more intimate relationship with God, which in turn will move the person to respond to the world at large? How does the participation in sacramental liturgies affect a person and/or the community’s transformation into a truly human person and society? Is there an intrinsic divine presence in the sacramental experience and liturgical celebration that will effect such a transformation?

THEO 340 (3)
The Mystery of God
PREREQUISITE THEO 140

To be Christian is to proclaim belief in, experience, and worship in God as Trinity, a tri-personal God who desires to be known as a God-in-relationship. This course will begin by exploring the testimony of the first Christians in Scripture through the development of Trinitarian doctrine during the early Church councils. The contemporary mages of the Triune God as “God-For-Us” (LaCugna) and “God as Blessed Community” (Boff) will engage the mystery of God present and active in human history. To this end, this course will involve the interpretive discovery of understanding classical Christological and Trinitarian theology in light of the Christian call to promote human dignity in the contemporary global context.

THEO 341 (3)
The Church: Communion in Mission and Ministry
PREREQUISITE THEO 140

As a theological discipline, the study of the Church, known as ecclesiology, is best described as the study of the Church’s self-understanding. That is to say, that ecclesiology is a systematic and unified deepening of one’s knowledge of the Church as mystery; and presupposes that deepening one’s faith is both the point of departure and goal of this study. In this course, the student will “enter” into the mystery of the Church as its reality within human history to examine the origin, nature and structure of the Catholic Church as a Communion-in-Mission. Central to this study is the foundational theological maxim that the Church today lives in continuity within the same Christological and pneumatological realities which were present and operative in its origin. This course focuses on the ecclesial nature of the mission, ministry and structure of the Catholic Church with an emphasis on the vocation and participation of the laity. Contemporary trends within the Catholic Church in the United States will provide the focus for discussion, oral and written assignments.

THEO 342 (3)
Theological Anthropology

PREREQUISITE: THEO 140

This course studies humanity in its relationship to God as found in divine revelation and tradition. The course topics will include: creation, human nature as reflective of the image of God, gender, human sexuality, the theology of the body, the fall, grace, redemption, the resurrection of the body, and the last things. Theologies and controversies surrounding each of these topics will be included in the course material.

THEO 345 (3)
Creation & Evolution

PREREQUISITE: completion of THEO 140 and at least one laboratory science course or its equivalent with a grade of C or higher or the permission of the instructors

The primary purpose of this course is to enable upper-level undergraduate students to examine the relationship between science and theology in the contemporary world. The course will emphasize Christian spirituality rooted in faith tradition and 21st century principles and insights derived from the natural sciences. This course must be taken concurrently with SCIE 345.

THEO 350 (3)
Introduction to Moral Theology

PREREQUISITE: THEO 140

This course provides a general introduction to moral teaching in the Catholic tradition. It examines the formation of conscience and the role of the Church, family and community in the moral life. It looks at the traditional sources of Christian morality and applies these to selected topics.

THEO 351 (3)
Justice, Peace and the Gospel of Life

PREREQUISITE: THEO 140

This course, designed for theology majors and minors, examines how Catholic Social Doctrine addresses questions of justice, peace and the right to life in the global community. We will root ourselves in the documents of the Church’s social tradition—using the Vatican Compendium as our main text—and also study how these teachings are best applied by Christians in the world. Among our topics will be economic justice, war and peace, and abortion. Rather than see these topics as isolated “issues,” however, we will examine the ways in which commitments to justice, peace and life emerge from the call of the Gospel. We will also discuss the practical dimensions of various strategies for living out those commitments.

THEO 360 (3)
World Religions

PREREQUISITE: THEO 140

This course studies world religions with a view to understanding the deepest perceptions and convictions within each tradition: the beliefs and practices regarding nature, society, self and ultimate reality.

THEO 361 (3)
The New Evangelization: Media & Markets

PREREQUISITE: THEO 140

This course seeks to honor the call from the Church to positively engage, build, and – when necessary – transform media, markets and culture for the purpose of evangelization. Accordingly, students will learn to think critically (which includes a positive assessment as well as negative) about media, markets and culture, and to think about strategies and tactics for engaging these areas. Questions one might expect to explore include: What is evangelization and how has the Church understood this topic throughout the centuries? What does evangelization have to do with culture? What are the historical precedents for how the Church has approached the subject of evangelization and how can such a study help people better understand the present context? Topics one might expect to explore include the global market, consumer culture, critical theory/cultural theory, the Internet, art, songs, movies, television, and e-media, as well as education pedagogy, aesthetic theory, and Thomas Aquinas.

THEO 370 (3)
End of Life Issues
This course will take a close look at the topics of grief, bereavement, illness, caregiving, aging, and the dying process. Although the influence of various cultures will be discussed, the central stress will be on American multicultural in the present. We will consider, too, how such topics are affected by issues of race, class, gender, belief systems, cultural values, ethics, etc. Students will be encouraged to engage thoughtfully, critically, and imaginatively with the texts and the materials they encounter during the semester. Students will also be encouraged to relate the materials to their own experiences and to bring those experiences to bear on the course materials. Cross-listed with GERO 370 and PSYC 370.

THEO 371 (1)
Mary: Woman of Grace
PREREQUISITE: THEO 140
Mary, the declared Theotokos or “God-bearer” of the Patristic period, is the focus of this one-credit course in the Christian Spirituality series. This course is designed to study Mary, the mother of Jesus, through the “eyes of faith”—to see her in the context of history as an icon of God’s grace in both the Eastern and Western Church. Images of Mary as Blessed Virgin, Queen of Heaven, and Our Lady of many apparitions will demonstrate how Mary, as the Mother of God, has been a woman of grace, the image of the pre-eminent disciple for the faithful throughout time.

