Academic Catalog
2015-2016

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Revised March 2016
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, IL 60602-2504  
312-263-0456 | 800-621-7440  
Fax: 312-263-7462  
www.ncahighered.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.

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 lab 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/CEEB 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 $200 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 $200 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. The Annual Emergency Health Form must be completed by all students each year. Because of its importance, those students who have not completed this form by the end of the first week of classes will have a medical hold placed on their academic record and face possible disciplinary sanctions. Students enrolled in the Spring semester will be asked to fill out the Annual Emergency Health Form and the Comprehensive Health Form in March. Students will not be allowed to register for fall classes until these two forms are completed. These online forms can be completed via the student or parent portal. Incoming freshman or transfer students are asked to complete both health forms prior to arriving on campus. These online forms can be completed via the student or parent portal.

New students are granted access to the Student Health Form via the HCC Portal after meeting with their Academic Advisor or having attended a Saints Orientation, Advising and Registration (SOAR) Day. If you need assistance accessing this form, please contact the Director of Institutional Research after checking with your Academic Advisor.

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 midsemester break in the fall and spring, a short Thanksgiving and Easter recess, and a summer break of approximately two months before the next academic year begins.

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.

The expectation of the Holy Cross college community is that students will be honest in their academic work and will encourage and support the honesty of others. As trust is the foundation of any effective community, students will also guard against any appearance of dishonesty in order to maintain and enhance the trust within the community.

Each faculty member has the responsibility to refer to the College policy on academic honesty at the beginning of each course. Faculty will foster the honesty of their students by conducting each course in ways that discourage cheating or plagiarism.

Instructors are required to investigate thoroughly any evidence of cheating in their classes.

Faculty members alleging or suspecting a violation of academic honesty must have a conference with the student informing them of the nature of the allegation and any evidence that exists. Following the conference, if the student is found responsible for a violation of the academic honesty policy, the faculty member will issue a commensurate sanction in writing to the student within three (3) business days. The faculty member will 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.

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 grant or deny the appeal or remand the decision back to the faculty member for further consideration. Decisions regarding appeals are final.

Academic Programs
For the most up-to-date program information, please go to: http://www.hce-nd.edu/majors-and-minors/
**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:

- **With Honors**
  - CGPA of 3.30 – 3.49
- **With High Honors**
  - CGPA of 3.50 – 3.69
- **With Highest Honors**
  - CGPA of 3.70 – 4.00

**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**

**ACADEMIC HONORS LIST:** A student receiving a semester grade point average of at least 3.50 on a minimum of twelve graded semester hours will be recognized by placement on the Academic Honors List.

**GOOD STANDING:** A student who has earned both a semester grade point average and a cumulative grade point average of 2.00 or better is considered to be in academic good standing.

**PROBATION:** A student may be placed on academic probation upon admission to the College, or if either the semester or cumulative grade point average is below 2.00. Students on academic probation are required to meet with their Academic Advisors 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 Probation may limit eligibility of certain activities or privileges of a student.

**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 student will be dismissed for academic reasons:

1. A **freshman 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** is eligible for dismissal if he or she has a one semester grade point average below a 2.0 or a cumulative grade point average below a 2.0.

3. If a student is dismissed for academic reasons, the student may submit a written appeal to the Academic Council stating the reason for the appeal. The Academic Council will make the final determination to either grant or deny the appeal.
**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; or
   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.

3. 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.

**Appeal Policy of a Final Grade**

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.
   - Should the professor choose to change the grade, he/she must follow the established grade change procedure.
   - 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:
   - The context and background of the original situation in the class that led to the grade that is being challenged.
   - The interactions, conversations, and clarifications between the student and the professor after the contested grade was posted.
• 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:
   • 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.
   • 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. 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.

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
    Six semester hours
    One science course
    One mathematics course above MATH 101
• Sufficient electives to total 60 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. Students wishing to audit a course(s) for which they do not satisfy the listed prerequisites must obtain instructor permission.

**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 course work. 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 he or she 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.

**Change/Declaration of Majors 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 advisor of the intended major and/or minor to discuss details and graduation requirements, and the advisor 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 Dean of Academic Support Services. For information regarding declaration limits, please refer to *Declaration Limit of Majors and Minors* section.

**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 Program (AP)**

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>
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<td>ARTS105</td>
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<tr>
<td>Biology</td>
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<td>BIOL101</td>
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<tr>
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<tr>
<td>Human Geography</td>
<td>3</td>
<td>HUMI999</td>
<td>3</td>
</tr>
<tr>
<td>Italian I</td>
<td>3</td>
<td>LANG999</td>
<td>3</td>
</tr>
<tr>
<td>Italian I, II</td>
<td>4</td>
<td>LANG999</td>
<td>6</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) Exams**

Holy Cross College recognizes International Baccalaureate (IB) Exams and grants credit for scores of five or higher in the Higher Level (HL) exams with a maximum of 30 credit hours. An official transcript of Examination Grades must be sent directly to the Admissions Office by either the New York, Geneva, or London IB Office. IB Exam scores on a high school transcript are not accepted.

**Course Overload**

A course overload must be approved by the chief academic officer. The student must initiate the process by submitting in writing to the chief academic officer. After careful consideration, the chief academic officer may determine that a compelling case exists to approve the student’s overload.

**Declaration Limit of Majors and Minors**

Students are limited to one major and one minor, or two majors and no minors. Courses may be cross listed and used to satisfy multiple requirements in any area of the core education section and the major and minor section, or the two majors. The College requirement of a minimum of 120 hours and completion of the degree major/minor courses will be in effect. Any request for official recognition of any additional major or minor for a student that has completed at least 132 hours will be proposed by the division chairperson and must be approved by the Dean of Faculty.

