

HOLY CROSS  
COLLEGE   
at Notre Dame, Indiana

**Academic Catalog**  
**2025-2026**

*Catalog published online only ([www.hcc-nd.edu](http://www.hcc-nd.edu)).*  
*Revised: July 15, 2025*

## ***Mission Statement***

*The mission of Holy Cross College is to educate  
and form global citizens with the competence to see  
and the courage to act.*

*Holy Cross is a Catholic college that advances  
the apostolic mission of the Brothers of Holy Cross.  
Our practical, experiential, liberal arts curriculum  
applies timeless truths to contemporary life and leads  
people to wholeness in the image of Christ.*

# 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.

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 have the obvious advantage of providing Holy Cross students an association with two other major Catholic centers of learning.

## PHILOSOPHY

A Holy Cross College education mirrors Fr. Moreau's own desire to make God known, loved, and served. To accomplish such a worthy task, the College enhances the influence of a liberal arts education across disciplines in academic majors, minors, and tracts by engaging the authentic and trusted legacy of the Catholic Intellectual tradition with the radical Gospel challenges central to the Catholic Social tradition. Holy Cross College deliberately attributes the liberal arts approach in the Catholic tradition as a vital engagement of the wisdom of the ages with the ongoing search for knowledge. At Holy Cross College, education moves the student to question the status quo and critique the prominent social, political, and economic systems threatening the dignity of human life and the care of creation.

As students engage in rigorous academic study in a liberal arts education they grow in their understanding of the mysteries of the person, suffering, forgiveness, and healing. Fr. Moreau calls this approach to education the work of resurrection. It was Moreau's highest hope that a Holy Cross education would generate a renewed social order with communities dedicated to justice and the common good. To this end, Holy Cross College espouses that the transformation of the world is not possible solely with the acquisition of knowledge. It is rightly accomplished through the relationships between faculty and students, learning opportunities in the local community, and discovering our shared humanity across all borders.

Inspired by the legacy of the Brothers of the Congregation of Holy Cross and through our intimate, personal and shared encounter in an intentional academic community whereby we meet students wherever they are on their journey, accompany and mentor them. We seek to inspire them as whole persons who contribute to their families, communities, and the world. In doing so, our students become virtuous leaders, who have the competence to see and the courage to act as citizens for this world and for heaven, and in doing so, empower them to flourish as hopeful and passionate disciples.

The College is dedicated to an educational approach that values and honors the distinct gifts and needs of every student. The philosophy of education that permeates the College efforts is built upon the virtues of hospitality and hope. Each student enters our community is honored for their dignity as a person made in the image and likeness of God. The distinctiveness of ethnicity, race and culture is acknowledged and celebrated. All are received with enthusiasm and the promise of this community who share in their dream to lead lives of meaning and resilience. At Holy Cross College, education is the means of living a life full of hope that, in the words of Fr. Moreau, seeks to contribute to a world of better times than ours.

***This College is a hospitable place for any student who wants sincerely to be part of an academic community with knowledge, skill, and hope in Christ. They are welcomed as people with intrinsic dignity, on a common path as "citizens of heaven," such that the general***

***reaction to the College will not be “see how much they know!” but also “see how they love one another!” (1 Jn. 4:12). 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 MEMBERSHIP**

Holy Cross College is incorporated in the State of Indiana and chartered to grant the Bachelor of Arts, Bachelor of Science, and Associate of Arts degrees. Holy Cross College is accredited by the Higher Learning Commission.

The Higher Learning Commission  
230 South LaSalle Street  
Suite 7-500 Chicago, IL 60604  
312-263-0456 | 800-621-7440 Fax: 312-263-7462  
<https://www.hlcommission.org/>

The College is approved to admit veterans under provisions of the GI 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.

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# **ADMISSION POLICIES AND PROCEDURES**

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Applicants to Holy Cross College may submit an online application, available at [www.hcc-nd.edu](http://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.

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 Days, are held throughout the academic year and offer prospective students the same opportunities as a personalized campus visit. Appointments should be made through the registration form on the college website at least 48 hours in advance for visits Monday through Friday and 72 hours in advance for Saturday visits.

## **SCHOLASTIC RECORD**

To make the transition into college easier, the College recommends that prospective students 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 natural sciences (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 obtained a 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 coursework 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.

## **ADMISSIONS PROCEDURES FOR FIRST-YEAR 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. An application
  - a. The Common Application; or
  - b. The Scholars to Saints Application

2. An official high school transcript (please refer to High School Diploma/GED Validation Policy for additional information found on pages 6-7.) Holy Cross has a rolling admission policy. That means we accept qualified applicants in the order in which they apply, with admission decisions typically released two to three weeks 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 intention to enroll at Holy Cross College with a \$200 confirmation deposit, which is non-refundable after May 1. Students who intend to live on campus will also be asked for a \$200 housing deposit at the time of confirmation. Enrolling students must submit an official, final high school transcript showing a graduation date. The final transcript should be submitted to Holy Cross College as soon as it becomes available and no later than the first day of classes at Holy Cross.

### **ADMISSIONS 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 Common Application for transfer students, an official final high school transcript, official transcripts from all previously attended colleges and universities, and the College Report (available for download from the Common Application website) from the most recently attended college or university. 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.

Students who attended a post-secondary institution after high school graduation and earned less than 10 transferable credits are considered first-year students.

Courses completed with a 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 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 or satisfactory/unsatisfactory basis are not acceptable for transfer credit.

### **ADMISSIONS PROCEDURES FOR INTERNATIONAL STUDENTS**

International students applying to Holy Cross College must satisfy all application requirements before a Form I-20 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 regarding their English proficiency from one of the following exams: Test of English as a Foreign Language (TOEFL) - minimum score of 530 on the paper examination or 71 on the internet-based test, International English Language Testing System Exam (IELTS) - minimum score of 6.0, Pearson Test of English Language (PTE Academic) - minimum score of 54, Duolingo English Test – minimum score of 95. International applicants may also be exempt from an English proficiency exam score if their last three years of education were conducted primarily in English.
2. Before an offer of admission can be made, international students are required to submit proof that sufficient financial resources are available to cover educational expenses while attending Holy Cross College. The Certification of Finances is available for download from [www.hcc-nd.edu/international-students](http://www.hcc-nd.edu/international-students). Supporting documentation should be signed, in English, and include amounts converted to U.S. dollars. Applicants should be prepared to show proof of full funding before any Holy Cross scholarship (merit aid, athletic scholarship) is applied. The Certification of Finances, therefore, does not necessarily represent a student’s out-of-pocket expenses.
3. A photocopy of the passport identification page is also required before an I-20 can be issued.

Note: Undocumented applicants (noncitizens living within the U.S. without a valid visa and/or those with DACA (Deferred Action for Childhood Arrivals) status) have the same application requirements as domestic students. The Financial Guarantee Statement and TOEFL are not required for admission.

### **ADMISSIONS PROCEDURES FOR READMISSION AND REINSTATEMENT**

All students who withdraw from Holy Cross College in good standing and did not completely withdraw from their 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 College Report 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 Reinstatement is located on the College website and include a request for a written statement explaining the circumstances leading to the dismissal, as well as 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 the Faculty and/or the Dean of Student Engagement or their appointees. An interview with the Dean(s) may be required. The Dean(s) will make a recommendation to the Admissions 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. 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 through your Holy Cross Applicant Portal. 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 (beginning in May) 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 through your Holy Cross Applicant Portal.
3. All deposited students will be required to participate in Saints Orientation, Advising, and Registration (SOAR) to register for classes with an academic adviser and learn about campus resources over the summer to successfully transition to the academic and student life at the College.
4. All new students are also required to complete the Health Background, Immunizations, and Health Insurance form for your safety, health, and well-being. This online form is also accessible through your Holy Cross Applicant Portal.
5. Make plans to attend new student orientation during Welcome Weekend. New students will arrive the Friday before the first day of classes for three action-packed days. You will be acquainted with classmates and the campus as you learn about academic, social, and service opportunities available to Holy Cross students.

## **HIGH SCHOOL DIPLOMA/GED VALIDATION POLICY**

In the event Holy Cross College has reason to believe a high school diploma is not valid or was not obtained from an entity that provides secondary school education, Holy Cross College will conduct additional research to determine if the diploma is, in fact, valid. Red flags that may prompt additional research are:

- No apparent state legal authority for high school or G.E.D.
- Limited curriculum/instructors
- High school diploma given for a fee within a short period of time
- High school diploma date/place not consistent
- High school diplomas/transcripts/GED's that were issued by a school that bears a non-traditional name that does not end in "high school", such as "academy" or "center"
- High school diplomas/transcripts/GED's that were purchased and/or completed online
- High school diplomas/GED's that have names and/or dates that have been written on the diploma, and those where "white out" type corrections have been made

Should any of the above red flags exist, Holy Cross College will conduct additional research to include checking the National Center for Education Statistics (NCES) website for information relative to the validity of the school, and if the school in fact, provides secondary school education. If Holy Cross College is unable to obtain the required information, Holy Cross College will attempt to obtain the appropriate documentation by:

- Contacting the state where the school is located.
- Determining if the school has previously been identified as a high school diploma mill, via internet research and existing lists the school maintains.
- Determining if the diploma or transcript was purchased online with little work expected by the student, or if it was earned via a brick and mortar traditional high school.

Ultimately, if Holy Cross College is not reasonably certain that a high school diploma or G.E.D. is valid, the student will not be admitted (or must pass an ATB test). Holy Cross College's decision relative to the validity of a particular high school diploma or G.E.D. is final, and not subject to appeal.

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# ACADEMIC POLICIES

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## ACADEMIC ADVISING

Academic advising embraces the mission of Holy Cross College by guiding and mentoring students outside the classroom to promote student success. First-year advisors advise incoming students as they transition to college and decide on a major, and these advisors are referred to as first-year academic advisors. Ranked faculty advise students once they are declared into their department starting their sophomore year, and these advisors are referred to as major and/or minor academic advisors.

First-year academic advisors have extensive backgrounds in student development, have a broad view of majors and careers, and support students by doing the following:

- Providing one-on-one guidance on academic-related issues, including major exploration, course planning and registration, transfer credit evaluations, and graduation requirements.
- Monitoring student academic progress and transitional challenges by evaluating student needs, providing early interventions, encouraging proactive solutions to academic challenges, and developing appropriate educational plans.
- Coordinating summer orientation sessions that assist new students in their transition to Holy Cross.
- Collaborating with the University of Notre Dame through the Gateway and Driscoll programs.
- Maintaining a record of advising activities that take place during student interactions.
- Staying up-to-date on all information regarding academic advising policies and procedures.
- Collaborating with faculty and student-life staff in areas of academics, student affairs, and retention.
- Notating student interest in and informing students about graduate pathway programs.
- Embracing and advancing the Catholic, Holy Cross mission of the College by ensuring that all professional activities are consistent with that mission.

Major academic advisors have extensive backgrounds in their chosen field and support students by:

- Coordinating the development of advising guides for all majors, minors, and tracks.
- Providing one-on-one guidance on academic-related issues in a particular major and/or minor, course planning and registration, and graduation requirements.
- Monitoring student academic progress by evaluating student needs and developing appropriate educational plans.
- Ensuring that students are on track to fulfill any pathway requirements they may need for graduate studies.
- Participating as a member of their department.
- Working collaboratively with faculty and student-life staff in areas of academics, student affairs, and retention.
- Embracing and advancing the Catholic, Holy Cross mission of the College by ensuring that all professional activities are consistent with that mission.

## **ACADEMIC CALENDAR**

The academic year is divided into two semesters. The first semester (Fall) begins in late August and ends before the Christmas holidays. The second semester (Spring) begins in mid-January and ends in May. There is a one-week mid-semester break in October and March, and a short Thanksgiving and Easter recesses. There is a summer break of approximately three months before the next academic year begins. The following page displays the Academic Calendar for the current year.

## 2025 – 2026

All dates are subject to change at the discretion of Holy Cross College without notice.

### Fall 2025

#### August

1	Tuition and fees due for fall semester
20	Faculty/Staff Convocation
21	Faculty Retreat
22-24	Welcome Weekend
25	Classes Begin

#### September

1	Labor Day – Classes in session
1	Last day to Add/Drop a class
11	September 11 Memorial Event
19	Holy Cross Founders' Day
25	Upsilon Pi Epsilon Honors Society Induction

#### October

8	Delta Epsilon Sigma Honor Society Induction
18-26	Fall Break
22	Midterm grades due
27	Classes resume
27	Spring course advising begins
31	Last day to withdraw from class

#### November

17	Spring course registration begins for seniors
19	Spring course registration begins for all students
26-30	Thanksgiving Break
30	Last day to register for Spring 2026 semester without a late fee

#### December

1	Classes Resume
9	December Graduation Reception
11	Last day of Fall 2025 semester classes
12-14	Reading days
15-19	Final Exams
18	MCI Winter Reception
22	Final grades due
22-31	Winter break

### Spring 2026

#### January

1-11	Semester Break continues
1	New Year's Day Holiday
1	Tuition and fees due for spring semester
12	Classes Begin
19	Martin Luther King Jr. Day of Celebration – No Classes
20	Last day to Add/Drop a class

#### February

13-15	Family Weekend
13	Psi Chi Honor Society Induction
13	Honors Convocation
18	Ash Wednesday

#### March

7-15	Spring break
11	Midterm grades due
16	Classes resume
20	Last day to withdraw from a class
23	Fall semester advising begins
29	Palm Sunday

#### April

2	Holy Thursday – Campus closes at 3:30 p.m.
3	Good Friday – No classes
3-6	Easter Break
5	Easter Sunday
7	Classes resume
13	Fall course registration begins for seniors
15	Fall course registration begins for all students
30	Last day to register for Fall 2026 without late fee
30	Last Day of Spring 2026 classes

#### May

1-3	Reading days
4-8	Final exams
11	Final grades due
15	Baccalaureate Mass
16	Commencement Ceremony
20	MCI Commencement Ceremony

## ACADEMIC PROGRAMS

### Associate of Arts Degree

An Associate of Arts Degree consists of the core curriculum and elective course credits that total the minimum of 60 credit hours. The required college core curriculum reflects the mission and vision of Holy Cross College. The following core course requirements apply to students with fewer than 24 semester credits when matriculating to Holy Cross College.

### College Curriculum – Associate of Arts *For students who matriculate in Fall 2025*

The following course requirements apply to students with fewer than 24 semester credits when matriculating to Holy Cross College. To complete an Associate of Arts, students are to meet the College Curriculum plus 30 additional academic credits.

**FIRST YEAR**

\_\_\_ COLL 101 Mind & Heart Seminar..... 3 credits

\_\_\_ ENGL 101 Writing and Rhetoric ..... 3 credits

\_\_\_ THEO 140 Creation, Covenant, and Christ ..... 3 credits

**FIRST or SECOND YEAR**

----- COLL 205 Pathways to Exploration and Discernment ..... 1 credit

\_\_\_ PSYC 101 Introduction to Psychology or any POLS course ..... 3 credits

\_\_\_ MATH 111 or above .....3 credits

\_\_\_ Any Natural Science Course (BIOL, CHEM, PHYS, or SCIE)..... 3-4 credits

\_\_\_ BUSI 213 Personal Finance, ECON 201 Microeconomics, or ECON 202 Macroeconomics..... 3 credits

**SECOND YEAR**

\_\_\_ COLL 201 College Seminar..... 3 credits

\_\_\_ PHIL 201 Introductory Philosophy .....3 credits

\_\_\_ Any HIST Course .....3 credits

The Associate of Arts degree requires the successful completion of a minimum of 60 academic credits.

### Curriculum - Associate of Arts *For students who matriculated Prior to Fall 2025*

The required college core curriculum reflects the mission and vision of Holy Cross College.

The following core course requirements apply to students with fewer than 24 semester credits when matriculating to Holy Cross College.

	Course	Credits
<b>SCHOLAR</b>	ENGL 101 Writing and Rhetoric	3
	ENGL 200 – 300 level Literature Course (any) <i>OR Art, Foreign Language, or Music Course</i>	3
	PSYC 101 Introduction to Psychology <i>OR SOCI 151 Principles of Sociology</i>	3
	MATH 111 Discrete Mathematics or above	3
	<b>Non-Science Majors:</b> 100-level Natural Science Course (any) <b>Prospective Science Majors/Minors:</b>	3 OR 4

	<b>BIOL 151</b> Principles of Biology 1 (4cr) <b>OR CHEM 151</b> Principles of Chemistry 1 (4cr)	
	<b>HIST 100-level Course</b> (any)	3
<b>CITIZEN</b>	<b>ECON 201</b> Principles of Microeconomics, <b>ECON 202</b> Principles of Macroeconomics, or <b>BUSI 213</b> Personal Finance	3
	<b>IDST 250</b> Common Good Seminar and Practicum	3
<b>LEADER</b>	<b>PHIL 201</b> Introductory Philosophy	3
<b>DISCIPLE</b>	<b>THEO 140</b> Creation, Covenant, and Christ	3
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>		<b>29 / 30</b>
<b>(ANY COLLEGE-LEVEL COURSES)</b>		<b>60</b>

### ***Bachelor of Arts and Bachelor of Science Degrees***

Bachelor’s degree programs consist of the core curriculum, major requirements, and open electives (if applicable). Students interested in completing the Bachelor of Arts or Bachelor of Science degree should acquaint themselves with the degree requirements of their program, so that they can plan their studies accordingly. Students may elect to complete academic majors in Biology, Business, Computer Science, Elementary Education, English, History, Liberal Studies, Mathematics, Philosophy, Politics and Public Service, Psychology, Theology, and Visual Arts. The Bachelor of Arts/Science degree requirements are:

- Successful completion of the college/core curriculum standards as determined by year of matriculation
- Successful completion of major program requirements;
- Successful completion of a minimum of 24 credit hours of upper-level (300- and 400-level) courses within their major field of study;
- Successful completion of elective coursework;
- Successful completion of a minimum of 120 credit hours.
- Attainment of a minimum 2.0 cumulative grade point average among the total credits of coursework; and
- Attainment of a minimum 2.0 cumulative grade point average in the major requirements.