THEO 373 (1)
Reconciliation
PREREQUISITE: THEO 140
This course will examine the Catholic approach to reconciliation, in particular the practice of contrition, confession, forgiveness and penance. We will look at these elements in the ecclesial context but also explore ways in which they offer insights into social reconciliation. A key focus will be on penance. In what ways is it a punishment? Why does Aquinas describe it as ‘satisfaction’? How is it related to forgiveness? Topics will include case studies drawn from scandals in the Church and crises in American criminal justice.

THEO 380 (3)
Directed Reading in Theology
PREREQUISITE: THEO 140
These courses provide the opportunity for independent study for students with occasional special program needs. They examine specific topics not covered or only briefly covered in other classes and are taught at the initiative of the individual student and with the consent of the faculty member, the permission of the Dean of Faculty and the approval of the department chair.

THEO 391 (1)
Lives of the Saints
PREREQUISITE: THEO 140
This course will examine the life and times of some of the great saints in the Christian tradition. We will look at the historical biography of the saints as well as how they are remembered in writings and in art.

THEO 394 (3)
Theological Practicum
THEO 394A: Theological Practicum: Ministry & Catechesis (Barlas)
THEO 394B: Theological Practicum: Justice, Peace & Gospel of Life (Griffin)
THEO 394C: Theological Practicum: The New Evangelization: Media & Markets (Albarran)
A central component to practical tracks for theology majors and minors is an experiential placement in the areas of ministry/catechesis, justice and peace, or the new evangelization. These placements are intended to offer students experiences in the field where they can put their theological studies in practice. In addition to a field placement, students meet regularly for formation and faculty supervision. Course consent is necessary prior to enrollment.

THEO 420 (3)
Vatican II
PREREQUISITE: THEO 140
This course will be an introduction to the History and Theology of the Second Vatican Council. Students will be introduced to the historical context of the council, as well as the leaders of the Council, significant theologians, and topics addressed at the Council. Finally, the course will cover all the major documents promulgated by the council, and discuss the impact these documents have had on the modern Church.

THEO 430 (3)
Eucharist
PREREQUISITE: THEO 140
This course will cover the historical development of the theology, celebration and devotion to the Eucharist. Special Attention will be given, first, to the early development of the celebration of the Eucharist, most specifically to the Eucharistic Prayer; secondly, to the development of Eucharistic devotions; third, to the Theology of the Eucharist and the reform of the Liturgy as envisioned by Vatican II; fourth, to controversies, past and present surrounding the theology and celebration of the Eucharist; and fifth, to the modern theology of the Eucharist.

THEO 441 (3)
The Christian Vocation in the Twenty-First Century World
PREREQUISITE: THEO 140
This course considers the Catholic teaching that lay people play special roles within the community of faith and the world. It will examine the Decree on the Laity from the Second Vatican Council, and students will explicate how lay people participate in the priestly, prophetic, and kingly roles of the Risen Lord within the Church and the world.

THEO 442 (3)
Women in the Church
PREREQUISITE: THEO 140
This course will be an historical and theological introduction to the topic of women in the Church. Specifically, the course will focus on four things: the theological understandings of the female gender from the point of view of female theologians such as Theresa of Avila, Julian of Norwich, Edith Stein and others; the roles of women throughout Christian history; the examples of female leadership, the development of form of religious life particular to women, and the impact women have had on the worship and devotions of the Church; and finally, modern questions of specific concern to women’s ordination, sexual ethics, family structures, and the meaning of social economic equality.

THEO 470 (3)
Christian Spirituality
PREREQUISITE: THEO 140
This course considers the great themes of the spiritual life. It will explore both the Jewish roots of Christian spirituality and new themes that emerge. Topics include: prayer in the early Church; the sayings of the “Desert Fathers”; devotion to Mary; the Irish monks; the impact of Sts. Francis and Clare; Spanish mysticism; the spirituality of Holy Cross founder Basil Moreau. Other current spiritual movements in the Church today will be explored.

THEO 480 (3)
Directed Readings in Theology
PREREQUISITE: THEO 140
These courses provide the opportunity for independent study for students with occasional special program needs. They examine specific topics not covered or only briefly covered in other classes and are taught at the initiative of the individual student and with the consent of the faculty member, the permission of the Dean of Faculty and the approval of the division chair.

THEO 494 (3)
Senior Seminar & Writing Project
PREREQUISITE: THEO 140
This course is offered at the beginning of the fall semester and is intended to assist theology majors in establishing a research methodology, discovering the basic bibliographic sources appropriate to their topic, and
instructing them about the mechanics of writing research essays. It will examine major methodological approaches to theology while focusing on a theme, author, or text. A research paper will be required at the end of the semester.

**THTR 130 (3)**
**Film as Art & Communication**

This film course examines cinema as a form of art and communication. It explores the visual, audio and narrative elements that are essential to understanding the craft of how films communicate. The students will also delve into the history, forms, meaning and styles of film, which develops their skills in critical analysis and a broader grasp of the processes of filmmaking. With basic filmmaking workshops and in-depth discussions about films and their filmmakers, the students are introduced to editing, cinematography, mise-en-scène, sound and screenwriting. They are required to watch and analyze a number of International and American films to understand how the medium acts as a forum for communication in the local and international world of cinema. Cross-listed with ARTS130 and COMM130.

**THTR 201 (3)**
**Theatre Practicum**

This course will meet per the agreed upon scheduled rehearsal and production times. The course is a practical, production oriented, hands-on and results based examination of the process of doing live theatre. The production of a play is the core of the Theatre Practicum. All students who register for the course, and those who audition, will be assigned specific duties and jobs related to producing a live stage play such as: Stage Manager, Assistant Director, Actor, Lighting and Sound Technician, Costume Coordinator, Set Construction, Props and Make-up.