**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>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</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 grade of I 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.

**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 with a cumulative grade point average of 3.0 or above. 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:

- 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;
- Readings will be more sophisticated, emphasizing thought-provoking primary works and classics in their entirety from that field; and
- 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.

**Midterm Evaluations**

Midterm 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. Midterm grades do not become a part of a student’s permanent record.

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

The Northern Indiana Consortium for Education (N.I.C.E.) consists of area institutions that have joined to share their education strengths and facilities. In addition to Holy Cross College, consortium member include Bethel College, Goshen College, Indiana University at South Bend, Ivy Tech Community College, Purdue Polytech – South Bend, and Saint Mary’s College. With approval and on a space-available basis, Holy Cross students may enroll in courses offered by other N.I.C.E. institutions that are not offered at Holy Cross College. The student wishing to enroll in a N.I.C.E. class submits the request to his/her advisor. After approval, the student obtains the form from the registrar’s office on the first class day of the semester. No additional tuition is charged to students in N.I.C.E. courses (some course fees may be assessed). Students at Holy Cross College must be enrolled full-time to participate and may take one class per semester from a N.I.C.E. institution. This program is not available during Maymester.
Record 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 all 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 60-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 regionally 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 courses 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. A maximum of 60 semester hours of credit will be accepted in fulfillment of the bachelor of arts degree requirements, and a maximum of 30 semester hours will be accepted for the associate’s degree.

TUITION AND FEES / TERMS OF PAYMENT

Holy Cross College policy requires all student accounts be paid in full by August 1st for the Fall semester and January 1st for the Spring semester. An additional fee of $250.00 will be charged to all accounts whose balance is not paid in full by the due date.

The Preliminary semester bill will reflect the current account balances and charges for the term and any accepted financial aid offered to the student. The Holy Cross College student account can be accessed on our website portal at: www.sis.hcc-nd.edu.

Please note that all finalized financial aid the student has accepted will appear on the Preliminary semester bill, including federal loans. In order for the financial aid to be applied to your account, you must accept or decline your awards on your student portal. This is done by selecting “Accept/Decline FA Awards” under the Financial Aid tab, and should be done prior to July 15th.

PAYMENT PLAN

Holy Cross College is committed to helping students and families finance their education in a way that best suits their individual needs. Currently Holy Cross is working with Notre Dame Federal Credit Union (NDFCU) to provide a short term financing option, which has replaced the prior payment plan offered through the college. Applications for this financing should be made by July 15th and December 15th to allow ample processing time. NOTE: Families utilizing this option will have to pay half of the balance due to Holy Cross College by the August 1st/January 1st deadlines.

The college will also accept cash, checks, Visa, MasterCard, Discover and American Express as appropriate means of payment.

There are a range of possible consequences that could result from failure to adhere to the above payment policies, including, but not limited to:

- student ID deactivated
- student account suspension
- scheduled classes can be dropped
- students can be referred for student judiciary action

Failure to meet financial obligations, which also include library, parking, and student conduct sanctions, will result in the college withholding official transcripts and access to grade reports, prohibiting further registration, canceling registration if already granted, withholding further forms of financial aid and, when necessary, legal action*.

*Additional Fees:

In consideration of Holy Cross College providing you any services, products or sums of money you require, including charges to your Holy Cross College student account for tuition and fees, student loans and other charges that may occur while you are enrolled at Holy Cross College, you unconditionally guarantee to Holy Cross College the repayment for all these sums of money, products or services incurred by you. By your attendance at Holy Cross College you acknowledge the personal benefits which accrue to you when Holy Cross College provides these products, services or monies to you, and agree that such benefits constitute good, valuable and adequate consideration for this guarantee of repayment.

You are also aware that any changes in credit hours can change the computed balance by affecting charges and ultimately financial aid. You are aware that it is your responsibility to complete all required loan paperwork and financial aid award information in order to receive the financial aid for which you are eligible.

You understand that any unpaid balance shall accrue fees and that you shall be unable to attend subsequent semesters if your account is not in good standing. In the event of default, you agree to pay all expenses, including collection and/or litigation expenses and reasonable attorney fees incurred by Holy Cross College in enforcing this
Agreement. At our discretion delinquent accounts will be sent to a collection agency any time after the account is past due. Collection costs are calculated at a minimum of 33.333% of the total delinquent student account balance. All collection costs assessed by the collection agency are the responsibility of the student and added to the balance due.

**WITHDRAWAL**

Withdrawal from a class. After the drop/add period, a student may withdraw from a course using the course withdrawal form. Students may withdraw from a course with a W (withdraw) recorded on the transcript until the date indicated on the College calendar (typically during weeks 2-10 of the semester). Up to this date, a student may withdraw from a course for any reason, and the W is not included in computing grade point averages. Students withdrawing from a class or classes after this date for any reason will receive the grade earned as determined by the professor and according to the course syllabus.

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. If the student anticipates returning to the College in the future, he or she would need to submit an Application for Re-admission.