### ***Second Bachelor Degrees***

Students interested in obtaining a second bachelor degree must complete a minimum of 30 additional credit hours in the major program requirements. Courses that were applied toward the first bachelor degree may not be applied toward a second bachelor degree.

### ***College Curriculum***

The Holy Cross College Curriculum is a rigorous, integrated, liberal arts curriculum that provides common intellectual experiences for all Holy Cross graduates, no matter their point of entry or exit. Persisting as a throughline in every Academic Year of a student’s studies and drawing upon the Catholic Intellectual Tradition, Catholic Social Tradition and traditions of the Brothers of the Congregation of the Holy Cross, the College Curriculum guides students to become better rooted, more conscious, helpfully connected, and courageous change-makers with the competence to see and the courage to act. The College Curriculum ensures that each student in each academic year receives formation as a scholar, citizen, leader, and disciple.

### ***Core Curriculum (in process of replacement with College Curriculum)***

Drawing on the tradition of the Congregation of Holy Cross, the liberal arts core curriculum at Holy Cross College fosters an intellectual community, cultivating the mind and heart toward wholeness in the image of Christ and promoting meaningful action toward transformation of the world. At Holy Cross, students are shaped by a vision of the common good, grounded in the Catholic intellectual tradition. Through study, dialogue, and experience, the core “forms global citizens with the competency to see and the courage to act.”

# College Curriculum

*For students who matriculate in AY 2024-2025 and thereafter.*

The following courses are required for all students who matriculate with fewer than 24 transfer credits. Transfer credits may satisfy these requirements. Students who have more than 24 transfer credits may refer to the Transfer Core Curriculum in the Academic Catalog. Courses may also be double-counted to fulfill major, minor, or track requirements. Any of the following courses with Honors designation will satisfy the respective requirements.

## **FIRST YEAR**

- \_\_\_ COLL 101 Mind & Heart Seminar..... 3 credits
- \_\_\_ ENGL 101 Writing and Rhetoric ..... 3 credits
- \_\_\_ THEO 140 Creation, Covenant, and Christ ..... 3 credits

## **FIRST or SECOND YEAR**

- \_\_\_ COLL 205 Pathways for Discernment..... 1 credit
- \_\_\_ PSYC 101 Introduction to Psychology or any POLS course..... 3 credits
- \_\_\_ MATH 111 or above .....3 credits
- \_\_\_ Any Natural Science Course (BIOL, CHEM, PHYS, or SCIE)..... 3-4 credits
- \_\_\_ BUSI 213 Personal Finance, ECON 201 Microeconomics, or ECON 202 Macroeconomics ..... 3 credits

## **SECOND YEAR**

- \_\_\_ COLL 201 Driscoll Seminar ..... 3 credits
- \_\_\_ PHIL 201 Introductory Philosophy .....3 credits
- \_\_\_ Any HIST Course .....3 credits

## **THIRD YEAR**

- \_\_\_ COLL 301 Common Good Seminar .....3 credits
- \_\_\_ PHIL 302 Ethics, PHIL 330 Bioethics, or PHIL 355 Business Ethics .....3 credits
- \_\_\_ THEO 300-level Course .....3 credits

## **THIRD or FOURTH YEAR**

- \_\_\_ Any ENGL 200- or 300-level course .....3 credits
- \_\_\_ ARTS XXX..... 3 credits
- \_\_\_ COLL 399 Internship..... 2 credits

## **FOURTH YEAR**

- \_\_\_ COLL 49X Moreau Senior Seminar and Capstone ..... 3 credits
- \_\_\_ COLL 4XX Masterclass..... 1 credit

# College Transfer Curriculum

*For students who transfer to Holy Cross in AY 2024-2025 and thereafter.*

## Core Curriculum

The following courses are required for all students who transfer with 24 or more transferable credits. Transfer credits may satisfy these requirements. A qualifying course may fulfill no more than two requirements in the College Curriculum or in any major, minor, or track. The following courses are listed in suggested order by year. However, this is flexible depending on how many transferable courses students will have completed and the semester in which they transfer to Holy Cross College.

### FIRST or SECOND YEAR

___ ENGL 101 Writing and Rhetoric .....	3 credits
___ THEO 140 Creation, Covenant, and Christ .....	3 credits
---- COLL 205 Pathways to Exploration and Discernment.....	1 credits
___ PSYC 101 Introduction to Psychology or any POLS course.....	3 credits
___ MATH 111 or above .....	3 credits
___ Any Natural Science Course (BIOL, CHEM, PHYS, or SCIE).....	3-4 credits
___ BUSI 213 Personal Finance, ECON 201 Principles of Microeconomics, or ECON 202 Principles of Macroeconomics...	3 credits

### SECOND YEAR

___ COLL 201 Driscoll College Seminar .....	3 credits
___ PHIL 201 Introductory Philosophy .....	3 credits
___ Any HIST Course.....	3 credits

### THIRD YEAR

___ COLL 301 Common Good Seminar and Practicum .....	3 credits
___ PHIL 331 Ethics, PHIL 332 Business Ethics, or PHIL 333 Bioethics .....	3 credits
___ THEO 300-level Course .....	3 credits

### THIRD or FOURTH YEAR

___ Any ENGL 200- or 300-level course .....	3 credits
___ ARTS 3XX.....	3 credits
___ COLL 399 Internship.....	2 credits
___ COLL 3XX Masterclass.....	1 credits

### FOURTH YEAR

___ COLL 49X Moreau Senior Seminar and Capstone .....	3 credits
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# College (Core) Curriculum

## *For students who matriculated in AY 2023-2024*

### Core Curriculum

The following courses are required for all students who matriculate with fewer than 24 transfer credits. Transfer credits may satisfy these requirements. Students who have more than 24 transfer credits may refer to the Transfer Core Curriculum in the Academic Catalog. Courses may also be double-counted to fulfill major, minor, or track requirements. Any of the following courses with Honors designation will satisfy the respective requirements.

#### FIRST YEAR

___ COLL 101 Mind & Heart Seminar.....	3 credits
___ ENGL 101 Writing and Rhetoric .....	3 credits
___ THEO 140 Creation, Covenant, and Christ .....	3 credits

#### FIRST or SECOND YEAR

___ PSYC 101 Introduction to Psychology <b>or</b> any 100-200 POLS course .....	3 credits
___ MATH 111 or above .....	3 credits
___ Any Natural Science Course for BA degree.....	3-4 credits
BIOL 151 Principles of Biology I <b>or</b> CHEM 151 Principles of Chemistry I for BS degree	
___ BUSI 213 Personal Finance, ECON 201 Principles of Microeconomics, <b>or</b> ECON 202 Principles of Macroeconomics.	3 credits

#### SECOND YEAR

___ COLL 201 College Seminar .....	3 credits
___ PHIL 201 Introductory Philosophy .....	3 credits
___ Any HIST Course .....	3 credits

#### THIRD YEAR

___ COLL 301 Common Good Seminar .....	3 credits
___ PHIL 202 Ethics, PHIL 230 Bioethics, <b>or</b> PHIL 255 Business Ethics .....	3 credits
___ Any THEO 200- or 300-level course .....	3 credits

#### THIRD or FOURTH YEAR

___ Any ENGL 200- or 300-level course .....	3 credits
___ IDST 400 or COLL 399 Internship .....	3 credits

#### FOURTH YEAR

___ COLL 49X Moreau Senior Seminar and Capstone or IDST 499 Capstone .....	3 credits
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**Holy Cross College CORE REQUIREMENTS Credit Total**.....**52/53 credits**

**Minimum Total Credits Required for Graduation (Core + Major + Electives)** ..... **120 credits**

**Transfer Core Curriculum**

Some incoming transfer students are exempt from the following core requirements:

- PHIL 201 Introduction to Philosophy (3)
- THEO 140 Creation, Covenant, and Christ (3)

Transfer Core applies to students with 24 or more transferable credits when matriculating to Holy Cross College. The core courses must be completed in addition to the student’s major/minor requirements.

## Transfer Core Curriculum

### *For students who matriculated in AY 2023-2024*

**SCHOLAR**

___ ENGL 101 Writing and Rhetoric .....	3 credits
___ ENGL 200-300 level Literature Course.....	3 credits
___ PSYC 101 Introduction to Psychology <b>or</b> any 100-200 POLS course .....	3 credits
___ MATH 111 or above .....	3 credits
___ Any Natural Science Course if a Non-Science Major .....	3 credits
<b>or</b> If Biology Major/Minor BIOL 151 Principles of Biology I	
<b>or</b> CHEM 151 Principles of Chemistry I .....	4 credits

**CITIZEN**

___ HIST 100-level Course .....	3 credits
___ IDST 270 Global Studies (any course numbered 270-279) .....	3 credits
___ IDST 280 Global Seminar (any course numbered 280-289) .....	1 credit
___ BUSI 213 Personal Finance <b>or</b> ECON 201 Microeconomics	
<b>or</b> ECON 202 Macroeconomics .....	3 credits

**LEADER**

___ IDST 250 Common Good Seminar and Practicum .....	3 credits
___ IDST 400 Internship (For Education Majors: EDUC 491 Student Teaching) .....	3 credits
___ IDST 499 Capstone (For Education Majors: EDUC 490 Senior Seminar/Capstone) .....	3 credits

**DISCIPLE**

___ PHIL 202 Ethics <b>or</b> PHIL 230 Bioethics <b>or</b> PHIL 255 Business Ethics .....	3 credits
___ THEO 200-level Course .....	3 credits

**Holy Cross College Transfer CORE REQUIREMENTS Credit Total..... 40/41 credits**

**Minimum Total Credits Required for Graduation (Core + Major/Minor)..... 120 credits**

# Core Curriculum

## *For students who matriculated in AY 2022-2023*

Required for all undergraduate students with fewer than 24 transferable credits. Transfer credits may satisfy Core requirements. For students with more than 24 transferable credits, refer to the Transfer Core Curriculum in the Academic Catalog.

### SCHOLAR

___ IDST 110 College Seminar.....	3 credits
___ ENGL 101 Writing and Rhetoric .....	3 credits
___ ENGL 200-300 level Literature Course .....	3 credits
___ PSYC 101 Introduction to Psychology <b>or</b> any 100-200 POLS course .....	3 credits
___ MATH 111 or above .....	3 credits
___ Any Natural Science Course if a Non-Science Major.....	3 credits
___ <b>or</b> If Biology Major/Minor BIOL 151 Principles of Biology I	
___ <b>or</b> CHEM 151 Principles of Chemistry I .....	4 credits

### CITIZEN

___ HIST 100-level Course .....	3 credits
___ IDST 270 Global Studies (any course numbered 270-279) .....	3 credits
___ IDST 280 Global Seminar (any course numbered 280-289) .....	1 credit
___ ECON 110 Introduction to Economics	
___ <b>or</b> BUSI 213 Personal Finance	
___ <b>or</b> ECON 201 Principles of Microeconomics.....	3 credits

### LEADER

___ IDST 250 Common Good Seminar and Practicum .....	3 credits
___ IDST 400 Internship (For Education Majors: EDUC 491 Student Teaching) .....	3 credits
___ IDST 499 Capstone (For Education Majors: EDUC 490 Senior Seminar/Capstone) .....	3 credits

### DISCIPLE

___ PHIL 101 Introductory Philosophy .....	3 credits
___ PHIL 202 Ethics <b>or</b> PHIL 230 Bioethics <b>or</b> PHIL 255 Business Ethics .....	3 credits
___ THEO 140 Creation, Covenant, and Christ .....	3 credits
___ THEO 200-level Course .....	3 credits

**Holy Cross College CORE REQUIREMENTS Credit Total** ..... 49/50 credits

**Minimum Total Credits Required for Graduation (Core + Major/Minor)** ..... 120 credits

# Core Curriculum

## *For students who matriculated in AY 2021-2022*

Required for all undergraduate students with fewer than 24 transferable credits. Transfer credits may satisfy Core requirements. For students with more than 24 transferable credits, refer to the Transfer Core Curriculum in the Academic Catalog.

### **SCHOLAR**

___ IDST 105 Cornerstone for Success.....	1 credit
___ IDST 110 College Seminar.....	3 credits
___ ENGL 101 Writing and Rhetoric .....	3 credits
___ ENGL 200-300 level Literature Course .....	3 credits
___ PSYC 101 Introduction to Psychology or any 100-200 POLS course .....	3 credits
___ MATH 111 or above .....	3 credits
___ Any Natural Science Course if a Non-Science Major.....	3 credits
___ or If Biology Major/Minor BIOL 151 Principles of Biology I	or
___ or CHEM 151 Principles of Chemistry I .....	4 credits

### **CITIZEN**

___ HIST 100-level Course .....	3 credits
___ IDST 270 Global Studies (any course numbered 270-279) .....	3 credits
___ IDST 280 Global Seminar (any course numbered 280-289) .....	1 credit
___ ECON 110 Introduction to Economics	
or BUSI 213 Personal Finance	
or ECON 201 Principles of Microeconomics.....	3 credits

### **LEADER**

___ IDST 250 Common Good Seminar and Practicum .....	3 credits
___ IDST 400 Internship (For Education Majors: EDUC 491 Student Teaching) .....	3 credits
___ IDST 499 Capstone (For Education Majors: EDUC 490 Senior Seminar/Capstone) .....	3 credits

### **DISCIPLE**

___ PHIL 101 Introductory Philosophy .....	3 credits
___ PHIL 202 Ethics or PHIL 230 Bioethics or PHIL 255 Business Ethics .....	3 credits
___ THEO 140 Creation, Covenant, and Christ .....	3 credits
___ THEO 200-level Course .....	3 credits

**Holy Cross College CORE REQUIREMENTS Credit Total** ..... **50/51 credits**

**Minimum Total Credits Required for Graduation (Core + Major/Minor)** ..... **120 credits**

# Transfer Core Curriculum

## *For students who matriculated in AY 2021-2022 or 2022-2023*

Required for all undergraduate students with fewer than 24 transferable credits. Transfer credits may satisfy Core requirements. For students with more than 24 transferable credits, refer to the Transfer Core Curriculum in the Academic Catalog.