Tuition and On-Campus Housing Refunds**. If for any reason a student withdraws or is dismissed from the college during a given semester, refunds will be made according to the following table:

**Fall 2015 Semester**

<table>
<thead>
<tr>
<th>Withdrawal is completed</th>
<th>Refund will be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of classes – August 31, 2015</td>
<td>100% Tuition and Fees*</td>
</tr>
<tr>
<td><strong>Room and Board refunds will be pro-rated at per diem rate the first week only.</strong></td>
<td></td>
</tr>
<tr>
<td>*<strong>Fees will not be refunded after week 1</strong></td>
<td></td>
</tr>
<tr>
<td>September 1 – 7, 2015</td>
<td>75% Tuition only/Room &amp; Board</td>
</tr>
<tr>
<td>September 8 – 14, 2015</td>
<td>50% Tuition only/Room &amp; Board</td>
</tr>
<tr>
<td>September 15 – 21, 2015</td>
<td>25% Tuition only/Room &amp; Board</td>
</tr>
<tr>
<td>Thereafter</td>
<td>0% No Refunds</td>
</tr>
<tr>
<td>* Excludes Application Fee and Room Deposit Fee</td>
<td></td>
</tr>
</tbody>
</table>

**Spring 2016 Semester**

<table>
<thead>
<tr>
<th>Withdrawal is completed</th>
<th>Refund will be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of classes – January 18, 2016</td>
<td>100% Tuition and Fees*</td>
</tr>
<tr>
<td><strong>Room and Board refunds will be pro-rated at per diem rate the first week only.</strong></td>
<td></td>
</tr>
<tr>
<td>*<strong>Fees will not be refunded after week 1</strong></td>
<td></td>
</tr>
<tr>
<td>January 19 – 25, 2016</td>
<td>75% Tuition only/Room &amp; Board</td>
</tr>
<tr>
<td>January 26 – Feb 1, 2016</td>
<td>50% Tuition only/Room &amp; Board</td>
</tr>
<tr>
<td>February 2 – 8, 2016</td>
<td>25% Tuition only/Room &amp; Board</td>
</tr>
<tr>
<td>Thereafter</td>
<td>0% No Refunds</td>
</tr>
<tr>
<td>* Excludes Application Fee and Room Deposit Fee</td>
<td></td>
</tr>
</tbody>
</table>

**Financial Aid Recipients:** Student Financial Aid eligibility is recalculated for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a semester or term. Recalculation is based on the percent of aid earned using the following formula established by law:
**Percent Earned** = the number of days completed up to the withdrawal date* divided by the total days in the semester. Federal aid is returned to the government based on the percent of unearned aid using the following formula:

\[
\text{Aid to be returned} = (100\% - \text{percent earned}) \times \text{amount of aid disbursed toward institutional charges.}
\]

When aid is returned, the student will owe a debit balance to the college, and may also be responsible for a return of unearned aid to the government. The student will not be eligible for financial aid at another institution until funds are returned. The student is responsible for making arrangements with the Business Office for resolving any owed balance.
COURSE DESCRIPTIONS

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
This course 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: ARTS 106, 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, officerhip 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.

AS 20101 (1)
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.

AS 20102 (1)
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.

AS 21101L-21102L (0)
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.

AS 30101 (3)
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.

AS 30102 (3)
Air Force Leadership Studies
Further study of the Air Force personnel and evaluation systems, leadership ethics and additional communication skills.

AS 31101L/31102L (0)
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.

**AS 40101 (3)**
**National Security Affairs**
An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine.

**AS 40102 (3)**
**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.

**AS 41101L/41102L (0)**
**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 (3)**
**Biological Science**
*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 course is designed to satisfy science requirements for liberal arts, business and elementary education majors.

**BIOL 125 (3)**
**Human Biology**
*REQUIRED: a demonstrated proficiency in mathematics and English at or above the levels of MATH 101 and ENGL 099.*
This course is a study of the structure and function of the human body. 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 099*
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- Lecture and Laboratory**
*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- Lecture and Laboratory**
*REQUIRED: successful completion of BIOL 151 with a C or better 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 PSYC 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 PHIL 252 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 301 (3)
Introduction to Healthcare Management
This course examines the foundations and historical precedents for the current health care system in the United States. It also covers the structures, processes, and policies for delivering health care services, and briefly reviews alternative systems used in other countries. The course is a pre-requisite for advanced courses in long-term care management, healthcare finance, and healthcare administration, leading towards achievement of a professional credential as a Board Certified Healthcare Manager from the American College of Healthcare Executives (ACHE) or the Certified Medical Manager (CMM) from the Professional Association of Health Care Office Management.

BUSI 310 (3)
Nonverbal Communications
PREREQUISITES: COMM101 and COMM102
Students in this course will study nonverbal behaviors and how they repeat, underscore, substitute for and regulate verbal communication in the communication environment and between communicators both socially and in business. 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 406 (3)
Evidence-Based Healthcare Management
Understanding operational management in healthcare through application of the method of evidence-based analysis. Topics such as performance measurement, quality and economy, and organizing physician, nursing and non-clinical services are included. The format will simulate team meetings of a consulting firm assisting hospitals and other healthcare institutions to meet the new Affordable Care Act and the Agency for Healthcare Research and Quality
guidelines for coordinated care. You are filling the role of a consultant who is developing a specific area of expertise in evidence-based practice and management. This expertise should be one that you believe is highly relevant and important to coordinating care in a healthcare institution that you desire to work with, or for, in your future career. By the conclusion of this course, the student will be prepared to become certified in Evidence-Based Design.

**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 (3)**

**Chemistry Principles**

**RECOMMENDED:** a demonstrated proficiency in mathematics and English at or above the levels of MATH 101 and ENGL 099.

Topics in CHEM 121 will include using unit conversions to determine the amount of medication necessary for a patient, applying energy concepts to nutrition and exercise, using trends in the periodic table to understand the molecules of life, electrolytes, and biologically-relevant reactions, using balanced chemical equations to optimize product formation. In addition, the course will include topics such as applying gas laws to respiration and safe handling of gas canisters, understanding solubility concepts and applying them to IV solutions and kidney dialysis, and understanding how acid / base chemistry relates to antacids and blood composition.

**Chem 151 (4)**

**Principles of Chemistry I - Lecture and Laboratory**

**REQUIRED:** 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 CHEM 151 with a C or better or permission of the instructor.

CHEM 152 is the continuation of CHEM 151, the Principle of Chemistry I. It is intended for students who are majoring in a science-related discipline. As such, it gives a general overview of those topics which are universal to the study of chemistry in general. These topics include: liquids and solids, solutions, chemical kinetics, chemical equilibrium, acids and bases, the second law of thermodynamics, electrochemistry and a brief introduction to the nuclear chemistry.

**Chem 211(4)**

**Organic Chemistry I - Lecture and Laboratory**

**PREREQUISITE:** Successful completion of CHEM 152/CHEM 152L with a C or better

Organic nomenclature, relationship between structure and reactivity, stereochemistry and isomerism, organic reaction mechanisms, aromaticity, and introduction to multistep synthesis, and the preparation and reactions of alkanes, alkenes, alkyl halides, alkynes, alcohols and aromatic compounds.

**Chem 212 (4)**

**Organic Chemistry II – Lecture and Laboratory**

**PREREQUISITE:** Successful completion of CHEM 211/CHEM211L with a C or better
It is designed to complete the student’s introduction to the subject of organic chemistry through a study of some additional classes of organic compounds as well as some specialized reactions and multi-functional organic compounds. Completion of this second semester will give the student a working knowledge of and experience in naming, preparation, reactions, and reaction mechanisms of the classes of compounds studied. Topics covered in CHEM 212 include spectroscopy, organometallic compounds, ethers, epoxides, aldehydes, ketones, carboxylic acids, carbohydrates, amino acids, and nuclear acids. A student will be expected to apply his knowledge in a logical manner to show a mastery of the subject.

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
PREREQUISIT ESTS: 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
PREREQUISIT ES: COMM101 or COMM101
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 COMM101
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)
Survey of Electronic Media
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 organization's 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 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 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 nonverbals, 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)
Pearson CORE Elementary Generalist Test Prep.
The focus of this course is preparation for taking the Indiana State Elementary Generalist Licensing test for teachers. Passage of the Pearson CORE test is required for the Holy Cross College Teacher Education Program and for licensing in Indiana. Course is not transferable nor does it satisfy degree requirements.
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 114 (3)
Mathematics for Elementary Teachers
This course should be taken by student 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.

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; CO-REQUISITE: EDUC211
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 with ENGL 265.

EDUC 300 (2)
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 (2)
Title I 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 301A (1)
Title I School for EDUC Minors
Students will engage in activities with the classroom teacher and children to further their understanding of instruction, evaluation, and professional responsibilities. Placement will be half day. 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 310, 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 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 Elementary  
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 400A (1)  
Urban ELL/ENL Elementary  
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 40 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-REQUISITES: 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 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 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.

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?

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 century, 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 could 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 diverse 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.

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 their 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.

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.

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 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 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 do not match courses in the Holy Cross Catalog.

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 WWI; 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 geo-political 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 422 (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 422.

HIST 490 (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 100 (3)
College Success
This course is designed to aid new, transfer and continuing students in understanding what is necessary to be successful in college. This course will discuss developmental reading, critical thinking, proper note-taking, motivation, time and money management, stress management, memory tactics, test-taking strategies, writing and speaking skills, and career and major selection through various learning styles, practices and applications.

IDST 101 (3)
Introduction to Liberal Arts
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 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 Issues**
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**
This course is designed to fulfill students’ requirement for the Global Perspectives pillar at Holy Cross. Subject/activity varies.

### 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 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)
Intermediate Algebra
MATH 101 is designed to review mathematical principles and skills needed in the core natural and social sciences, higher-level mathematics courses, and in everyday 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: 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 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 125 (3)
Pre-Calculus
RECOMMENDED: Successful completion of two years of high school algebra
This course is intended as a preparation for the pre-professional calculus. This course will concentrate on algebraic techniques used in calculus. Topics covered include Systems of Equations and Inequalities, Matrices and Determinants, Sequences, Series, and Probability and topics in Analytic Geometry. The use of graphing calculators is an integral part of this course.

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 pre-calculus 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 pre-calculus 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 with a C or better 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 A/B (1 or 2)
Guitar
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 A/B (1 or 2)
Piano
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 A/B (1 or 2)
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 A/B (1 or 2)
Voice
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 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 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.

**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 power? What role does religion play in everyday life? Is rebellion essential to progress?

**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 (3)
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.
PHYS 151 (4)
Physics for Science, Medicine, and Engineering I
PREREQUISITE/CO-REQUISITE: Successful completion or current enrollment in MATH 151 or equivalent
Study of physics, including topics in classical mechanics, fluids, and thermodynamics. This is a calculus-based physics course. Students must also enroll in PHYS 151L: Physics for Science, Medicine, and Engineering I Laboratory.

PHYS 152 (4)
Physics for Science, Medicine, and Engineering II
PREREQUISITE/CO-REQUISITE: Successful completion of both MATH 151 and PHYS 151 with a C or better or equivalent, plus successful completion or current enrollment in MATH 152 or equivalent
Study of physics continuing from PHYS 151, including topics in electricity and magnetism, optics, and radioactivity. This is a calculus-based physics course. Students must also enroll in PHYS 152L: Physics for Science, Medicine, and Engineering II laboratory.