### **SCHOLAR**

___ English Composition.....	3 credits
___ English Literature Course.....	3 credits
___ Social Science (POLS or PSYC).....	3 credits
___ Math (Equivalent of MATH 111 - Discrete Math or higher).....	3 credits
___ Natural Science .....	3 credits

### **CITIZEN**

___ History Course.....	3 credits
___ Economics or BUS 213 Personal Finance.....	3 credits
___ IDST 270 Global Studies (any course numbered 270-279) .....	3 credits
___ IDST 280 Global Seminar (any course numbered 280-289) .....	1 credit

### **LEADER**

___ IDST 250 Common Good Seminar and Practicum .....	3 credits
___ IDST 400 Internship (For Education Majors: EDUC 491 Student Teaching) .....	3 credits
___ IDST 499 Capstone (For Education Majors: EDUC 490 Senior Seminar/Capstone) .....	3 credits

### **DISCIPLE**

___ Ethics.....	3 credits
___ Theology Course.....	3 credits


**Holy Cross College Transfer CORE REQUIREMENTS Credit Total..... 40 credits**

**Minimum Total Credits Required for Graduation (Core + Major/Minor)..... 120 credits**

# MAJOR REQUIREMENTS

# BUSINESS (BUSI)

The following worksheet lists courses needed to fulfill requirements to graduate with a *Business* major. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

	<b>Business - Bachelor of Arts</b> Professor Thorpe Gordon, Academic Director Phone: 574-472-8591 E-mail: lthorpegordon@hcc-nd.edu	Vincent Hall
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### First Year - Freshman (Declare Major, Requisites for the Major)

Fall Semester	Term	Grade	Spring Semester	Term	Grade
XXX College Core Requirement	3		COLL 110 College Seminar	3	
ENGL 101 Writing and Rhetoric	3		XXX College Core Requirement	3	
MATH 111 Discrete or Above	3		XXX College Core Requirement	3	
ECON 201 Microeconomics	3		ECON 202 Macroeconomics	3	
BUSI 120 Principles of Management	3		BUSI 116 Public Speaking/Classic Rhetoric	3	
15			15		

### Second Year - Sophomore (Confirm Major)

Fall Semester	Term	Grade	Spring Semester	Term	Grade
XXX College Core Requirement	3		XXX College Core Requirement	3	
XXX College Core Requirement	3		XXX College Core Requirement	3	
XXX College Core Requirement	3		BUSI 210 Business Statistics	3	
ACTG 201 Financial Accounting	3		ACTG 202 Managerial Accounting	3	
BUSI 240 Org. Behavior & Management	3		BUSI 222 CSR & The Common Good	3	
15			15		

### Third Year - Junior

Fall Semester	Term	Grade	Spring Semester	Term	Grade
XXX College Core Requirement	3		XXX College Core Requirement	3	
XXX College Core Requirement	3		BUSI XXX Business Elective #1	3	
PHIL 255 Business Ethics	3		BUSI XXX Business Elective #2	3	
BUSI 316 Organizational Communication	3		BUSI 331 Marketing Management	3	
BUSI 314 Business Law I	3		BUSI 360 Human Resources in Management	3	
15			15		

### Fourth Year - Senior

Fall Semester	Term	Grade	Spring Semester	Term	Grade
Open Elective	3		Open Elective	3	
Open Elective	3		Open Elective	3	
XXX Common Core Requirement	3		Open Elective	3	
BUSI 350 Principles of Corporate Finance	3		BUSI 480 Strategic Management/Dec. Mkg.	3	
BUSI 315 International Business	3		BUSI 481 Strategic Simulation Capstone	3	
15			15		
			TOTAL		
			120		

## MAJOR REQUIREMENTS

## COMMUNICATIONS (COMM)

The following lists all courses needed to fulfill the requirements to graduate with a Communications Major. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits
<i>Required Major Courses 36 credits</i>	
COMM 101 Message Creation and Presentation	3
COMM 102 Interpersonal Communication	3
COMM 205 Mass Communication	3
COMM 310 Nonverbal Communication	3
COMM 320 Editing Theory and Processes	3
COMM 330 Intercultural Communication	3
COMM 405 Strategic Business Communication	3
COMM XXX Fundamentals of Journalism	3
<i>Elective Courses - Select (4) four courses with the Approval of the Program Advisor</i>	
<b>COMMUNICATIONS MAJOR REQUIREMENTS</b>	<b>36</b>
<b>CREDIT TOTAL</b>	
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS</b>	<b>49</b>
<b>CREDIT TOTAL</b>	
<b>Open Electives: Minimum 35 credits of Holy Cross</b>	<b>35</b>
College courses and/or transfer courses	
<b>MINIMUM CREDITS REQUIRED FOR</b>	<b>120</b>
<b>GRADUATION</b>	
<b>Communications Program Advisor:</b> Laura Jackson, Vincent Hall 112, (574) 472-8664, ljackson@hcc-nd.edu	

## MAJOR REQUIREMENTS

## ELEMENTARY EDUCATION (EDUC)

The following lists all courses needed to fulfill the requirements to graduate with an Elementary (K-6) Education Major. Please note that while the items listed in PHASE 3 below are required to obtain an Indiana Teaching License, they are **not** required to graduate from Holy Cross College with an Education Major.

Course	Major Credits	Course Credits
EDUC 099 Indiana K-6 Teaching License Prep	0	0
EDUC 100 Practicum 1F: K-6 Placement (fall) (optional, not required)	2	2
EDUC 101 Introduction to Teaching as a Vocation (fall)	3	3
EDUC 200 Teaching & Learning Theory (fall - online only & spring)	3	3
EDUC 201 Practicum 1S: K-6 Placement (spring) (optional, not required)	2	2
EDUC 203 Practicum 2F: K-6 Placement (fall)	2	2
EDUC 210 Equity Pedagogy: Teaching to Transform (spring)	3	3
EDUC 211 Practicum 2S: K-6 Placement (spring)	2	2
EDUC 220 Diverse Learners: Supporting Special Needs in the Classroom (spring)	3	3
EDUC 250 Child & Adolescent Development for Educators (online spring) or <b>PSYC 315</b> Child and Adolescent Development (Fall) or <b>PSYC 207</b> Lifespan Development (spring)	3	3
EDUC 265 Children's Literature (fall)	3	3
EDUC 300 Practicum 3F: ENL Placement (fall)	3	3
EDUC 301 Practicum 3S: ENL Placement (spring)	3	3
EDUC 310 Reading/Lang. Arts Methods I: Developmental Foundations (fall)	3	3
EDUC 311 Reading/Lang. Arts Methods II: Planning, Instruction, Assessment & Evaluation (spring)	3	3
EDUC 320 Teaching Methods: Assessment, Evaluation, Planning & Instruction (fall)	3	3
EDUC 330 Art Methods: Integrating the Arts (spring)	3	3
EDUC 345 Health & PE Methods: Integrating Wellness (seminar typically offered in fall)	1	1
EDUC 350 Math Methods I: Teaching Math Developmentally (fall)	3	3
EDUC 351 Math Methods II: Teaching Math Developmentally (spring)	3	3
EDUC 360 ENL Methods (fall)	3	3
EDUC 365 Language Acquisition (spring)	3	3
EDUC 400 Practicum 4F: Student Teaching Placement (fall)	4	4
EDUC 420 Classroom Practices: Creating & Maintaining a Thriving Classroom Community (fall)	3	3
EDUC 425 Social Studies Methods: Teaching Social Studies for Social Justice (fall)	3	3
EDUC 430 Science Methods (spring)	3	3
EDUC 490 Senior Seminar & Capstone* (counts towards CORE) (spring)	0*	3*
EDUC 491 Practicum 4S: Student Teaching Internship* (of the 12, 3 credits count as CORE; not part of major credit total) (spring)	9*	12*
<b>MAJOR CREDIT TOTAL</b>	<b>75</b>	
<b>Additional Major Requirements</b>		
<p><b>Phase 1</b> – Acceptance into the Teacher Education Program: Apply in February of Year 2 (Sophomore)</p> <p><b>Phase 2</b> – Interview for Student Teaching: Interview in February of year 3 (Junior)</p> <p><b>Phase 3*</b> – Indiana Teaching License: Cardio and Heimlich Maneuver Certification, Suicide Prevention, and State Licensure Tests-see below for exam details. Apply for Indiana Elementary Educator's License year 4 (Senior) *not required for graduation</p>		
In order to obtain an Indiana State Teaching License, students must complete all coursework listed above AND pass all the Indiana State Licensing Exams listed to the right. For ENL Licensing Endorsement, students must pass the additional English Learners Exam. For more information on the Indiana State Licensure Exam Requirements, please see the following website: <a href="http://www.in.nesinc.com/Home.aspx">http://www.in.nesinc.com/Home.aspx</a>	<p>Indiana State Licensing Exams: Elementary Education K-6, Praxis Exams:</p> <ul style="list-style-type: none"> <li>Principles of Teaching (5622)</li> <li>Humanities: Read, Lang Arts, Social Studies (5007)</li> <li>STEM: Math and Science (5008)</li> </ul> <p>Optional ENL Endorsement:</p> <ul style="list-style-type: none"> <li>English Learners (5362)</li> </ul>	
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>45</b>	
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>	
<b>Education Program Advisor:</b> Dr. Ann Bingham, Vincent Hall 176, <a href="mailto:abingham@hcc-nd.edu">abingham@hcc-nd.edu</a>		

## MAJOR REQUIREMENTS

## ENGLISH (ENGL)

This worksheet lists courses needed to fulfill requirements to graduate with an English major.

In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

COURSE	CREDITS
<b><i>Required Major Courses 36 credits</i></b>	
<b>ENGL 280</b> Analysis and Interpretation	<b>3</b>
<b>ENGL 299</b> The Catholic Novel (or equivalent 290-level course)	<b>3</b>
Choose at least three of the 200-level survey courses listed below	
<b>ENGL 205</b> British Literature I	<b>3</b>
<b>ENGL 206</b> British Literature II	<b>3</b>
<b>ENGL 2xx</b> American Literature I	<b>3</b>
<b>ENGL 2xx</b> American Literature II	<b>3</b>
<b>ENGL 311/312</b> Shakespeare A/B	<b>3</b>
Choose at least four of the 300-level seminar courses listed below	
<b>ENGL 319</b> Myths and Origins	<b>3</b>
<b>ENGL 321</b> The Middle Ages	<b>3</b>
<b>ENGL 334</b> Twentieth-Century Literature	<b>3</b>
<b>ENGL 370</b> Writing for the Public Sphere	<b>3</b>
<b>ENGL 371</b> Journalism and Digital Media	<b>3</b>
<b>ENGL 498</b> Senior Project	<b>3</b>
<b>ENGLISH MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>33</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>49</b>
Open Electives: Minimum 34 credits of Holy Cross College courses and/or transfer courses	<b>38</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>
<b>English Program Advisor:</b> Dr. Christopher Scheirer, Vincent Hall 193, cscheirer@hcc-nd.edu	

## MAJOR REQUIREMENTS

## HISTORY (HIST)

This worksheet lists courses needed to fulfill requirements to graduate with a *History* major. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits
<i>Required Major Courses 39 credits</i>	
HIST 101 OR 102 Western Civilization I or II	3
HIST 151 US History I	3
HIST 152 US History II	3
HIST 301 Historical Methods	3
HIST 351 Colonial America	3
HIST 352 Age of Independence, 1756-1787	3
HIST 353 The Early Republic, 1815-1848	3
HIST 355 Gilded Age & Progressive America, 1870-1920	3
HIST 356 Modern America, 1898-1945	3
HIST 357 The Cold War & Beyond	3
HIST 358 Latin America, 1492-1780	3
HIST 422/THEO 422 Catholicism in America	3
<b>HISTORY MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>39</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>49</b>
<b>Open Electives:</b> Minimum 34 credits of Holy Cross College courses and/or transfer courses	<b>32</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>
<b>History Program Advisor:</b> Dr. Angel Cortes, Vincent Hall 187, 574-239-8346, acortes@hcc-nd.edu	

## MAJOR REQUIREMENTS LIBERAL STUDIES (LIBS)

This worksheet lists courses needed to fulfill requirements to graduate with a *Liberal Studies* major. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits
<b><i>Required Major Courses 36 credits</i></b>	
ENGL 300-level	3
ENGL 300-level	3
ENGL 300-level	3
HIST 300-level	3
HIST 300-level	3
HIST 300-level	3
PHIL 303 Logic	3
PHIL 200-level or above (in addition to those in Core Requirements)	3
POLS 200-level	3
POLS 200-level	3
POLS 200-level	3
LIBS 499 Senior Thesis Seminar	3
<b>LIBERAL STUDIES MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>36</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>49</b>
<b>Open Electives: Minimum 35 credits of Holy Cross College courses and/or transfer courses</b>	<b>35</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>
<b>Liberal Studies Program Advisor: Dr. David Lutz, Vincent Hall 197, 574-239-8359, dlutz@hcc-nd.edu</b>	

**MAJOR REQUIREMENTS****PHILOSOPHY (PHIL)**

This worksheet lists courses needed to fulfill requirements to graduate with a *Philosophy* major.  
 In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits
<i>Required Major Courses 36 credits</i>	
PHIL 331 Ethics	3
PHIL 303 Logic	3
PHIL 311 Ancient Philosophy	3
PHIL 312 Medieval Philosophy	3
PHIL 313 Modern Philosophy	3
PHIL 314 Contemporary Philosophy	3
PHIL 400 Philosophy of Nature	3
PHIL 401 Metaphysics	3
PHIL 402 Epistemology	3
PHIL 403 Philosophical Anthropology	3
PHIL 405 Natural Theology	3
PHIL 499 Senior Thesis Seminar	3
<b>PHILOSOPHY MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>36</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>49</b>
Open Electives: Minimum 35 credits of Holy Cross College courses and/or transfer courses	35
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>
Philosophy Program Advisor: Prof. David Lutz, Vincent Hall 197, 574-239-8359, <a href="mailto:dlutz@hcc-nd.edu">dlutz@hcc-nd.edu</a>	

**MAJOR REQUIREMENTS****PHILOSOPHY, POLITICS, AND ECONOMICS (PHIL)**

This worksheet lists courses needed to fulfill requirements to graduate with a *Philosophy, Politics, and Economics (PPE)* major. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits
<b><i>Required Major Courses 39 credits</i></b>	
<b>ECON 201</b> Principles of Microeconomics	<b>3</b>
<b>ECON 202</b> Principles of Macroeconomics	<b>3</b>
<b>Any 300- or higher-level</b> Economics Course	<b>3</b>
<b>Any 300- or higher-level</b> Economics Course	<b>3</b>
<b>PHIL 202</b> Ethics	<b>3</b>
<b>PHIL 303</b> Logic	<b>3</b>
<b>Any 300- or 400-level</b> Philosophy Course	<b>3</b>
<b>Any 300- or 400-level</b> Philosophy Course	<b>3</b>
<b>POLS 240</b> Political Philosophy	<b>3</b>
<b>POLS 252</b> Political Economy	<b>3</b>
<b>POLS 309</b> Comparative Politics	<b>3</b>
<b>Any 300- or 400-level</b> Politics Course	<b>3</b>
<b>PPE 499</b> Senior Thesis Seminar	<b>3</b>
<b>PPE MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>39</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>49</b>
<b>Open Electives:</b> Minimum 32 credits of Holy Cross College courses and/or transfer courses	<b>32</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>
<b>PPE Program Advisor:</b> Dr. Edwige Tia, Vincent Hall 190, (574) 239-8334, atia@hcc-nd.edu	

## MAJOR REQUIREMENTS

## POLITICS AND PUBLIC SERVICE (POLS)

This worksheet lists courses needed to fulfill requirements to graduate with a *Politics and Public Service* major. Along with the required major courses, students fulfill the remaining credits with POLS electives at the 200- 300 level. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits
<b><i>Required Major Courses 12 credits</i></b>	
POLS 151 Introduction to American Government	3
POLS 240 Political Philosophy	3
POLS 225 Issues in World Politics	3
POLS 450 Senior Seminar	3
<b><i>Elective Major Courses 24 credits</i></b>	
POLS 270 Constitutional Law	3
POLS 271 Civil Liberties and Civil Rights	3
POLS 310 Congress and the Legislative Process	3
POLS 360 The American Presidency	3
POLS 365 Church and State in America	3
POLS 301 Ancient Political Philosophy	3
POLS 304 Medieval Political Philosophy	3
POLS 242 Modern Political Philosophy	3
POLS 306 Politics and Literature	3
POLS 260 Catholic Social Thought and Practice	3
POLS 309 Comparative Politics	3
POLS 252 Political Economy	3
POLS 255 State and Local Politics	3
POLS Public Policy	3
<b>POLITICS AND PUBLIC SERVICE MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>36</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>49</b>
Open Electives: Minimum 34 credits of Holy Cross College courses and/or transfer courses	35
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>
Politics and Public Service Program Advisor: Dr. Clyde Ray, Vincent Hall 186, 574-239-8357, <a href="mailto:cray@hcc-nd.edu">cray@hcc-nd.edu</a>	

# MAJOR REQUIREMENTS

# PSYCHOLOGY (PSYC)

The following worksheet lists courses needed to fulfill requirements to graduate with a *Psychology* major.