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)
PSYC 150 Weekend Seminar
The Weekend Seminar is a continuing series of topical presentations on psychology and psychiatry. Modeled after continuing medical education programs, the Weekend Seminar focuses on one specific topic in the field. Students attend class for three hours on a Friday night and then eight hours on the next Saturday and earn one credit hour in this media intensive program. Past programs have focused on: "Psychopaths, Sociopaths, and Serial Killers," "How to Take Over the World: The Impact of Media and Manipulation of the Masses," and "Sex, Drugs, and Rock N' Roll: Destructive Lifestyle Choices." This course is offered at least one time per academic year and can be offered more frequently as demand dictates.

PSYC 185 (3)
Growing & Developing the Adult Life Span  
**PREREQUISITE: PSYC 101**  
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 GER0 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.

**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 GER0215.

**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 245 (3)
Cross-Cultural Psychology
The course is designed to introduce the students to the areas of multi- and cross-cultural psychology. Emphasis will be placed on psychological theories and research findings that will enable students to understand and appreciate cultural difference from a psychological perspective. Students will come to appreciate cultural differences in worldview, communication, and in perspective on physical and mental illness. The course is designed to help students better understand other cultures and hence be sensitive and open to accepting people from other cultures.

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: COMM 101 or COMM 102
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 BUSI 310 and COMM 310.

PSYC 315 (3)
Child and Adolescent Development
PREREQUISITES: PSYC 101 and PSYC 207
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 PSYC 205
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 GERO 350.

**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 410 (4)**
Neuroscience
PREREQUISITES: FOR PSYC MAJORS: PSYC 390 OR PSYC 399. FOR NON-PSYC MAJORS: TO BE DISCUSSED WITH THE MATH AND SCIENCE DIVISION CHAIR. This course will expose the students to the area of cognitive neuroscience. The course will cover basic concepts in neuroscience and then examine how the brain is involved in regulating thought processes such as perception, attention, language, and object recognition. Students will be exposed to theory and get to participate in hands-on laboratory experiments pertaining to the topics covered in class.

**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 (3)**
Great Ideas in Science
*REQUIRED: a demonstrated proficiency in mathematics and English at or above the level of MATH 101 and ENGL 099.*
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.

**SCIE 445 (4)**
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 445.

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 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 access 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)
Conversational Spanish
PREREQUISITE: SPAN 202 or by placement.
SPAN 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, SPAN 220 or by placement.
SPAN 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 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. 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 ENGL 235.

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 330 (3)**
**Contemporary Issues in Sports**
This course examines contemporary issues associated with sport and sport management among athletes, coaches, spectator and other involved in youth, intercollegiate, Olympic and professional sports. It considers the role which social values play in sport, with emphasis on civic virtue, fair play and social justice, violence/abuses in sport, etc. This course provides students with a theoretical and practical knowledge of contemporary issues in sport. It considers various cultural and moral theories and potential solutions to various issues that students may encounter as sport professionals.

**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 340 (3)**
This course examines sport across different cultures and different historical periods. This study will address the relationship that sport has on social, economic, cultural and political institutions. It will address sport in early civilization, historical understandings of the body, early development of physical education, American approaches to sport, the modern Olympic games, etc.

**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 a 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 250 (3)  
**The Service Learning Experience**  
**PREREQUISITE: IDST 101**  
This course is an “Experience,” one of 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.

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 GER 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**
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 325 (3)**
**Rome through the Ages: History, Art and Culture of the Eternal City**
**RECOMMENDED PREREQUISITES:** HIST 101, HIST 102, 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 core of this course is a Spring Break trip Rome. The course will NOT meet every Friday morning, but only on 3 select dates prior to the trip. Cross-listed with ARTS 325 and HIST 325.

**THEO 330 (3)**
**Sacramental Imagination and the Sacraments**
**PREREQUISITES:** THEO 140 & 240
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 341 (3)**
**The Church as Communion and Mission**
**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 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**
*PREREQUISITES: THEO 140 and THEO 240*
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.

**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 372 (1)**
**Augustine, Aquinas, and Catholic Culture**
*PREREQUISITE: THEO 140*
St. Augustine and St. Thomas Aquinas form the twin focus of this one-credit course in the Christian Spirituality series. This course is designed to study the life and times of these two saints, as well as their impact on intellectual currents and culture throughout the world. Students will engage this study through primary and secondary sources, especially *The Confessions* of St. Augustine and the *Summa Theologiae* of St. Thomas Aquinas.

**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 374 (1)
Theology of the Body
PREREQUISITE: THEO 140 and 250
To live a spiritually holistic life is to recognize the beauty of human desire. This course is based on St. John Paul II’s Theology of the Body and will explore how our human sexuality is essential to understanding how human relationships manifest the glory of God in the depths of human longing. This course is designed for the student to engage in the theological study of freedom, sexuality and desire as an expression of our deepest longing, communion with God.

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 (1), 395 (2), 396 (3)
Theological Practicum
A: Theological Practicum: Ministry & Catechesis
B: Theological Practicum: Justice, Peace & Gospel of Life
C: Theological Practicum: The New Evangelization: Media & Markets
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 422 (3)
Catholicism 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 422.

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 440 (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 images 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 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 445 (4)
Science and Theology

PREREQUISITES: One natural science course with a grade of C or higher and THEO 140 with a grade of C or higher.

The primary purpose of this course is to enable students to examine the relationship between science and theology in the contemporary world. A fundamental outcome of this study will be to introduce the students to the possibilities of a Christian spirituality rooted in faith tradition but open to human life as it is understood in the 21st century. Cross-listed with SCIE 445.

THEO 450 (3)
Moral Theology

PREREQUISITE: THEO 140

This course examines the treatment of moral questions in the Catholic theological 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 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.
ECON 126 (3)
The Economy and Society
This course exposes students to the methods and uses of social sciences to understand of the way the world works. Students will acquire this understanding through an economics perspective.

ENGL 290 (3)
Introduction to Literary Theory
The survey course of 20th & 21st century literary theory will provide an intensive study and practice of methods of inquiry, rhetorical and documentation conventions, and terminology associated with literary theory and writing. This class will examine modern literary theory and how it has changed the study of literature thus affecting how we read literature and understand concepts such as identity and society.

HIST 152 (3)
History of the American People II
This course examines the history of the American people from the Civil War to the present. We will pay particular attention to the social, political, economic, and cultural changes that have taken place during this time. A diverse range of materials—scholarly articles, primary materials (autobiographies, court records, government files, etc.), novels, and films—will help us identify some of the critical themes and concerns of the American people from the late nineteenth to the early twenty-first century.

PHIL 201 (3)
Introduction to Philosophy
In this course, we shall consider philosophical questions such as the following: How should I live? What can I know? What really exists? What is the human condition? To engage with such questions, we will critically engage with how philosophers in the past have addressed them. These include Socrates, Plato, Aristotle, René Descartes, Immanuel Kant, Richard Wright, Jean-Paul Sartre, Simone de Beauvoir, and Martin Luther King, Jr.

PHIL 321 (3)
Topics in Moral and Political Philosophy
We shall consider philosophical questions such as the following: How should I live? What is the nature of the social order? How ought society to be organized? To engage with such questions, we will critically engage both with how philosophers in the past have addressed them and with current issues.

SOCI 365
Women and Health
In this course, we will focus on the intersection of health, illness, social control and women’s bodies. This course combines classic and contemporary feminist and sociological ideologies to explore how health and illness have been defined and experienced for different women across historical time and space.
**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.

**BIOL 128 (4)**  
**Plant Biology – Lecture and Lab**  
Required: This course is linked with PHIL 280. Students must take both concurrently. 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.

**BUSI 306 (3): Innovation and Small Business**  
The course in Innovation and Small businesses will focus on organizational capacity, readiness and the embracing of a change-driven business model. Using small businesses in several sectors, students will examine current state of business processes and determine the steps to drive the business to the next level of operations. To accomplish this goal, students will clearly demonstrate a strong understanding of the life cycle of small businesses, and the stages of organizational design and capacity.

**ENGL 200 (3)**  
**The Irish Short Story**  
This course traces the devolvement 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.

**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.

**ENGL 218 (3)**  
**Introduction to Modernism**
Modernism is the name given to the radical innovations in literature, music, and the visual arts that took place in Europe at the end of the nineteenth and beginning of the twentieth century. This course focuses on painting and literature, although there will also be opportunities to discuss the shake-up of musical conventions that happened at this time. We’ll begin by considering painting and sculpture, partly through the lens of Gertrude Stein, an American writer who collected avant-garde art in Paris. In poetry we’ll read modernist works such as T.S. Eliot’s The Waste Land and W.B. Yeats’s “The Second Coming” in relation to poetry written by combatants in World War I. In prose-fiction we’ll read selected works by James Joyce, Virginia Woolf, Rudyard Kipling, Katherine Mansfield, Elizabeth Bowen, and others. In drama we’ll read Samuel Beckett’s Waiting for Godot and watch a filmed production of this play. We’ll conclude by considering Joyce’s beautiful story “The Dead” in relation to the filmic version lovingly directed by John Huston.

ENGL 320 (3)
The Postcolonial Bildungsroman
This course will investigate postcolonial literature by focusing on the genre of the Bildungsroman, or coming-of-age narrative. We will first examine the genre’s origins, asking how the novel of education and maturation unfolds in late 18th- and 19th-century Europe. From there, we will study how the genre changes during the twentieth century in the hands of writers from Europe’s colonies and former colonies. Throughout the course we will consider several important questions: What kinds of futures do the young characters in postcolonial literature imagine for themselves and for their societies? How and why do they express those futures through the literary form of the Bildungsroman? How have their aspirations been cultivated—or thwarted—by the colonial or post-colonial cultures in which they are growing up, where many forms of development (economic, governmental, educational, identitarian) occur more slowly, painfully, or unevenly than they do in Europe and America? Our primary texts will include novels, one play, and one film that unfold in a diverse array of global settings: India, South Africa, Zimbabwe, Congo, Ireland, England, Germany, and Sri Lanka. Critical and theoretical sources will supplement our literary investigations.

ENGL 327 (3)
Shakespeare and Milton
This course will introduce you to the conventions of dramatic and narrative poetry through a study of plays by William Shakespeare (1564-1616) and the epic poem of John Milton (1608-1674). In Shakespeare’s plays and Milton’s epic we read works in our own language that rival the greatest works of world literature. Generations of readers have loved the works of Shakespeare and Milton’s epic, which, though challenging at first, reveal their magnificence to those who have learned how to approach them. In successful literary works, form and meaning are inseparable. We will therefore examine ways in which the two poets build their works, making them coherent wholes through structures of imagery, metaphor, and theme. You will learn how to read long and complex works from the Renaissance with understanding and enjoyment.

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.

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.