Prerequisite courses (PSYC 101, 205/265, and 275) must be met with a grade C or higher. Students must take at least 30 credits of 300 and 400-level courses to complete the program. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits	Semesters Offered
<b><i>Psychology Major Courses</i></b>		
<b>PSYC 101</b> Introductory Psychology	3	Fall and Spring
<b>PSYC 205</b> Abnormal Psychology Prerequisite: PSYC 101	3	Fall
<b>PSYC 207</b> Lifespan Development <b>OR PSYC 315</b> Child and Adolescent Development Prerequisite: PSYC 101	3	Fall, Spring
<b>PSYC 265</b> Statistics for Social Sciences Prerequisite: PSYC 101, Math 111 or above	3	Fall
<b>PSYC 275</b> Research Methods in Psychology Prerequisite: PSYC 101, PSYC 265	3	Spring
<b>PSYC 325</b> Social Psychology Prerequisite: PSYC 101, PSYC 265, PSYC 275	3	Fall
<b>PSYC 390</b> Physiological Psychology Prerequisite: PSYC 101, a PSYC 300-level course, and BIOL 125	3	Spring
<b>PSYC 399</b> Cognitive Psychology Prerequisite: PSYC 101, PSYC 275	3	Fall
<b>PSYC 498</b> Senior Thesis/Research Prerequisite: PSYC 265, PSYC 275	3	Fall

<b>Psychology Elective Courses:</b> Choose elective courses from the list below which are <i>required for your intended track</i> . Additional Psychology elective courses are accepted as the student's academic plan allows.		
<b>BUSI 240</b> Organizational Behavior and Management Prerequisite: PSYC 101	3	<b>BUSI Program</b>
<b>PSYC 245</b> Cross-cultural Psychology Prerequisite: PSYC 101	3	<b>Spring</b>
<b>COMM 310</b> Non-verbal Communications Prerequisite: COMM 101, COMM 102	3	<b>Fall</b>
<b>PSYC 320</b> Gender Psychology Prerequisite: PSYC 101	3	<b>Periodically</b>
<b>PSYC 330</b> Personality Psychology Prerequisite: PSYC 101, PSYC 205	3	<b>Periodically</b>
<b>BUSI 341</b> Consumer Behavior Prerequisite: See BUSI Program	3	<b>BUSI Program</b>
<b>PSYC 365</b> Tests and Measures in Psychology Prerequisite: PSYC 101, PSYC 205, PSYC 265, PSYC 275	3	<b>Spring</b>
<b>PSYC 401</b> Introduction to Clinical Prerequisite: PSYC 205, PSYC 275, PSYC 390	3	<b>Fall</b>
<b>PSYC 410</b> Neuroscience Prerequisite: PSYC 390 or PSYC 399	4	<b>Spring</b>
<b>PSYC 497</b> Special Topics: Conference Prerequisite: PSYC 265, PSYC 275, and GPA above 3.0, acceptable student life student record	3	<b>Spring/Fall, every other year</b>
<b>PSYC 499</b> Seminar in Psychopathology Prerequisite: PSYC 205, PSYC 275, PSYC 390, PSYC 401	3	<b>Fall/Spring</b>
<b><i>Clinical Track - 4 courses, 3 required and one choice</i></b>		
<b>PSYC 401</b> Introduction to Clinical Psychology Prerequisite: PSYC 205, PSYC 275, PSYC 390	3	<b>Fall</b>
<b>PSYC 499 A</b> Child and Adolescent Psychopathology Prerequisite: PSYC 205, PSYC 275, PSYC 390, PSYC 401	3	<b>Spring</b>
<b>PSYC 499 B</b> Adult Psychopathology Prerequisite: PSYC 205, PSYC 275, PSYC 390, PSYC 401	3	<b>Fall</b>

<b>COLL 399</b> Internship in clinical psychology (Core curriculum requirement)	3	Fall, Spring
<b>Must choose ONE of the following:</b>		
<b>PSYC 330</b> Personality Psychology Prerequisite: PSYC 101, PSYC 205	3	Periodically
<b>PSYC 365</b> Tests and Measures in Psychology Prerequisite: PSYC 101, PSYC 205, PSYC 265, PSYC 275	3	Spring
<b>PSYC 410</b> Neuroscience Prerequisite: PSYC 390 or PSYC 399	4	Spring

***School Psychology Track - 5 courses, 3 required and two choices***

<b>PSYC 365</b> Tests and Measures in Psychology Prerequisite: PSYC 101, PSYC 205, PSYC 265, PSYC 275	3	Fall
<b>PSYC 320</b> Gender Psychology Prerequisite: PSYC 101	3	Periodically
<b>COLL 399</b> Internship Specific to School Psychology (Core curriculum requirement)	3	Fall, Spring
<b>Must choose ONE of the following courses:</b>		
<b>PSYC 401</b> Introduction to Clinical Psychology	3	Fall
<b>PSYC 499 A</b> Child and Adolescent Psychopathology Prerequisite: PSYC 205, PSYC 275, PSYC 390, PSYC 401	3	Spring
<b>Must choose ONE of the following combinations of courses:</b>		
<b>EDUC 200</b> Teaching and Learning Theories and <b>EDUC 201</b> Education Practicum	3 2	EDUC
<b>EDUC 220</b> Diverse Learner: Supporting Students with Special Needs and <b>EDUC 211</b> Education Practicum	3 2	EDUC

***Neuroscience Track - 7 courses***

<b>BIOL 151</b> Principles of Biology 1 + Lab	4	BIOL
<b>CHEM 151</b> Principles of Chemistry 1 + Lab	4	CHEM
<b>BIOL 254</b> Physiology + Lab	4	BIOL
<b>PSYC 410</b> Neuroscience Prerequisite: PSYC 390 or PSYC 399	4	Spring
<b>PSYC 499 A</b> Child and Adolescent Psychopathology Prerequisite: PSYC 205, PSYC 275, PSYC 390, PSYC 401	3	Spring
<b>PSYC 499 B</b> Adult Psychopathology Prerequisite: PSYC 205, PSYC 275, PSYC 390, PSYC 401	3	Fall
<b>COLL 399</b> Internship in Neuroscience (Core curriculum requirement)	3	Fall, Spring

***Social Work Track - leads to a Pathway to the Master of Social Work program at Saint Mary's College***

***Social Work Track - 5 required courses\****

<b>SW 202</b> Introduction to Social Work	3	Fall/Spring
<b>SW 235</b> Human Behavior in the Social Environment I	3	Fall/Spring
<b>SW 238</b> Peace Studies	3	Spring
<b>SW 334</b> Social Welfare Policy and Service	3	Fall
<b>SW 340</b> Working with Diverse Populations	3	Spring
<b>COLL 399</b> Internship in Social Work (Core curriculum requirement)	3	Fall, Spring

\*All courses, except COLL 399, are taken at Saint Mary's College.

# MAJOR REQUIREMENTS

# THEOLOGY (THEO)

This worksheet lists courses needed to fulfill requirements to graduate with a *Theology* major.  
 In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits
<b><i>Required Major Courses 16 credits</i></b>	
THEO 341 The Church: Communion in the Mission and Ministry	3
THEO 351 Justice, Peace, and the Gospel of Life <i>OR</i> POLS 260 Catholic Social Thought and Practice	3
THEO 361 The New Evangelization: Media and Markets	3
THEO 394 Theology Practicum I	2
THEO 395 Theology Practicum II	2
THEO 494 Senior Thesis Seminar	3
<b><i>Major Elective Courses 15 credits</i></b> Choose at least one course from each of the areas listed below.	
THEO 310s & 410s Biblical Theology	3
THEO 320s & 420s Historical Theology	3
THEO 340s & 440s Systematic Theology	3
THEO 350s & 450s Moral Theology	3
THEO 370s & 470s Spiritual Theology Can be fulfilled through three 1-credit courses	3
<b>THEOLOGY MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>31</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>50</b>
Open Electives: Minimum 34 credits of Holy Cross College courses and/or transfer courses	39
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>
Theology Program Advisor: Dr. Louis Albarran, Vincent Hall 198, 574-239-8387, <a href="mailto:lalbarran@hcc-nd.edu">lalbarran@hcc-nd.edu</a>	

# MAJOR REQUIREMENTS

# VISUAL ARTS (ARTS)

The following worksheet lists the courses required to graduate with a *Visual Arts* major. Students must also complete the Holy Cross College Core Curriculum Requirements for graduation.

ARTS Major Courses: Required for *Studio Art Track (SA), **Graphic Design Track (GD), and ***Catholic Media Track (CM)		Credits	Year Completed		
ARTS 101 2D Art Fundamentals		3			
ARTS 102 Drawing I		3			
ARTS 200 Drawing II		3			
ARTS 110 Photography		3			
ARTS 105 Art History I		3			
ARTS 208 Art History II		3			
ARTS 403 Senior Portfolio I		3			
ARTS 404 Senior Portfolio II		3			
<b>*Studio Art Track (SA) - Required Courses</b>					
*ARTS 103 Painting I		3			
*ARTS 201 Painting II		3			
*ARTS 301 Intermediate Studio		3			
*ARTS 401 Advanced Studio		3			
*ARTS Elective:		3			
*ARTS Elective:		3			
*ARTS Elective:		3			
*ARTS Elective:		3			
<b>**Graphic Design Track (GD) - Required Courses</b>					
**ARTS 104 Graphic Design I		3			
**ARTS 202 Graphic Design II		3			
**ARTS 205 Web Design		3			
**ARTS 209 Typography		3			
**ARTS 308 Graphic Design III		3			
**ARTS Elective (ARTS 408 recommended):		3			
**ARTS Elective:		3			
**ARTS Elective:		3			
<b>***Catholic Media Track (CM) - Required Courses</b>					
***ARTS 104 Graphic Design I		3			
***ARTS 112 Video Art		3			
***ENGL 370 Writing for the Public Sphere		3			
***ENGL 499 Editing and Publication		3			
***THEO 341 The Church: Communion in the Mission and Ministry		3			
***THEO 361 The New Evangelization: Media and Markets		3			
***ARTS Elective:		3			
***ARTS Elective:		3			
ARTS Elective Courses: Choose elective courses from the list below that are <i>not</i> required for your selected <i>ARTS</i> track.					
Course #	Course Name	Credits	Course #	Course Name	Credits
103	Painting I	3	205	Web Design	3
104	Graphic Design I	3	209	Typography	3
107	3D Art	3	219	Special Topics in Visual Art	3

112	Video Art	3
114	Digital Illustration	3
119A	Special Topics: Comic Art	3
120	Byzantine Icon Painting Workshop	1
121	Sacred Art	3
130	Film as Art and Communication	3
201	Painting II	3
202	Graphic Design II	3

231	Byzantine Iconography Research	1
232	Picturebook Design Research	1
240	Encountering Sacred Art in Rome	3
301	Intermediate Studio	3
308	Graphic Design III	3
401	Advanced Studio	3
408	Graphic Design IV	3
EDUC 330	Art Methods: Integrating the Arts	3

GRADUATION REQUIREMENTS:	TOTAL CREDITS		
	Studio Art	Graphic Design	Catholic Media
Visual Arts Major	36	42	42
Visual Arts Electives	12	6	6
Open Electives	23		
Holy Cross College Core Curriculum	49		
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>120</b>		

## MAJOR REQUIREMENTS                      BIOLOGY (BIOL)

The following worksheet lists courses needed to fulfill requirements to graduate with a **Biology** major.

Prerequisite courses must be met with a grade C or higher. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits	Semesters Offered
*Courses can be applied to both major and core requirements- the number of credits are counted only once.		
<b>Biology Major Courses</b>		
*MATH 141 Elements of Calculus I – Life Science, Biology, Health field intended students	4	Fall
*MATH 151 Calculus I for Science - Engineering /Computer Science intended students		
*BIOL 151 Principles of Biology I + Lab	4	Fall
BIOL 152 Principles of Biology II + Lab	4	Spring
BIOL 213 Microbiology + Lab Prerequisite: Biol 152	4	Fall
BIOL 215 Biostatistics Prerequisite: 100-level Biol and Math 113	4	Fall
BIOL 254 Physiology + Lab Prerequisite: Biol 152	4	Spring
BIOL 309 Genetics + Lab Prerequisite: Biol 152 and Chem 152	5	Spring
BIOL 315 Ecology + Lab Prerequisite: Biol 152	4	Fall
BIOL 320 Cell Biology Prerequisite: Biol 152	3	Spring
*CHEM 151 Principles of Chemistry I + Lab Prerequisite: Biol 152	4	Fall
CHEM 152 Principles of Chemistry II + Lab	4	Spring
CHEM 211 Organic Chemistry I + Lab Prerequisite: Chem 152	4	Fall
CHEM 212 Organic Chemistry II + Lab	4	Spring
PHYS 131 Physics for Biology Majors I + Lab Prerequisite: Math 113+ level	4	Fall
PHYS 151 Physics for Science Majors I + Lab Prerequisite: Math 151		
PHYS 132 Physics for Biology Majors II + Lab PHYS 152 Physics for Science Majors II + Lab	4	Spring
<b>Biology Elective Courses:</b> Choose a minimum of <b>16 credit hours</b> of electives. Must include two 100-200 level and two 300-400 level courses. Other biology elective courses could be completed with advanced approval needed through the NICE Program, or at the University of Notre Dame if a student has a 3.0 GPA or higher.		
BIOL 206 Topics in Environmental Science Prerequisite: Biol 152 and Chem 151	3	Fall
BIOL 230 Public Health Prerequisite: Biol 100+ level course	3	Spring
BIOL 325 Epidemiology Prerequisite: Biol 100+ level course and Biol 215, Math/Busi 210, OR Psych 265	3	Spring
BIOL 255 Human Anatomy + Lab Prerequisite: Biol 152	4	Fall
BIOL 308 Molecular Biology Prerequisite: Biol 152	3	Fall
BIOL 311 Plant Physiology + Lab Prerequisite: Biol 152	4	Spring
BIOL 313 Medical Microbiology Prerequisite: Biol 213	3	Spring
BIOL 315 Environmental Sociology Prerequisite: Biol 152 and Econ 110 or Pols 151	3	Spring
CHEM 330 Biochemistry Prerequisite: Biol 152 and Chem 212	3	Spring
BIOL 409 Biology Research Prerequisite: Biol 152 and approval of Biology program director	3	Fall/Spring
BIOL 315 Aquatic Ecology Prerequisite: Biol 315	4	Fall
BIOL 460 Molecular Biology Methods Approval of Biology program director	3	Fall/Spring

## MAJOR REQUIREMENTS

## COMPUTER SCIENCE (CS)

The following worksheet lists courses needed to fulfill requirements to graduate with a *Computer Science* major. Prerequisite courses must be met with a grade C or higher. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits	Semesters Offered
<i>Computer Science Major Courses</i>		
CS 150 Introduction to Programming Prerequisite: MATH 111 (or higher) with a C- or higher, ALEKS score of 46-64%, ACT score of 20-22, or SAT score of 570 or higher	4	Fall/Spring
CS 160 Discrete Logic Prerequisite: MATH 111 (or higher) with a C- or higher, ALEKS score of 46-64%, ACT score of 20-22, or SAT score of 570 or higher	4	Fall/Spring
CS 250 Computer Science II (Python/C++) Prerequisite: CS 150 with a C or higher	4	Fall/Spring
CS 205 CyberOps Prerequisite: CS107 or CS150 or Cisco Networking Academy introductory courses on Packet Tracer and Linux	4	Fall
CS 217 Introduction to Data Analytics Prerequisite: Successful proficiency in (CS 107, CS150, CS160, or by passing a standardized exam), and MATH111 (or higher) with a C- or higher	3	Fall
CS 227 Principles of Artificial Intelligence and Machine Learning Prerequisite: CS217 with a C or higher and MATH 210 (or equivalent) with a C or higher	3	Spring
CS 280 Data Structures Prerequisite: Successful completion of MATH 151 (or higher) with a C or higher; CS 250 with a C or higher	3	Spring
CS 290 CS Ethics or PHIL202 Ethics or PHIL255 Business Ethics Prerequisite: <i>Sophomore or higher classification, or instructor approval;</i>	3	Fall/Spring
CS 350 Computer Organizations and Structure Prerequisite: CS 2xx	4	Fall
ARTS 205 Web Design I or CS 200 Web Development	3	Fall/Spring
MATH 152 Calculus II for Science	4	Fall/Spring
MATH 275 Linear Algebra (or MATH 252 Differential Equations and Linear Algebra) Prerequisite: MATH 152	4	Fall/Spring
PHYS 151 Physics I for Science	4	Fall/Spring
PHYS 152 Physics II for Science	4	Fall/Spring

## MAJOR REQUIREMENTS

## MATHEMATICS (MATH)

The following worksheet lists courses needed to fulfill requirements to graduate with a *Mathematics* major. Prerequisite courses must be met with a grade C or higher. In addition, students must complete the Holy Cross College Core Curriculum Requirements for graduation.