HIST 203 (3)
History of Medicine and Public Health
This course is a survey of western medicine from antiquity to the present. We will study how our worldview has changed (and been changed by) ideas about the body and disease. We also explore how different cultures responded to epidemics, cared for the sick and dying, and created institutions for the study of medicine and ways to determine which healers were legitimate practitioners. We cover a very wide variety of medical techniques and philosophies, and so success in the course will depend more on your ability to develop interesting historical questions and arguments, rather than your memorization of details. This course is open to all students and requires no previous knowledge of the topic.

**HIST 335 (3): "The Mind-Forg'd Manacles I Hear": Enlightenment in Europe and the Americas**

People living in Europe and the Americas often cite a period of Enlightenment from roughly the late seventeenth to the early nineteenth centuries as dividing “modern” people from their remote past. During that era, people on both sides of the Atlantic began to espouse natural rights, equality, and constitutionalism. The bond between Church and government weakened, denominations multiplied, and some avowed “rational” Christianity or even non-Christian forms of religion. Science erected new foundations in empirical observation, experiment and mathematics, severing its traditional subordination to theology and metaphysics. New avenues of trade sparked the systematic study of wealth creation, forming classical economics. And increasing numbers of men (and some women) read newspapers and novels, debated in coffee shops and gained access to education beyond the elementary level. Yet the same period also marked a high point of the slave trade, “bloody” legal codes, warfare, and violent revolution. This class will detail the progress of Enlightenment as it swept through Europe and the Americas, encouraging you to think historically about what it means to be “modern.”

**HIST 360 (3) Labor & America Since 1945**

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families - and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace -- an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, modern conservatism, and the fortunes of individual freedom more broadly? What is globalization, and what has been its impact upon American workers? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and many others. It will also address the prospects for working people and labor unions in the twenty-first century.

**HUMI 140 (3) Program of Liberal Studies/Great Comedies**

Comedy is a broad and enduring genre, found in ancient myths, biblical books, Shakespearean plays and modern films. What is a comedy? How do comedies critique or reinforce existing religious, political, and social beliefs? What does comedy reveal about the divine? How do later writers of Medieval and Renaissance comedy dialogue with earlier authors of the genre in Ancient Greek and Ancient Near Eastern traditions?
MUSI 320 (3)
Opera and Ideas
This course offers methods and tools to study opera from Handel to Gershwin in its own sake and in context by focusing on intersections between opera and the broader history of culture and ideas. This course fulfills the Fine Arts requirement.

PHIL 280 (3):
The Science of Life: Historical and Philosophical Perspectives
REQUIRED: This course is linked with BIOL128. Students must take both concurrently.
This course will be linked with the biology course taught by Bro. Lawrence Unfried and is intended to integrate scientific, historical, and philosophical perspectives on life science. The course will begin with an inquiry into the question “what is life” with readings from primary and secondary sources with concentration on the theory of the circulation of the blood and its consequences. This will be followed by a study of the history of life, concentrating on Darwin’s theory. Units three and four will deal with general physiology and development and inheritance. The final unit will deal with philosophical and ethical issues raised by modern biology. Students completing the linked courses will acquire both practical skills in laboratory techniques and also a more general conceptual grasp of major issues and themes.

PHYS 101 (3)
Principles of Physics I
PHYS 101 is a prerequisite to PHYS 102. Intended for students who desire a grounding in all the major principles of physics but who plan to major in some area other than science or engineering. The ability to apply these principles to the solution of problems is a major goal of the course. The following topics are normally included: kinematics and dynamics of a particle, work, energy, momentum, harmonic, motion, gravitation, and circular orbits; wave motion, interference, standing waves, the Doppler effect; and temperature, heat, first law of thermodynamics, and kinetic theory of gases. Additional material will be at the discretion of the instructor. The division between PHYS 101 and 102 will depend on the order of presentation.

PHYS 102 (3)
Principles of Physics II: The Physics of Civilization
This non-calculus-based course is intended for students seeking an understanding of principles of physics beyond those discussed in a one-semester course. The course covers topics useful, but not limited to, students in architecture and is designed for students who plan to major in some area other than science or engineering. Among the topics discussed are phases of matter, thermodynamics, heat exchange, energy storage, vibrations and acoustics, and basic electricity and magnetism. The course will emphasize applications to practical problems and will explore challenges such as light pollution, earthquake-proofing, and energy conservation. This course requires a lab PHYS 102L.

PHYS 102L (1)
Principles of Physics II Lab: The Physics of Civilization

PHYS 141 (4)
Descriptive Astronomy
This course includes a description of the motions and structure of the earth, moon, and planets; an exposition of the modern theories of solar and stellar structure, nebulae, and galaxies; basics of stellar evolution, black holes, quasars, and other recent developments; an introduction to cosmology.
NOTE: This course requires a lab.

POLLS 225 (3)
Issues in World Politics
This is a course designed to develop an understanding some of the foundational elements of world politics by focusing closely on a few contemporary issues. The objective is not only to develop knowledge about these issues, but rather to craft a way of thinking about how issues like these come to the fore, and how they might be resolved. Any issue at the fore today may only be temporary and replaced by a new issue that is equally salient for its time. We will focus on three issues that you will find in the news today: Extremism that generates pretty dramatic
behaviors (such as ISIS’ beheadings, Palestinian murders of Rabbis), climate change and its impact on social outcomes, and large power politics, such as the assertiveness of Russia in the Crimea and Ukraine. We will spend five weeks on each topic.

**POLS 230 (3)**  
**American Politics: Promise and Reality**  
This course covers the creation and development of American national political institutions. We will examine the Constitution’s establishment and the institutions it created, Congress, the presidency and the federal courts. We will survey the political processes of elections and interest group lobbying. And throughout the semester the course will emphasize the recurring political struggle to achieve the promises of the Declaration of Independence and the Constitution. We shall use three books. The first, by Kernell, Jacobson, Kousser and Vavrek, *The Logic of American Politics* is an excellent and sophisticated textbook on American politics. The second, Christopher Burkett’s (ed.) *50 Core American Documents*, gives us a number of significant historical documents that are central to the evolution of American government and politics. Finally, Robert Penn Warren’s *All the King’s Men* is the greatest novel about American politics. Through its story of a fictional Southern governor we will learn a great deal about political culture and political leadership. Students are expected to attend class regularly and participate in discussion. In each class session students will have a short quiz or a brief writing assignment covering the readings assigned for that class. Students will be assigned four papers during the semester and we shall have two exams, a midterm and a final.

**POLS 241 (3)**  
**American Government and Politics: Promise and Problems**  
This course covers the creation and development of American national political institutions. We will examine the Constitution’s establishment and the institutions it created, Congress, the presidency, and the Supreme Court. And we will trace the political process through which Americans attempt to influence government. Finally, we shall focus on the struggles throughout our history to achieve the Constitution’s promises of freedom and equality.

**POLS 300 (3)**  
**Civil War**  
Civil wars are a result of a process, one in which actors in a domestic environment bargain over things like the distribution of resources and power. One, and only one, result of that bargaining process is an armed rebellion that pits an opposition group against the government. We call these civil wars. The United States has fought two, but there have been a number of armed uprisings that *could* have escalated. And the US has scads of protests that generally end peacefully. At least one—Kent State—ended with soldiers shooting students. The core objective of the class is to get us all thinking about why people protest, why protest sometimes go further toward rebellion, and why some people at sometimes take up arms. We will explore this through a variety of mechanisms, including scholarly literature and novels.

**POLS 360 (3)**  
**The American Presidency**  
Starting with the presidency’s constitutional design, we will examine its historical development within the American political system. We will focus on how presidents over time have used the office, expanding its functions and powers. Course readings will include a textbook, Richard Ellis’ *The Development of the American Presidency*, academic articles, and historical documents such as Federalist Papers, presidential speeches, and Supreme Court opinions. Students will participate in class discussion, prepare a number of short papers, take occasional quizzes, and have a midterm and final exams.

**SOCI 210 (3)**  
**Inequality in America**  
Although America is world’s richest nation, it has the most unequal distribution of wealth and income in the industrialized world. In this course, we will examine why this is so. In particular, we will examine the following questions: What social forces create inequality in society? Is inequality inevitable? How much social mobility is there in American society, and what explains who gets ahead? What explains why is there so much wage inequality in the workplace? Is there such a thing as social class and does it matter for life outcomes? Why are race/ethnicity and gender still related to social status, wealth, and income? What are the effects of inequality on societal outcomes
that we value (efficiency, health, well-being, etc.)? Are there social policies that can create more equality in American society – and is that what Americans really want?

**SOCI 225 (3)**

**Minority Experience American Education**

The experience of minority groups in American education is a central facet of the foundation and progress of our country. This course will explore one fundamental question: What are the implications (past, present, and future) of being a minority in the context of the American education system? Clearly, since not all minority experiences within American education are the same we will explore what a host of factors that impact minority experiences in education. As such, we will explore this question through the lens of critical theory examining the historical, political, and socio-cultural contexts of different minority groups and geographic areas of the country, with an eye towards the implications these contexts have on education policy and practice. To focus our study, we will pay close attention to the African American experience given the significant role this particular minority group plays in the history of American education. In addition, a significant portion of the course will be spent taking up the question of how “whiteness” has played into our educational experience over time. Remaining true to the spirit of seminar style courses, we will explore different “texts” (literature, art, music, film) in a primarily oral fashion.

**THEO 229 (3)**

**Islam and Christianity**

The relationship between Christianity and Islam is absolutely unique, in part because of the way Muslims challenge Christian teaching on Jesus. Muslims insist that Jesus was not god, not a savior and did not die on the Cross. Instead he was a Muslim prophet who predicted the coming of Muhammad and was taken into heaven while someone else died in his place. From an Islamic perspective, Christian teaching on Christ is confused and the Bible on which it is based is a falsified version of an Islamic revelation which God gave to Jesus. Muhammad came centuries later to correct the errors of Christians and to preach the same eternal religion that Jesus once taught: Islam. Muslims, in other words, have something to say to Christians, that Jesus was a Muslim and that Muhammad is a true prophet. Through the centuries Christians have responded to all of these claims, arguing that God had the power to become man in Jesus, and that he did so because of His love for humanity. In this course we will learn about Islam and Islamic teaching on Christianity, and about how Christians have responded to Muslims through the centuries. No prior background in Arabic or Islam is required for this course.

**THEO 230 (3)**

**The focus of this course is on the relationship between faith and reason in the reading of the Bible.** The great thirteenth century philosopher/theologian Thomas Aquinas established the fundamental principle which guides the approach taken here: nothing that can be discovered to be true by reason can really contradict what is known to be true by faith. Modern biblical scholarship makes use of the human mind’s ability to seek the truth by using the critical analysis of historical and literary evidence. At times the discoveries of this approach seem to contradict the way some representatives of faith read the text. The course will examine some of the more familiar of these texts including Genesis 1, Genesis 2-3, Exodus 13-15, and Exodus 3 from the Old Testament as well as parts of Mark’s Gospel from the New Testament. The goal will be to help the student better appreciate how the insights gained from studying the text as human writing can positively impact the understanding of what faith experiences as Revelation.