Course	Credits	Semesters Offered
<i>Mathematics Major Courses</i>		
MATH 151 Calculus I for Science Prerequisite: MATH 125 or equivalent	4	Fall/Spring
MATH 152 Calculus II for Science Prerequisite: MATH 151 or equivalent	4	Fall/Spring
MATH 251 Calculus III Prerequisite: MATH 152 or equivalent	4	Fall/Spring
MATH 252 Linear Algebra & Differential Equations Prerequisite: MATH 152 or equivalent OR MATH 255 Differential Equations AND MATH 275 Linear Algebra	4-8	Spring
MATH 320 Intro to Algebraic Structures Prerequisite: MATH 152 or equivalent, and Logic (MATH 305, CS106, or PHIL 303)	4	
MATH 340 Intro to Real Analysis Prerequisite: MATH 251 and Logic (MATH 305, CS106, or PHIL 303)	4	
MATH 305 Mathematical Methods, or CS 160 Discrete Logic, or PHIL 303 Logic Prerequisite: MATH 111 (or higher)	3-4	Fall/Spring
MATH 499 Senior Research Seminar in Math	3	
<b>Mathematics Elective Courses:</b> Select elective courses from the list below that total 15 credit hours, or choose from the specific tracks listed below.		
<b>MATH 210</b> Statistics	3	
<b>MATH 220</b> Cryptography	3	
<b>MATH 300</b> Mathematical Discovery Prerequisite: MATH 151 or equivalent	4	
<b>MATH 310</b> Probability Theory	4	
<b>MATH 350</b> Graph Theory Prerequisite: Linear Algebra (MATH 252 or MATH 275), and Logic (MATH 305, CS106, or PHIL 303)	4	
<b>MATH 360</b> College Geometry Prerequisite: MATH 251 and Logic (MATH 305, CS106, or PHIL 303)	4	
<b>MATH 380</b> Complex Variables Prerequisite: MATH 340 or equivalent, and Logic	4	
<b>MATH 400</b> Topics in Mathematics Prerequisite: MATH 340 or equivalent, and Logic	4	
<b>MATH 410</b> Topology Prerequisite: MATH 340 or equivalent, and Logic	4	
<b>MATH 420</b> Modern Algebra Prerequisite: MATH 320 or equivalent, and Logic	4	
<b>MATH 440</b> Real Analysis I Prerequisite: MATH 340 or equivalent, and Logic	4	
<b>MATH 450</b> Real Analysis II Prerequisite: MATH 450 or equivalent	4	
<b>CS 150</b> Computer Science I (Python/Matlab) Prerequisite: CS 160 with a C or higher	4	Fall/Spring
<b>CHEM 151</b> Principles of Chemistry I for Science	4	Fall/Spring
<b>PHYS 151</b> Physics I for Science	4	Fall/Spring
<b>PHYS 152</b> Physics II for Science	4	Fall/Spring
<i>Applied Math/Data Analytics Track – 15 credit hours</i>		
<b>CS 150</b> Computer Science I – Python/ MatLab	4	Fall/Spring
<b>CS 217</b> Intro to Data Analytics	3	Spring
<b>MATH 3XX</b> (Advanced Statistics/Introduction to R, or Probability Theory, etc.)	3 – 4	Spring
<b>CS 280</b> Data Structures	3	Spring
<i>Computer Science: Traditional Track – 14 credit hours</i>		

<b>CS 150</b> Computer Science I – Python/ MatLab	<b>4</b>	<b>Fall/Spring</b>
<b>CS 250</b> Computer Science II – Python/ C++	<b>4</b>	<b>Fall/Spring</b>
<b>CS 217</b> Introduction to Data Analytics Prerequisite: Successful proficiency in (CS 107, CS150, CS160, or by passing a standardized exam), and MATH111 (or higher) with a C- or higher	<b>3</b>	<b>Fall</b>
<b>CS 3XX – 4XX</b> (Algorithms, Automata, etc)	<b>3</b>	<b>Spring</b>
<b><i>Physical Science Track – 16 credit hours</i></b>		
<b>PHYS 151</b> General Physics I	<b>4</b>	<b>Fall/Spring</b>
<b>PHYS 152</b> General Physics II	<b>4</b>	<b>Fall/Spring</b>
<b>CHEM 151</b> Principles of Chemistry I	<b>4</b>	<b>Fall/Spring</b>
<b>STEM elective:</b> <b>CS 150</b> Computer Science I, <b>MATH 220</b> Cryptography, <b>CHEM 211</b> Organic Chemistry, etc.	<b>4</b>	<b>Fall/Spring</b>

<b>Mathematics Elective Courses</b> Choose elective courses from the list below that totals 15 credit hours <u>or</u> choose from specific tracks below.		
<b>MATH 210</b> Statistics	3	
<b>MATH 220</b> Cryptography	3	
<b>MATH 300</b> Mathematical Discovery Prerequisite: MATH 151 or equivalent	4	
<b>MATH 310</b> Probability Theory	4	
<b>MATH 350</b> Graph Theory Prerequisite: Linear Algebra (MATH 252 or MATH 275), and Logic (MATH 305, CS106, or PHIL 303)	4	
<b>MATH 360</b> College Geometry Prerequisite: MATH 251 and Logic (MATH 305, CS106, or PHIL 303)	4	
<b>MATH 380</b> Complex Variables Prerequisite: MATH 340 or equivalent, and Logic	4	
<b>MATH 400</b> Topics in Mathematics Prerequisite: MATH 340 or equivalent, and Logic	4	
<b>MATH 410</b> Topology Prerequisite: MATH 340 or equivalent, and Logic	4	
<b>MATH 420</b> Modern Algebra Prerequisite: MATH 320 or equivalent, and Logic	4	
<b>MATH 440</b> Real Analysis I Prerequisite: MATH 340 or equivalent, and Logic	4	
<b>MATH 450</b> Real Analysis II Prerequisite: MATH 450 or equivalent	4	
<b>CS 150</b> Computer Science I (Python/Matlab) Prerequisite: CS 160 with a C or higher	4	Fall/Spring
<b>CHEM 151</b> Principles of Chemistry I for Science	4	Fall/Spring
<b>PHYS 151</b> Physics I for Science	4	Fall/Spring
<b>PHYS 152</b> Physics II for Science	4	Fall/Spring
<b>Applied Math/Data Analytics Track – 15 credit hours</b>		
<b>CS 150</b> Computer Science I – Python/ MatLab	4	Fall/Spring
<b>CS 217</b> Intro to Data Analytics	3	Spring
<b>MATH 3XX</b> (Advanced Statistics/Introduction to R, or Probability Theory, etc)	3 – 4	Spring
<b>CS 280</b> Data Structures	3	Spring
<b>Computer Science: Traditional Track – 14 credit hours</b>		
<b>CS 150</b> Computer Science I – Python/ MatLab	4	Fall/Spring
<b>CS 250</b> Computer Science II – Python/ C++	4	Fall/Spring
<b>CS 217</b> Introduction to Data Analytics Prerequisite: Successful proficiency in (CS 107, CS150, CS160, or by passing a standardized exam), and MATH111 (or higher) with a C- or higher	3	Fall
<b>CS 3XX – 4XX</b> (Algorithms, Automata, etc)	3	Spring
<b>Physical Science Track – 16 credit hours</b>		
<b>PHYS 151</b> General Physics I	4	Fall/Spring
<b>PHYS 152</b> General Physics II	4	Fall/Spring
<b>CHEM 151</b> Principles of Chemistry I	4	Fall/Spring
<b>STEM elective:</b> <b>CS 150</b> Computer Science I, <b>MATH 220</b> Cryptography, <b>CHEM211</b> Organic Chemistry, etc...	4	Fall/Spring

## ACADEMIC RECOGNITION

**Graduation Honors:** The degrees conferred by Holy Cross College are granted with certain distinctions, 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 based on the Summa and Magna classification as follows:

<b>Summa Cum Laude:</b>	3.9 – 4.0
<b>Magna Cum Laude:</b>	3.7 – 3.89
<b>Cum Laude:</b>	3.5 – 3.69

**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 Chi:** Psi Chi, the largest international honor society in psychology, was founded in 1928 with the purpose of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. The Holy Cross College chapter of Psi Chi was established in 2018 and continues to be very active. Psi Chi membership is open to undergraduate students who are in the top 35% academically and who are making the study of psychology one of their majors or minors. Psi Chi provides its members with multiple benefits, including a lifetime membership that makes them eligible for various scholarships and awards. Holy Cross College Psi Chi members are encouraged to participate in regional and international psychology conventions.

**Upsilon Pi Epsilon:** Upsilon Pi Epsilon, formed in 1967, is the first and only, existing international honor society in the computing and information disciplines. It has received endorsements from the two largest computer organizations in the world, the Association for Computing Machinery and the IEEE Computer Society. The mission of Upsilon Pi Epsilon is to recognize academic excellence at both the undergraduate and graduate levels in the computing and information disciplines. The Holy Cross College UPE Zeta Chapter of Indiana was chartered in 2025 marking the rapid growth and achievements of the College’s computer science program which continues to expand its computing and academic excellence.

## ACADEMIC STANDING

At the conclusion of each semester, the college’s student information system determines every degree-seeking student’s academic standing based on the course grades received for the semester. Below detail the four categories of academic standing at Holy Cross College:

**Dean’s List:** A student enrolled full time in a given semester may be placed on the Dean’s List if the student’s GPA from the preceding academic year placed in the top thirty percent of the student’s cohort (see below) and if the student was recommended as a Dean’s List member by the Director of the Office of Student Success or the student’s Department Chair. The cohorts are: 1) baccalaureate students with undeclared majors; 2) students majoring in Humanities, Natural & Quantitative Sciences, and Social Sciences; and 3) students in Holy Cross-Notre Dame undergraduate articulation programs.

**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 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 or sophomore** is eligible for dismissal if he or she has a one-semester grade point average below 1.0, two consecutive semesters below 2.0, or a cumulative grade point average below 2.0.
2. A **junior or senior** is eligible for dismissal if he or she has a one-semester grade point average below 2.0 or a cumulative grade point average below 2.0.

If a student is dismissed for academic reasons, the student may submit a written appeal to the Provost stating the reason for the appeal. The Provost, in consultation with the dismissal appeals committee, will make the final determination to either grant or deny the appeal.

### ***Appeal Process 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 Provost. The appeal must be sent within 5 days of the date of the dismissal letter. The appeal must be sent by email (followed up by a phone call) to the Provost, 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.
4. Within 20 days of receipt of the student's appeal, the Provost will email the student with the decision of the Academic Council.

### **ADMINISTRATIVE WITHDRAWAL**

In extremely rare cases, an administrative withdrawal from the College may be merited. An administrative withdrawal must be approved by the Provost prior to the end of the semester. 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 Provost. After careful consideration of input from college officials, the Provost may determine that a compelling case exists to approve the student's administrative withdrawal from the College.

Upon approval, the student will be directed to contact the Registrar and complete a college withdrawal form. Grades of "W" will be assigned in each class the student was enrolled, effective 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 college withdrawal form, the grades assigned by each instructor will be recorded. If the student anticipates returning to the College in the future, he or she needs to submit an Application for Readmission.

### **AMNESTY**

Please refer to the **SEMESTER OF ACADEMIC AMNESTY** section.

### **ASSIGNMENT OF CREDIT HOURS**

Please refer to the **SEMESTER HOURS** section.

### **ATHLETIC ELIGIBILITY**

Student-athletes at Holy Cross College are governed by eligibility rules included in the *NIAA Official & Policy Handbook*. Among several important academic rules, student-athletes must be identified and enrolled in 12 credit hours at the time of participation. 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). A student-athlete may repeat a course once and have the repeated class count towards 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 upon entering a 2<sup>nd</sup> season of competition. 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 their major field of study to participate the fourth season.

In order to preserve their continuing eligibility and any athletics grant-in-aid, student-athletes need to inform the Faculty Athletics Representative to withdraw from or drop any class.

Student-athletes are expected to attend all meetings of a class for which they are registered. The Athletics 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**

A student wishing to audit a class must have permission of the instructor. Audited courses do not count toward fulfilling degree requirements and are not included in the computation of grade point averages. Students who audit should not expect instructors to assess or comment on their work.

Part-time students may audit classes. The cost for auditing a class is the same as the cost for taking the 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.

### **CATALOG TIME LIMIT FOR DEGREE COMPLETION**

A student may graduate from a program under the catalog year at the time of matriculation or any subsequent catalog. If a student fails to enroll for six or more consecutive semesters, the student must follow the curriculum in effect at the time of reentry.

### **CLASS ATTENDANCE**

The faculty and administration of Holy Cross College believe that attendance in courses is essential to academic success. Consequently, 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 new student who has not previously enrolled at another college or university after high school graduation, and who has matriculated at Holy Cross with 30 or more outside credit hours, has sophomore standing but is considered a First-Year Student for the purpose of requirements and activities of the Office of Student Success (see below). A student who attended another college or university after high school graduation with 10 or more transferable credit hours is a "**Transfer Student.**" A student in the second year at Holy Cross who has earned 30 or more credit hours but less than 60 credit hours is a "**Sophomore.**" A student who has declared a major and who has between 60 and 89 credit hours is a "**Junior.**" A student who has earned 90 or more credit hours is a "**Senior.**"

### **COMPLETION OF CORE CURRICULUM COURSES**

Please refer to the **ACADEMIC PROGRAM** section.

### **COURSE NUMBERING**

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 300 and above are upper-division courses. Some upper-division courses are open only to students admitted to certain major programs. Upper-division electives are open to all students who have satisfied the appropriate prerequisites.

### **COURSE ADJUSTMENTS (ADD/DROP)**

Adding, dropping, or changing 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. Dropping a course during this period removes the course from a student's permanent record.

### **COURSE WITHDRAWAL**

After the add/drop period, a student may withdraw from course(s) up until the date indicated on the academic calendar as the last day to withdraw from course(s), typically through week 10 of the semester. Withdrawn courses will remain on a student's permanent record, and a grade of "W" will be recorded. Withdrawals do not impact a student's grade point average (GPA). See the "GRADING POLICIES" section for the College grading scale and steps to calculating a student's GPA. After the withdrawal period (typically from week 11 to the end of the semester), a student may not withdraw. The course will remain on a student's permanent record, and the student will receive the grade earned for the course. This grade will figure into a student's GPA.

## COURSE OVERLOAD

The student must initiate the process by submitting an online Course Overload Form. After careful consideration, the Registrar may determine that a compelling case exists to approve the student's overload. An overload fee will be charged on the student's account upon approval.

## COURSE REGISTRATION

Please refer to the **REGISTRATION** section

## COURSE REPEAT

Please refer to the **REPEATING A COURSE** section

## CREDIT BY EXAMINATIONS

### Advanced Placement Program (AP)

Advanced Placement Examinations are administered through a high school after an advanced placement course has been completed as part of the high school curriculum. College credit may be granted to a student who has achieved a satisfactory score of 3 or higher on the Advanced Placement Examination offered through the College Board. Credits for the corresponding courses at Holy Cross College will count towards the fulfillment of all degree requirements.

<u>Examination Title</u>	<u>Min. Score</u>	<u>Holy Cross Equivalency Course</u>	<u>Credits</u>
Art 2D Design	3	ARTS 101	3
Art History	3	ARTS105	3
Biology	3	BIOL121	3
Biology	4	BIOL 151	4
Biology	5	BIOL 151 and 152	8
Calculus AB	4	MATH151	4
Calculus BC	4	MATH151 and 152	8
Chemistry	3	CHEM121	3
Chemistry	4	CHEM151	4
Chemistry	5	CHEM151 and 152	8
Chinese Language	3	Humanities elective	3
Chinese Language	4	Humanities elective	6
Comparative Government and Politics	3	Political Science elective	3
Computer Science A	3	CS 150	3
Computer Science Principles	3	CS 107	3
English Language	4	ENGL 101	3
English Literature	4	English literature elective	3
Environmental Science	3	Science elective	3
Environmental Science	5	BIOL 151	4
European History	3	HIST101 <i>or</i> HIST 102	3
European History	5	HIST101 and 102	6
French Language	3	Humanities elective	3
French Language	4	Humanities elective	6
French Literature	3	Humanities elective	3
German Language	3	Humanities elective	3
German Language	4	Humanities elective	6
German Literature	3	Humanities elective	3
Human Geography	3	Humanities elective	3
Italian Language	3	Humanities elective	3
Italian Language	4	Humanities elective	6
Italian Literature	3	Humanities elective	3
Japanese Language and Culture	3	Humanities elective	3
Latin	3	LATN 101	3
Macroeconomics	3	ECON202	3
Microeconomics	3	ECON201	3
Music Theory	3	Music elective	3
Physics 1	3	Science elective	3
Physics 2	3	Science elective	3
Physics B	3	Science elective	3
Physics C-Mechanics	4	PHYS151	4
Physics C-Electricity & Magnetism	4	PHYS152	4

Psychology	3	PSYC101	3
Seminar	3	Elective credit	3
Spanish Language	3	SPAN101	3
Spanish Language	4	SPAN101 and 102	6
Spanish Language	5	SPAN102 and 201	6
Spanish Literature	3	SPAN 235	3
Statistics	3	BUSI 210	3
Studio Art: General	3	ARTS101	3
U.S. Government and Politics	3	POLS 151	3
U.S. History	3	HIST151 <i>or</i> HIST 152	3
U.S. History	5	HIST151 and 152	6
World History	3	HIST101 <i>or</i> HIST 102	3
World History	5	HIST101 and 102	6

### 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 transfer credit through the subject examinations of the CLEP program. Credit will not be granted if 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 examinations is 50. Additional information about the CLEP program may be obtained from the Office of the Registrar.

<b>Discipline</b>	<b>CLEP Examination</b>	<b>HCC Course</b>	<b>Credits</b>
<b>Business</b>	Financial Accounting	BUSI 201	3
	Information Systems	CPSC 107	3
	Introductory Business Law	BUSI 203	3
	Principles of Management	Business elective	3
	Principles of Marketing	Marketing elective	3
<b>Composition and Literature</b>	American Literature	Literature elective	3
	Analyzing and Interpreting Lit	Literature elective	3
	English Literature	ENGL 220	3
	Humanities	Humanities elective	3
<b>History and Social Sciences</b>	American Government	POLS 151	3
	History of the United States I	HIST 151	3
	History of the United States II	HIST 152	3
	Human Growth and Development	PSYC 207	3
	Intro to Educational Psychology	Psychology elective	3
	Introductory Psychology	PSYC 101	3
	Introductory Sociology	SOCI 151	3
	Principles of Macroeconomics	ECON 202	3
	Principles of Microeconomics	ECON 201	3
	Social Science and History	Social Science elective	3
	Western Civilization I	HIST 101	3
	Western Civilization II	HIST 102	3
<b>Science and Math</b>	Biology	BIOL 151	4
	Calculus	TBA	4
	Chemistry	CHEM 151	4
	College Algebra	MATH 113	3
	College Mathematics	MATH 111	3
	Natural Sciences	Science elective	3
	Pre-calculus	MATH 125	3
<b>World Languages</b>	French Language: Levels 1 and 2	Humanities elective	6
	German Language: Levels 1 and 2	Humanities elective	6
	Spanish Language: Levels 1 and 2	SPAN 101 and 102	6
	Spanish w/ Writing: Levels 1 and 2	SPAN 220	3

### 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.

<b>Discipline</b>	<b>Score Required</b>	<b>HCC Course</b>	<b>Credits</b>
<b>Biology HL</b>	5	BIOL 121	3
	6	BIOL 151	4
	7	BIOL 151 and BIOL 152	8
<b>English A: Lang and Lit HL</b>	5	ENGL 101	3
	6	ENGL 101 and English Lit elective	6
	7	ENGL 101 and English Lit elective	6
<b>English A: Literature HL</b>	5	ENGL 999 English Literature elective	3
<b>Film HL</b>	5	Humanities elective	3
<b>Foreign Languages Spanish HL</b>	5	SPAN 101	3
	6	SPAN 101 and 102	6
	7	SPAN 102 and 201	6
<b>All others HL</b>	5	Humanities elective	3
	6	Humanities elective	6
	7	Humanities elective	6
<b>History Americas HL</b>	5	HIST 151 or HIST 152	3
	6	HIST 151 and HIST 152	3
<b>Math</b>	5	Math elective	3
	6	Math elective	4
	7	Math elective	8
<b>Psychology</b>	5	PSYC 101	3

### CREDIT HOURS

Please refer to the **SEMESTER HOURS** section

### DECLARATION OF MAJORS AND MINORS

Students are encouraged to explore majors at Holy Cross by taking a variety of core requirements, courses of interest, talking with major faculty advisors, discussing career interests and options, attending the HC Majors Fair, and getting involved on campus and in the tri-campus community.

- Once a student declares a major, their major faculty advisor becomes their primary academic advisor. A student can declare more than one major if it's suitable to their interests and graduation timeline.
- Changing / Dropping a major is acceptable but must be discussed with the student's faculty major advisor.
- If a student has earned 45 credits and not declared a major, they may not register for classes. The Dean of Faculty must approve any exceptions to this rule.

To declare or change a major/minor, complete an online Declaration/Drop Form found on Moodle.

### DUPLICATE DIPLOMA

A duplicate diploma may be requested through the Office of the Registrar with a processing fee of \$25.00. The fee includes the regular mail postage fee within the United States. However, if rushed/overnight/international delivery is requested, an additional fee will be added to the standard \$25.00.

## **FERPA**

Please refer to **RECORD ACCESS/RELEASE OF STUDENT INFORMATION AND FERPA** section.

## **FINAL EXAMINATIONS**

Every Holy Cross College course will include a final examination (or equivalent graded academic exercise) at the date and time stated in the Final Examination Schedule published by the Registrar. The date and time will be included in the course syllabus.

Most courses will have in-class examinations. In some courses, an equivalent graded academic exercise may be more appropriate. Any final academic exercise other than an in-class examination must be approved by the Department Chair. Whether the final exercise is an in-class examination or an equivalent graded exercise, all students must be physically present in the classroom at the date and time stated in the Final Examination Schedule. Although distance-learning courses do not have in-class examinations, they must have graded academic exercises during final examinations week.

A student with a reason to take a final examination at a time other than the scheduled time must notify the course instructor of the reason in writing at least two weeks before the final examination date. If the student's reason for requesting an alternate examination time is an acceptable reason, the course instructor must notify the Registrar in writing of the name of the student, course number, the date and time of the examination, and whether the instructor will be able to proctor the exam him/herself. In a case where the instructor is not able to proctor, written instructions for proctoring the examination must also be provided: how much time to complete the examination; whether open or closed book; open or closed notes; with quantitative examinations, whether a calculator may be used; etc. Student proctors are not allowed when students are taking final examinations.

Examples of acceptable reasons to permit a student to take an examination earlier or later than the scheduled time are being scheduled for more than two examinations in one day, more than three exams in 24 hours, or being scheduled for examinations at Holy Cross College and another institution at the same time. Planning to leave campus before the student's last scheduled examination is not an acceptable reason.

## **GRADE APPEAL**

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

1. The student must first discuss the assigned final grade with the professor in order to confirm or correct the assigned grade.
  - a. Should the professor choose to change the grade, he/she must follow the established grade change procedure.
  - b. Should the professor choose not to change the grade, the student may submit a written appeal to the Dean of Faculty.
2. Appeals of final grades must be submitted in writing to the Dean of Faculty within 10 days of the conclusion of the semester. Grade appeals must include a clear explanation of the following information:
  - a. The context and background of the original situation in the class that led to the grade that is being challenged.
  - b. The interactions, conversations, and clarifications between the student and the professor after the contested grade was posted.
  - c. The reason the student thinks the assigned grade is not consistent with the expectations and grading requirements for the course.
3. The Dean of Faculty will review the student's written appeal. If it meets the above requirements, the following steps will be taken:
  - a. The Dean of Faculty will forward the written appeal to an ad-hoc committee of faculty to review the case and make an advisory recommendation to the Dean.
  - b. The professor who assigned the grade will be asked to submit his/her perspective on the situation to the Dean, who will share it with the ad-hoc committee.
4. The Dean of Faculty will review the recommendation of the ad-hoc committee and the material provided by the student and the professor.
5. Within 30 working days of receiving the student's written appeal, the Dean of Faculty will render a decision and communicate the decision to the student, the professor, and the Registrar.

## **GRADE POINT AVERAGE**

Two grade point averages are computed for each student each semester: a semester grade point average and a cumulative grade point average. The grade points of the letter grades earned in each course are multiplied by the semester hours of credit per course to determine the quality points earned in the course. The sum of the quality points earned divided by the sum of the credit hours attempted during the semester determines the semester grade

point average. The cumulative grade point average utilizes the total quality points earned divided by the total number of credit hours attempted. Courses numbered under 100 level are not included in the computation of averages.

## GRADING SYSTEM

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

GRADE	DESCRIPTION	POINTS
A	Excellent	4.0
A-		3.67
B+		3.33
B	Good	3.0
B-		2.67
C+		2.33
C	Satisfactory	2.0
C-	Credit generally not transferable	1.67
D	Pass	1.0
F	Failure; No credit	0.0
I	Incomplete; Must be approved by the Dean of Faculty.	0.0
AD	Audit	0.0
P	Pass	0.0
S	Satisfactory	0.0
NP	No Pass	0.0
U	Unsatisfactory	0.0
W	Withdraw	0.0

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. Courses in which the grades of AD 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.

## GRADUATION REQUIREMENTS

Please refer to the **ACADEMIC PROGRAMS** section

## GUEST STUDENT

Individuals wishing to enroll as guest students must submit the Guest Application prior to registration. If a student is matriculated with another institution, the student must confirm with the home institution that the course will fulfill his/her program requirements. Guest students are allowed to take up to two courses during a semester and must meet the predetermined prerequisites (if any). Guest students are not eligible for financial aid.

## LEAVE OF ABSENCE

A student may request permission to be absent from the campus for a period of one or two semesters. In exceptional circumstances (e.g., military service, health), the leave may be granted for a longer period of time. A leave must be renewed before it expires. Students anticipating a leave of absence should consult with the Office of Financial Aid regarding the status of loans during the period they are on leave.

A leave of absence is granted with the following conditions:

- The request for a leave of absence ordinarily is made during the semester prior to the proposed leave, and usually begins at the end of a regular semester.
- A leave of absence for health-related reasons may be requested at any time.
- Students subject to dismissal will not be granted leave. Students on any kind of probation must adhere to all terms of that probation upon their return to the College.
- A leave of absence for health-related reasons may be requested at any time. The request for a leave of absence ordinarily is made during the semester prior to the proposed leave, and usually begins at the end of a regular semester. A student is required to write to his or her academic advisor to explain the reason(s) for requesting or renewing leave of absence. This written request is then approved by the Provost in consultation with the Dean of Student Engagement.
- A student on leave of absence must leave the campus community and is not allowed to participate in College-sponsored events or use College facilities. Students on leave are considered guests of the College and must behave accordingly.
- A student on leave must notify both their advisor and the Office of the Registrar of their intent to return to campus and adhere to deadlines for registration, housing, business office, and financial aid.

## **MIDTERM GRADES**

Midterm grades are available on the Holy Cross College Portal for each credit course carried during the mid-semester break. 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.

## **MILITARY TRANSCRIPTS**

Veterans are encouraged to submit their military transcripts for formal evaluation toward college credits. Transfer credits are awarded based strictly on ACE recommendations. A maximum of 60 semester hours of credit will be accepted in fulfillment of the Bachelor of Arts or Bachelor of Science degree requirements, and a maximum of 30 semester hours will be accepted toward the Associate of Arts degree.

## **NORTHERN INDIANA CONSORTIUM FOR EDUCATION (N.I.C.E.)**

The Northern Indiana Consortium for Education (N.I.C.E.) is a handshake agreement among area institutions that have joined to share their educational strengths and facilities. In addition to Holy Cross College, consortium members are Bethel University, 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 Office of the Registrar on the first class day of the semester to be taken to the host institution. No additional tuition is charged to students in N.I.C.E. courses. (The student is responsible for any fees associated with the course, however). 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 the summer.

## **RECORD ACCESS/RELEASE OF STUDENT INFORMATION AND FERPA**

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 they waive this right.

Student's education records 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. Contact the Office of the Registrar for more information regarding the Academic Information Release Authorization if a student wishes someone (student's parent or guardian, for example) to gain access to his/her academic information.

The College, without the student's written authorization, may release the following student directory information: name, address, email address, telephone listing, date and place of birth, curriculum and major field, dates of attendance, enrollment status (full-time/part-time), degrees received, the most recent previous educational agency or institution attended by the student, and athletic information (sport/position/height/weight). 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 in the fall semester must submit such a statement at the time of registration.

## **REGISTRATION**

Prior to registration, a student must arrange an appointment with an academic advisor to discuss the upcoming semester schedule and to receive his/her advisor PIN in order to register online. Registration begins in April for the fall semester and in November for the spring semester. The first two days of registration are reserved for the senior standing students. A student who has any "hold" issued by the College (e.g., through the Office of Financial Aid or Student Accounts) is not permitted to register for the subsequent term until the hold is resolved. A late registration fee of \$250.00 will be assessed on the returning student account if the student's initial registration for a given semester occurs beyond the normal registration period.

## **REPEATING A COURSE**

A student who earns a grade of C- or below in a Holy Cross course may repeat the course once. When a course is repeated, only the most recent grade is calculated into the student's grade point average. The course will be marked as a repeat on the transcript, and credit hours are awarded only once.

## **ROTC PROGRAMS**

An agreement between Holy Cross College and the United States Air Force, Army, and Navy Reserve Officer Training Corps (ROTC) detachments at the University of Notre Dame permits students attending Holy Cross to affiliate with the ROTC program and to take courses in aerospace studies, military science, or naval science. After the student contacts the ROTC detachment and is assigned to a course section, the Holy Cross Office of the Registrar adds the course to the student's HCC class schedule. The credit earned is recorded on the student's Holy Cross College record and is included in the student's GPA. Credits earned in these courses are valid for ROTC programs at any college or university offering the program.

## SEMESTER CREDIT HOURS

Courses are defined by semester credit hours (“credits”) that vary by how often, and for how long, they meet:

- one-credit course, typically meeting 50 minutes per week;
- two-credit course, typically 100 minutes per week;
- three-credit course, typically 150 minutes per week (e.g., two 75-minute class meetings, or three 50-minute class meetings);
- four-credit course, 200 minutes per week (e.g., two 75-minute class meetings, plus one 50-minute class meeting).

## SEMESTER OF ACADEMIC AMNESTY

Under this policy, past unsatisfactory semester grades may be manually excluded from the computation of a student’s cumulative grade point average on the Holy Cross College courses. This policy applies to former degree-seeking Holy Cross College students who wish to return to the College and finish a degree.

A student must go through the regular application for the readmission process. Once the student has been readmitted, academic amnesty may be requested if the student meets the following criteria:

- The student is pursuing a first undergraduate degree;
- The student has been away from Holy Cross College for a minimum of five consecutive calendar years; and
- The student has a low cumulative GPA that may otherwise prevent the student from meeting the minimum GPA criteria for graduation.

The student must complete an Academic Amnesty Request form and submit it to the Dean of Faculty for review. If academic amnesty is granted, all courses taken during an identified academic semester will be excluded in the computation of cumulative grade point average but will remain on the student’s transcript. The transcript will indicate clearly that academic amnesty has been granted for the semester. The recalculation of the GPA will be performed manually by the Office of the Registrar. The original academic history will not be altered in the student information system as a result of academic amnesty. Courses identified as amnesty granted no longer apply toward a degree. Academic amnesty applies only to Holy Cross College and will not be recognized by other institutions of higher education.

## TIME LIMIT FOR DEGREE COMPLETION

Please refer to the **CATALOG TIME LIMIT FOR DEGREE COMPLETION** section

## TRANSCRIPTS/REQUESTING AN OFFICIAL HOLY CROSS COLLEGE TRANSCRIPT

The Office of the Registrar offers official electronic transcripts through Parchment for efficient and timely transcript processing and delivery. As part of the process, a student creates an account with Parchment. Once a transcript order is placed, the student will receive order confirmation and other updates via email. An order may be placed through the following Parchment web link: <https://www.parchment.com/u/registration/34415/institution>. 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. A processing fee of \$8.00 is charged per copy.

## TRANSFER CORE

Some incoming transfer students are exempt from certain core requirements. This exemption applies to students with 24 or more transferable credits when matriculating to Holy Cross College. For more information, please refer to *Transfer Core Curriculum* under **ACADEMIC PROGRAMS**.

## TRANSFER CREDIT

Course credits completed with the grade of “C” or above while attending another regionally accredited college or university may be accepted in transfer if the courses are comparable to the Holy Cross College curriculum. Non-academic courses (i.e., physical education courses) are not eligible for credit transfer. Lower-level (100 & 200) courses at other institutions cannot substitute for upper-level (300 & 400) courses at Holy Cross College. Courses that are graded on a pass or satisfactory basis are not acceptable in credit transfer. A maximum of 60 semester hours of credit will be awarded in fulfillment of the Bachelor of Arts or Bachelor of Science degree requirements, and a maximum of 30 semester hours will be awarded toward the Associate of Arts degree.

## WITHDRAWALS

**Withdrawal from a Class:** After the drop/add period, a student may withdraw from a course using the online 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. The W is not included in computing grade-point averages. After this date, the student will receive the grade earned as determined by the professor and according to the course syllabus.

**Withdrawal/Dismissal from the College:** If, while a given semester is in session, a student determines that it is necessary to withdraw from the College, the student must notify his or her academic advisor. Notification may be by email or letter. This procedure ensures that the student is properly advised pertinent to the withdrawal process, the effect on the tuition and other fees, the readmission

process, etc. Students who receive financial aid are strongly urged to discuss the implications of their withdrawal with the Director of Financial Aid. Students who withdraw for any reason follow the same refund policy as students who are dismissed from the College or decide to leave housing voluntarily.

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## TUITION AND FEES/TERMS OF PAYMENT

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Holy Cross College policy requires all student accounts to be paid in full by August 1<sup>st</sup> 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. If the balance is not paid by the last day of drop/add, the student's schedule will be dropped and he/she will be dismissed from the College.

The preliminary semester bill will reflect the current charges for the term, any payments made and financial aid offered to and accepted by the student, and the remaining balance owed (or estimated refund.) The preliminary semester bill can be accessed on the Student Portal.

*Please note that federal loan(s) will not show on the preliminary semester bill or be credited to student account balances until they are accepted on the Holy Cross Student Portal.* Students have the option of accepting all, some, or none of the offered loan(s). Outside scholarships will appear on the student account *after* the funds have been received by the College.

The College accepts payment in the form of cash, checks, credit card, E-Checks (from national banks only), or wire payments (for international payments.) Credit card and E-check payments can be made through the Student Portal (some credit cards may not be accepted.) There is a 2.75% processing fee for all credit card payments, and no charge for E-check payments.

### TUITION PAYMENT POLICY

Enrollment constitutes a financial contract between the enrolled student and Holy Cross College. In consideration of the College providing you any services, products or sums of money you require for your educational benefit, including but not limited to charges to your student account for tuition and fees, student loans and other charges that may occur while you are enrolled at the College (collectively "Educational Benefits") you unconditionally guarantee to the College the repayment for all Educational Benefits.

By your attendance at Holy Cross College you acknowledge the Educational Benefits and agree that such benefits constitute good, valuable and adequate consideration for this guarantee of repayment.

Any changes in credit hours can change the computed balance by affecting charges and ultimately financial aid. 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.

Failure to meet financial obligations, which also include library, parking, and student conduct sanctions, will result in the College withholding transcripts and access to grade reports, prohibiting further registration, cancelling registration if already granted, withholding further forms of financial aid and, when necessary, referral to collections.

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 the College's discretion, delinquent accounts may be sent to a collection agency any time after the account is past due. Collection costs are added at a rate of 33.333% of the total delinquent balance owed to the College, and are the responsibility of the student.

It is your responsibility to update the Office of Student Accounts should there be any changes in your address or phone numbers.

This Agreement is effective from the date of enrollment and continues indefinitely.

### PAYMENT PLANS

Holy Cross College is committed to helping students and families finance their education, and partners with Nelnet to offer a monthly payment plan (not a loan) for a small enrollment fee. The down payment is made to Nelnet during the enrollment process. More information is available on the College website. *NOTE: Families utilizing a payment plan must pay the down payment and have their enrollment completed by the August 1/January 1 deadlines to avoid the late fee.*

### PAYMENT EXTENSIONS

An extension of the payment deadline may be granted for the following reasons:

- 1.) The student was flagged for verification and they have provided all the information that they can to Financial Aid but the verification is not finalized.

- 2.) The student has applied for a private loan but it has not yet been disbursed. The student MUST provide documentation or verification to Financial Aid that the loan is approved and is being processed.
- 3.) The parent has applied for the Plus loan and is waiting for approval or denial.
- 4.) The student committed to attend Holy Cross College after August 1 and makes a request for extension of payment arrangements.

Students must request an extension in writing with the Office of Student Accounts *no later than the first day of classes*. Extensions are not guaranteed and will be granted at the discretion of the Executive Vice President.

## 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.

## TUITION 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:

<u>Withdrawal is completed</u>	<u>Refund will be</u>
Before the drop/add deadline** .....	100% Tuition and Fees*
Week 2 of the Semester** .....	75% Tuition only
Week 3 of the Semester** .....	50% Tuition only
Week 4 of the Semester** .....	25% Tuition only
Thereafter .....	0% No Refunds

\*Fees will not be refunded after the drop/add deadline

\*\* See current Holy Cross College Academic Calendar for specific dates

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:

<u>Withdrawal is completed</u>	<u>Refund will be</u>
Before move-in** .....	100% Room & Board*
Thereafter .....	Prorated based on the date of move-out

\* Excludes Room Reservation Deposit

\*\* See current Holy Cross College Academic Calendar for specific dates

## PELL AND FEDERAL LOAN RECIPIENTS (TITLE IV 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:

Aid to be returned = (100% - percent earned) times the 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 Office of Student Accounts for resolving any owed balance.

**COLLEGE FINANCIAL AID RECIPIENTS:**

Students who withdraw or who are dismissed from the College after the drop/add deadline will have internal aid awards adjusted at a percentage commensurate with the tuition refund policy above. For example, if a student withdraws during the second week of the semester and receives a 75% tuition refund, internal aid awarded towards tuition will be reduced 75%. Only aid applied to tuition will remain. Aid awarded towards fees or indirect costs will be removed. After the first four weeks of the semester, there will be no adjustments to internal aid awarded towards tuition.

**ROOM AND MEALS COLLEGE FINANCIAL AID RECIPIENTS:**

Should a student receive internal aid towards room and meals charges, it also will be prorated at the same rate as the adjustment of their charges. For example, if a student moves out after 30% of the semester has passed, then they will be entitled to keep just 30% of their room and meals award(s).

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## COURSE DESCRIPTIONS

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### ACCOUNTING

#### ACTG 201 (3)

##### Financial Accounting

*PREREQUISITES: None*

The goal of this course is to provide a basic understanding of what financial accounting is developed for and how 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.

#### ACTG 202 (3)

##### Managerial Accounting

*PREREQUISITES: ACTG 201*

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.

### VISUAL ARTS

#### ARTS 101 (3)

##### 2D Art Fundamentals

*PREREQUISITE: None*

This course offers an introduction to the basics of two-dimensional art. Students will learn the fundamental elements and principles of art while developing a portfolio of paintings and drawings that apply basic design concepts to studio assignments and projects. Students will also expand their knowledge of historical/contemporary art, learn how various artists/designers apply basic design concepts to their work, and consider how images affect culture.

\*Course fee: \$90

This fee covers all required materials for the course.

#### ARTS 102 (3)

##### Drawing I

*PREREQUISITE: None*

This course offers an introduction to the basics of representational charcoal drawing. Students will learn how to effectively create the illusion of space, form, and perspective on a two-dimensional surface while developing a portfolio of drawings through studio assignments and projects. Students will also increase their knowledge of contemporary/historical art, learn how a variety of different artists utilize representational elements in their work, and consider how representations influence culture.

\*Course fee: \$90

This fee covers all required materials for the course.

#### ARTS 103 (3)

##### Painting I

*PREREQUISITE: None*

This course offers an introduction to the basics of representational acrylic painting. Students will learn how to effectively create the illusion of space, form, and perspective on a two-dimensional surface, while developing a portfolio of paintings through studio assignments and projects. Students will also increase their knowledge of contemporary/historical art, learn how a variety of different artists utilize representational elements in their work, and consider how representations influence culture.

\*Course fee: \$90

This fee covers all required materials for the course.

#### ARTS 104 (3)

##### Graphic Design I

*PREREQUISITE: None*

This course offers an introduction to the basics of graphic design. Students will learn the fundamentals of design layout, image editing, font/type use, and advertising basics, using industry-standard programs (Photoshop, Illustrator, and InDesign), while developing a portfolio of graphic designs through studio assignments and projects. Students will also increase their knowledge of graphic design history and consider how design influences culture.

\*Course fee: \$110 (includes \$50 digital lab fee and most materials for the course)

\*\*Students must have their own external hard drive/USB (500 GB minimum)

#### ARTS 105 (3)

## **Art History I**

*PREREQUISITE: None*

This survey course offers an overview of major art periods and movements (Western and non-Western) in painting, sculpture, and architecture from Prehistoric Art to 19<sup>th</sup> Century Art (Pre-Modern). Students will research and critically analyze the relevance of major art movements and periods through written assignments, essays, and class discussions.

## **ARTS 110 (3)**

### **Photography**

*PREREQUISITE: None*

This course offers an introduction to the basics of digital photography. Students will learn a brief history of photographic imaging, focusing on major art movements, and apply this knowledge to the production of photographic images as they increase their understanding of basic composition, technical understanding of the camera, image editing, and the cultural relevance of contemporary photographic processes. They will also develop a portfolio of photographs as they increase their knowledge and skills through studio assignments, projects, and class discussions.

\*Course fee: \$100 (includes \$50 digital lab fee and most materials for the course)

\*\*Students must have their own digital camera (DSLR with Manual Mode preferred, but a high-quality cell phone camera with storage capacity and the ability to download Apps will work) and an external hard drive/USB (500 GB minimum)

## **ARTS 112 (3)**

### **Video Art**

*PREREQUISITE: None*

This course offers an introduction to the basics of video art. Students will learn a brief history of videography and apply this knowledge to the production of digital video recordings as they increase their understanding of basic video composition, technical understanding of video editing software (Adobe Premiere), video production, video narrative forms, and the cultural relevance of contemporary video media. They will also develop a portfolio of video productions as they increase their knowledge and skills through studio assignments, projects, and class discussions.

\*Course fee: \$120 (includes \$50 digital lab fee and most materials for the course)

\*\* Students must have their own digital video camera (but a high-quality cell phone camera with storage capacity and the ability to download Apps will work) and an external hard drive/USB (500 GB minimum)

## **ARTS 114 (3)**

### **Digital Illustration**

*PREREQUISITE: None*

This course offers an introduction to the basics of digital illustration. Through digital programs, students will learn about contemporary illustration techniques, current software, illustration aesthetics, and creative design expression. They will also develop a portfolio of illustrations as they increase their knowledge and skills through studio assignments, projects, and class discussions.

\*Digital lab course fee: \$50

\*\* Students must have their own external hard drive/USB (500 GB minimum)

## **ARTS 115 (3)**

### **Digital Animation**

*PREREQUISITE: None*

This course offers an introduction to the basics of digital animation. Students will learn how to create moving images in a two-dimensional space, including character design, storyboarding, and professional animation techniques using industry-standard digital programs (Adobe Animate and Adobe After Effects), while developing a portfolio of animations through studio assignments and projects. Students will also increase their knowledge of animation history and consider how animation design influences culture.

\*Course fee: \$100 (includes \$50 digital lab fee and most materials for the course)

\*\* Students must have their own digital camera and an external hard drive/USB (500 GB minimum)

## **ARTS 119 (3)**

### **Comic Art: Lives of the Saints**

*PREREQUISITE: None*

This course offers an introduction to the basics of comic art. Students will create a portfolio of comic art illustrations while learning about the process of developing a professional comic strip from start to finish, including concept sketching, character development, narrative structure, and final rendering. Each student will select and research a Catholic saint of their choosing, and then develop a contemporary comic strip inspired by the life of the saint. Students will expand their knowledge of comic art while learning about comic art history, visual communication, and industry standards of professional comic art production.

\*Course fee: \$90 - This fee covers all required materials for the course.

## **ARTS 121 (3)**

### **Sacred Art**

*PREREQUISITE: None*

This course introduces the basics of creating two-dimensional Christian sacred art. Students will learn how to make sacred images in various media, including egg-tempera, oil paint, and block printing while learning how to use their creative practice as an extension of their faith life.

Students will also learn a brief history and theology of Christian sacred art while studying sacred images from the Roman catacombs, Byzantine iconography, Medieval art, Renaissance art, and Baroque art. Throughout this course, students will develop an understanding of artmaking as a form of prayer, discipleship, and evangelization, providing a foundation for each student to continue making self-guided sacred art projects.

\*Course fee: \$120

This fee covers all required materials for the course.

### **ARTS 130 (3)**

#### **Film as Art and Communication**

*PREREQUISITE: None*

This course offers an examination of cinema as a form of art and communication. Students will be introduced to basic film history, some of the major genres of cinema, and how film communicates to the viewer, by analyzing elements of cinematography, lighting, audio, editing, and narrative. They will also develop critical thinking skills as they evaluate selections from film history through written assignments, essays, and class discussions.

### **ARTS 200 (3)**

#### **Drawing II**

*PREREQUISITE: ARTS 102*

This course will expand upon the knowledge and skills learned in ARTS 102 to further develop drawing practices, increase technical skills, and explore the use of lines in visual art. Students will explore a variety of approaches, including cross-hatching, contour line, and abstract line, while analyzing the differences in quality and character of these contrasting types of linework. Students will develop a sketchbook and portfolio of drawings as they increase their knowledge and skills through studio assignments, projects, and class discussions.

\*Estimated course materials cost: \$90

### **ARTS 201 (3)**

#### **Painting II**

*PREREQUISITE: ARTS 103*

This course will expand upon the knowledge and skills learned in ARTS 103 to further develop painting practices, increase technical skills, and introduce conceptual issues. Students will develop a sketchbook and portfolio of paintings as they begin developing self-guided studio assignments and projects that are rooted in personal research and focus on the construction of meaning in visual art through the use of metaphor and symbolism.

\*Estimated course materials cost: \$90

### **ARTS 202 (3)**

#### **Graphic Design II**

*PREREQUISITE: ARTS 104*

This course will expand upon the knowledge and skills learned in ARTS 104 to further develop digital graphic design practices, increase technical skills, and introduce practical design problems/solutions. Students will create a sketchbook and portfolio of graphic designs, based on marketing research, as they develop practical design solutions that begin preparing the student for a career in graphic design.

\*Digital lab course fee: \$50

### **ARTS 205 (3)**

#### **Web Design**

*PREREQUISITE: None (ARTS 104 Graphic Design I suggested)*

This course offers an introduction to the basics of website design. Students will learn about contemporary trends in web design aesthetics, current software, and design expression through digital platforms. They will also develop a portfolio of web designs as they increase their knowledge and skills through studio assignments, projects, and class discussions.

\*Digital lab course fee: \$50

### **ARTS 208 (3)**

#### **Art History II**

*PREREQUISITE: None*

This survey course offers an overview of Modern and Contemporary Art (Western and non-Western) in painting, sculpture, photography, and architecture from 19<sup>th</sup> Century Art to present-day Contemporary Art practices. Students will research and critically analyze the relevance of major art movements and periods through written assignments, essays, and class discussions.

### **ARTS 209 (3)**

#### **Typography**

*PREREQUISITE: None (ARTS 104 Graphic Design I suggested)*

This course offers an introduction to the basics of typography, the art of creating and arranging typefaces and fonts for visual communication. Students will learn a brief history of typography, develop an understanding of how the various attributes of type influence legibility and voice,

and progress in their ability to choose and employ appropriate fonts for graphic design purposes. They will also develop a portfolio of typographic designs as they increase their knowledge and skills through studio assignments, projects, and class discussions.

\*Digital lab course fee: \$50

### **ARTS 231 (1)**

#### **Byzantine Iconography Research**

*PREREQUISITE: ARTS 121*

This 1-credit research course will expand upon the knowledge and skills learned in ARTS 120 or ARTS 121 to further develop proficiency in creating sacred art in the tradition of Byzantine iconography. Students will work alongside Professor Martínez throughout the semester to create self-guided projects, assisting in his professional research of sacred art by helping to develop painting processes and further researching the symbolic, theological, and historical aspects of Christian Byzantine iconography.

Students will schedule at least 1 hour per week, throughout the semester, that they will work in the classroom on their icons (typically on a Friday morning or during Professor Martínez's office hours). Additional activities may include field trips to Eastern Catholic churches with significant Byzantine-styled iconography (St. Michael's Ukrainian Catholic Church, etc.).

\*No course fee. All materials will be provided.

### **ARTS 232 (1)**

#### **Picturebook Design Research**

*PREREQUISITE: Approval from Professor Barany*

This 1-credit research seminar course is designed to involve education and design students in the process of designing supplementary educational resources that will help teachers and parents extend and amplify the pedagogical impact of children's picturebooks. The case study for this course will be the book, *Alphabet Parade*. At the end of the semester, the students and the professor will combine their collective work into a cohesive and useful packet of printable educational resources.

### **ARTS 240 (3)**

#### **Encountering Sacred Art in Rome: Pilgrimage to the Eternal City**

*PREREQUISITE: Approval from the Program Director*

How can sacred art be utilized to most effectively transmit the truth, beauty, and goodness of the Catholic faith? How do various forms of visual art, architecture, and other modes of Catholic creative expression affect their audience? Join us on a pilgrimage to Rome, Italy, as we engage these questions while deepening our faith through encounters with some of the most holy sites in Rome, Assisi, and Vatican City!

This course offers an intermediate investigation into the history and evolving aesthetics of sacred Christian art, architecture, and other forms of creative expression in Rome, Assisi, and Vatican City, preparing students for more advanced studies in sacred art and architecture. Students will learn about the design principles related to sacred art and architecture while evaluating the effect that creative design can have on the faithful. The class will then travel to Rome during spring break to experience in person many of the creative works studied in the classroom, contemplating how different types of sacred design can affect viewers in varied ways. Students will research and critically analyze the effect that design plays in some of Rome's most major works of sacred creative expression (art, architecture, etc.) through written assignments, essays, class discussions, journals, sketches, and other forms of creative inquiry. They will also be encouraged to deepen their own faith life through prayer, contemplation, and personal reflection as we journey on a pilgrimage to some of the most holy sites in Rome, Assisi, and Vatican City.

### **ARTS 301 (3)**

#### **Intermediate Studio**

*PREREQUISITE: ARTS 201 or Approval from the Program Director*

This intermediate course will expand upon the knowledge and skills learned in previous ARTS courses to further develop studio art practices (painting, drawing, or 3D art), increase technical skills, engage contemporary conceptual issues, and begin developing artistic professionalism. Students will create a sketchbook and portfolio of paintings as they develop self-guided studio assignments and projects that focus on technical craft, personal research, and the construction of meaning in visual art through the use of metaphor and symbolism.

\*Estimated course materials cost: \$100

### **ARTS 308 (3)**

#### **Graphic Design III**

*PREREQUISITE: ARTS 202*

This intermediate-level graphic design course will expand upon the knowledge and skills learned in ARTS 202 to introduce professional practices in the field of graphic design. Students will increase technical skills through the development of research-based creative designs that are modeled after real-world marketing projects. Students will also begin investigating actual career opportunities and start developing a professional portfolio/resume that will begin preparing them for a career in graphic design.

\*Digital lab course fee: \$50

### **ARTS 401 (3)**

#### **Advanced Studio**

*PREREQUISITE: ARTS 301*

This advanced course will expand upon the knowledge and skills learned in ARTS 301 to further develop studio art practices (painting, drawing, or 3D art), increase technical skills, engage contemporary conceptual issues, and establish artistic professionalism. Students will create a

sketchbook and portfolio of paintings as they develop self-guided studio assignments and projects that focus on technical craft, personal research, and the construction of meaning in visual art through the use of metaphor and symbolism.

\*Estimated course materials cost: \$100

### **ARTS 403 (3)**

#### **Senior Portfolio I**

*PREREQUISITE: Approval from the Program Director  
(Only open to Visual Arts Majors in their Senior year).*

This Senior-level studio/design course will expand upon the knowledge and skills learned in previous advanced ARTS courses to further develop artistic practices in the student's chosen media (painting, drawing, photography, 3-D art, graphic design, etc.), and establish professionalism in their field of study. They will produce professional materials such as a resume/CV, artist statement, cover letter, digital presence, business cards, etc. Students will also create a professional sketchbook and portfolio of work as they develop self-guided studio/design assignments and projects that focus on technical craft, research, and professional presentation.

\*Estimated course materials cost: \$100

### **ARTS 404 (3)**

#### **Senior Portfolio II**

*PREREQUISITE: Approval from the Program Director  
(Only open to Visual Arts Majors in their Senior year).*

This Senior-level studio/design course will expand upon the knowledge and skills learned in previous advanced ARTS courses to further develop artistic practices in the student's chosen media (painting, drawing, photography, 3-D art, graphic design, etc.), and refine professionalism in their field of study. They will produce professional materials such as a resume/CV, artist statement, cover letter, digital presence, business cards, etc. Students will also create a professional sketchbook and portfolio of work as they develop self-guided studio/design assignments and projects that focus on technical craft, research, and professional presentation.

This course is intended for the student's final semester, as they will be required to submit final versions of all professional materials, a cohesive portfolio of work, and an academically written thesis paper describing the artist's creative practice in relation to art/design history, contemporary art/design practices, and research concerning their future career aspirations.

\*Estimated course materials cost: \$100

### **ARTS 408 (3)**

#### **Graphic Design IV**

*PREREQUISITE: ARTS 308*

This advanced-level graphic design course is intended for the serious-minded student to establish professionalism in the field of graphic design. Students will finalize a professional design portfolio and other professional materials. They will also determine a professional career path, based on research of current job opportunities and/or graduate school programs. Each student will leave this class with a personalized plan of how they intend to proceed into a professional career in graphic design.

\*Digital lab course fee: \$50

## **AIR FORCE ROTC (UNIVERSITY OF NOTRE DAME)**

### **AS 10101 (1)**

#### **The Foundations of the United States Air Force – Notre Dame ROTC**

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

### **AS 10102 (1)**

#### **The Foundations of the United States Air Force – Notre Dame ROTC**

This course is an additional study of the organizational structure of the Air Force, with emphasis on leadership and communication skills.

### **AS 11101L-11102L (0)**

#### **Leadership Laboratory – Notre Dame ROTC**

*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 – Notre Dame ROTC**

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 – Notre Dame ROTC**

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 – Notre Dame ROTC**

*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 – Notre Dame ROTC**

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 – Notre Dame ROTC**

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

**AS 31101L/31102L (0)****Leadership Laboratory – Notre Dame ROTC**

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 – Notre Dame ROTC**

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

**AS 40102 (3)****National Security Affairs – Notre Dame ROTC**

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 – Notre Dame ROTC**

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.

**BIOLOGY****BIOL 117 (4)****Aquatic Ecology**

*Prerequisites: None*

In the Great Lakes Basin, we are surrounded by an amazing variety of water bodies, including lakes, wetlands, ponds, rivers, and streams. Each of these aquatic systems has its own set of unique properties, biological, physical, and chemical, which influence how these systems function. This course is designed to be challenging in that students must strive to synthesize and integrate several ecological concepts that are explored each week. In this course, we will explore the fundamental physical and chemical properties of each of these systems and characterize the biological communities within them. This course will also introduce students to concepts of monitoring and habitat restoration as they pertain to aquatic systems. Students will participate in weekly lecture discussions as well as laboratory and field activities that provide hands-on exposure to not only learn how to classify different water bodies, but how to measure their physical, chemical, and biological characteristics. Students will develop their scientific reading comprehension and scientific writing skills by writing weekly lab reports and two short papers in which students research the life history of an aquatic species and the ecology of a waterbody of their choosing.

**BIOL 121 (3)****Biological Science**

*PREREQUISITE: Proficiency in algebra at the level of an introductory high school algebra course.*

Biological Science is a study of life processes as seen in animals, plants and microorganisms. The major focus of the course will vary from semester to semester by way of a concentration on particular aspects of biology such as ecological relationships, genetics, evolution, and/or cellular structure and physiology. The course is designed to satisfy science requirements for Bachelor of Arts degree programs.

**BIOL 121 (3)****Honors Biological Science**

*PREREQUISITE:* Successful completion of second year high school algebra and high school chemistry or their equivalents, HCC GPA of 3.0, or by placement.

Biological Science is a study of life processes as seen in animals, plants and microorganisms. The major focus of the course can be on all or several of the following: cell structure and physiology, genetics, evolution, ecology, and environmentalism. This semester the primary focus of the course will be on ecology, environmentalism, genetics and evolution. The course is designed to satisfy science requirements for liberal arts, business and elementary education majors. In this honors level course, students will be expected to apply their knowledge as they investigate articles and studies, interpret data, consider implications of scientific knowledge on society, and steps needed to continue to advance various fields of biology.

**BIOL 125 (3)****Human Biology**

*PREREQUISITE:* A demonstrated proficiency in mathematics and English at or above the levels of MATH 111 and ENGL 101.

This course is a study of the structure and function of the human body. The course is designed to satisfy science requirements for Bachelor of Arts degree programs.

**BIOL 130 (3)****Human Ecology**

*PREREQUISITE:* None

Whether we are conscious of it or not, we interact with the surrounding natural world daily. Human ecology takes an interdisciplinary approach in which sociology, economics, and ecology intersect to explore the complex and dynamic relationships between humans and the environment. The fundamental aspects of human-environment relationships are explored through weekly readings from seminal papers and philosophical viewpoints. Through weekly discussions and a project in which students reflect on their daily impact on the environment, students will gain an understanding of their place in the natural world and how they can be a force for good in it. The course is designed to satisfy science requirements for Bachelor of Arts degree programs.

**BIOL 151 (4)****Principles of Biology I- Lecture and Laboratory**

*PREREQUISITES:* Successful completion of a high school or college course in chemistry, readiness for ENGL 101 and MATH 113 or higher.

This course explores the fundamental principles of biology for students considering a major in the biological sciences or health fields. This course begins by defining life and its early evolutionary history, to exploring its fundamental chemistry, describing the components and functionality of the cell, and ends in an exploration of genetics. Labs will involve both field and laboratory components.

**BIOL 152 (4)****Principles of Biology II- Lecture and Laboratory**

*PREREQUISITE:* Successful completion of BIOL 151 with a C or better or permission of the instructor.

Principles of Biology II continues from Principles of Biology I as a four-credit course. The focus of this course involves an exploration of fundamental principles of biology for students considering a major in science. The topics treated in this second semester are the following: foundation of cellular genetics, evolutionary theory as the basis for biological diversity, and ecological exploration of life. The course consists of three hours of lecture and three hours of laboratory per week.

**BIOL 206 (3)****Topics in Environmental Science**

*PREREQUISITES:* BIOL 152 and CHEM 151 with a C or better

Environmental Science is truly an umbrella term for a complex and interwoven set of issues surrounding human interactions with their environment. This course will explore a different “hot topic” each week that is emerging in the field of environmental science. From energy issues, agriculture, and aquaculture, to environmental remediation, this course will provide students the opportunity to identify ways in which ecology, technology, politics, and legislation interact to drive our world.

**BIOL 213 (4)****Microbiology – Lecture and Laboratory (Formerly BIOL 312)**

*PREREQUISITE:* Successful completion of BIOL 152 or its equivalent with a C or higher.

This course explores the microbial world of prokaryotes and eukaryotes. This course is required for the biology major. Among the topics treated in this course are the following: fundamental structure, genetic and metabolic characteristics of microorganisms and the role of micro-organisms in disease. Bacteria, fungi, algae and viruses are emphasized in this course. Through laboratory, students develop skills in microscopy and basic lab techniques for selection, isolation and characterization of bacteria. Three hours of lecture and three hours of laboratory per week.

**BIOL 215 (4)****Biostatistics**

*PREREQUISITE:* Successful completion of BIOL 121, 125, or 151 and MATH 113, or higher-level math course, with a C or better grade.

*Recommended for biology majors that MATH 141 for the biology core be taken before taking this course.*

Basic principles of statistical analysis and their application to biological problems, including statistical inference, analysis of variance, regression, non-parametric approaches, and introduction to statistical computing. The course includes a one-hour tutorial.

**BIOL 227 (4)****Zoology**

*PREREQUISITE: Successful completion of BIOL 152 with a C or better*

This course is a survey of the animal kingdom and animal-like protists from an evolutionary perspective. Major lines of evolution will be traced as characteristics of animal groups are compared and contrasted. Laboratory activities will be concerned with structural and behavioral characteristics of selected animals and animal-like protists.

**BIOL 228 (4)****Botany**

*PREREQUISITE: Successful completion of BIOL 152 and CHEM 151 with a C or better.*

Botany is designed to provide students with a foundational understanding of the principles and concepts related to plants. This course will cover topics including plant anatomy, physiology, taxonomy, ecology, and evolution. Through lectures, lab work, and field observations, students will explore the diversity of plant life, their structure and function, how they interact with their environment, and their importance in ecosystems and in human societies. Emphasis will be placed on developing observational and analytical skills as well as critical thinking and problem-solving abilities.

**BIOL 230 (3)****Public Health**

*PREREQUISITE: Successful completion of BIOL 121, 125, or 151 with a C or higher.*

Where a doctor treats a single patient, a public health professional advocates for the health of an entire population." Public Health is the study of disease spread and prevention in populations. In this course, you will learn about the origins of public health, the science of epidemiology, and how an evidence-based approach identifies disease sources, develops courses of action to control or eliminate the source problem, and implements strategies to prevent future outbreaks.

**BIOL 254 (4)****Physiology**

*PREREQUISITE: Successful completion of BIOL 152 with a C or higher.*

Examination of the mechanisms of physiological phenomena with a focus on human physiology. Major body systems covered will include the nervous system, sensory physiology, the skeletal, muscular, cardiovascular, and respiratory systems and kidney physiology. Three hours of lecture and laboratory.

**BIOL 255 (4)****Human Anatomy**

*PREREQUISITE: Successful completion of BIOL 152 with a C or better.*

A study of the anatomical structure of the human body. Body structure will be studied by organ systems and will involve a balance between gross anatomical study and histology. Laboratory activities will parallel lecture material.

**BIOL 309 (5)****Genetics – Lecture and Laboratory**

*PREREQUISITES: Successful completion of BIOL 152 and CHEM 152 with a C or higher grade.*

The course explores the fundamentals of genetics from basic concepts and principles of transmission and molecular genetics, and an investigation into genomic analyses. By the end of this course, successful students will be able to demonstrate a fundamental understanding of genetic principles and be prepared for further investigation into advance genetic topics. Course includes three hours of lecture, three hours of laboratory, and one hour of problem solving.

**BIOL 310 (3)****Environmental Sociology**

*PREREQUISITES: BIOL 152 and ECON 110 or POLS 151 with a C or better*

There exists a complex relationship between environmental issues and society. This course explores the intersections between ecology, technology, economics, sociology, and politics by considering the social nature of many environmental issues and debates. Topics to be covered include culture and ideology, science and technology, societal inequalities, and human population growth. Each week students will engage with classic works, including those of Jared Diamond and Rachel Carson, to examine the reciprocal impacts of social constructs and the natural world on each other. The course will culminate in a final research paper in which students select an environmental issue that is of interest to them and develop an in-depth discussion of the political, sociological, cultural, ideological, and ecological aspects of their topic.

**BIOL 313 (3)****Medical Microbiology**

*PREREQUISITE: Successful completion of BIOL 213 with a C or higher.*

Medical Microbiology will survey common bacterial, viral, and parasitic causes of human diseases, with emphasis focused on the pathogenicity, epidemiology, and immunology of these disease-causing agents. Students will participate in and lead discussions on a number of “special topics” including: antibiotic resistance, anti-vaccine pseudoscience, global pandemics (past and future risks), failing infrastructure effect on health, climate change spread of disease, microbiomes in disease prevention and cause, and bioterrorism.

### **BIOL 315 (4)**

#### **Ecology**

*PREREQUISITES: Successful completion of BIOL 152 with a C or better.*

A study of the natural world centered on plant and animal communities and their complex interactions with each other and their abiotic environment. Topics covered will include adaptation and evolution, intraspecific variation, populations, competition, coevolution, community structure, ecological succession, species diversity, conservation biology, and landscape ecology. Laboratory activities will focus on three different multi-week experiments. There will be three mandatory Saturday field trips.

### **BIOL 320 (3)**

#### **Cell Biology**

*PREREQUISITES: Successful completion of BIOL 152 with a C or higher.*

This course deals with the biology of cells through critical examination of the central dogma, cell signaling pathways, and changes in cell biology processes that lead to disease. The course will also introduce students to primary scientific literature, where they will learn how to properly evaluate and effectively present assigned papers that have been integral to advancing the field of cell biology.

### **BIOL 325 (3)**

#### **Epidemiology**

*PREREQUISITES: Successful completion of BIOL 121, 125, or 151, and BIOL 215, MATH/BUSI 210, or PSYC 265.*

An introduction into the basic principles of epidemiology, with an emphasis on analysis and application to research and clinical trials in public health. Students will use statistical approaches to generate trends and measure the health of populations. Students will come to understand the processes that influence disease outbreaks, their spread, and measures of control and containment.

### **BIOL 415 (4)**

#### **Aquatic Ecology**

*PREREQUISITES: BIOL 315 with a C or better*

In the Great Lakes Basin, we are surrounded by an amazing variety of water bodies, including lakes, wetlands, ponds, rivers, and streams. Each of these aquatic systems has its own set of unique properties, biological, physical, and chemical, which influence how these systems function. In this course, we will explore the fundamental physical and chemical properties of each of these systems, as well as characterize the biological communities within them. This course will also introduce students to concepts of monitoring and habitat restoration as they pertain to aquatic systems. Students will participate in weekly lecture discussions as well as laboratory and field activities that provide hands-on exposure to not only learn how to classify different water bodies, but how to measure their physical, chemical, and biological characteristics. Three hours of class and laboratory.

## **BUSINESS**

### **BUSI 211 (3)**

#### **Fundamentals of Business**

*PREREQUISITES: None*

This course reflects on the foundations of a business in a modern society and the challenges that leaders face within a changing world economy. This course focuses on describing the major functional areas of business activities in for-profit and not-for-profit organizations. 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 213 (3)**

#### **Personal Finance**

*PREREQUISITES: None*

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.

**BUSI 222 (3)****Corporate Social Responsibility and Common Good**

*PREREQUISITES: ENGL 101 and PHIL 201*

The Corporate Social Responsibility and the common good course investigates the foundations of obligations which are placed on organizations. This course examines the concept of the common good within multiple frameworks of the Catholic Intellectual Tradition and how it relates to contemporary concept of the purpose and goals of organizations. Topics will include investigating the historical development of the corporation and examining the philosophical underpinnings of business challenges such as globalization, financializations, communication, cultural changes, and the triple bottom line.

**BUSI 240 (3)****Organizational Behavior & Management**

*PREREQUISITES: None*

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. This also counts toward fulfilling course requirements in the Communications and Psychology programs.

**BUSI 314 (3)****Legal Environment of Business**

*PREREQUISITE: BUSI 203 or equivalent, or instructor and department permission*

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 315 (3)****International Business**

*PREQUISITES: ECON 201 and ECON 202*

This course discusses the foundations of international business markets. In this course, students learn about the international business management operations and structures in the context of economic, legal, political, social, environmental and social issues. The specific topics covered in this course include joint ventures, franchising, international financial management, international marketing and international economic systems.

**BUSI 316 (3)****Organizational Communication**

*PREREQUISITE: ENGL 101*

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

**BUSI 325 (3)****Supply Chain Management**

*PREQUISITES: ACTG 201 and ACTG 202*

Supply chain management is a critical component for the success of business organizations as it deals with all parties involved in fulfilling the needs of customers of business organizations. This course equips students with an understanding of supply chain management concepts and principles. The topics covered in this course include supply chain strategy, managing and coordinating supply chains and global supply chains.

**BUSI 350 (3)****Principles of Corporate Finance**

*PREREQUISITES: ECON 201 and BUSI 210*

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 funds to financial assets such as stocks and bonds. This also counts toward fulfilling course requirements in the Sports Management program.

**BUSI 352 (3)****Financial Markets and Institutions**

*PREREQUISITES: ECON 202*

This course provides a survey of financial securities, the markets in which they are traded and the institutions that facilitate the creation and exchange of these financial instruments. Key financial institutions and markets such as the Federal Reserve, commercial and investment banks,

money markets, hedge funds, capital markets and mortgage markets will be examined. The implications of financial regulation and deregulation will also be examined.

### **BUSI 360 (3)**

#### **Human Resource Management**

*PREREQUISITE: ACTG 202*

Explores the concepts and application of human resource management in an organizational context. Topics include: HR objectives and role in the organization; ethical issues in HR management; legislation affecting HR; overviews of recruiting & selection, training & development; employee relations; workplace health & safety; labor relations & the unionized work environment; compensation & benefits; human resource planning.

### **BUSI 361**

#### **International Business Law**

*PREREQUISITES: BUSI 203 and completion of at least 60 credit hours.*

In today's commercial environment, no business is purely domestic. Even the smallest local firms are impacted by global competition and world events. Focusing on three major forms of doing business in a foreign country: trade, licensing of intellectual property and foreign direct investment, this course will examine the related cultural, political, economic and ethical issues faced by global business managers. From the legal relationship between parties in an international business transaction to managing risk and learning the special challenges of conducting business in emerging economies, students will be exposed to the most common practices and critical issues in global business law. International areas such as commercial disputes, sale of goods, import and tariff law, unfair trade practices and licensing of intellectual property will be considered.

### **BUSI 410 (3)**

#### **Strategic Business Communication**

*PREREQUISITES: PSYC 310 and have completed at least 90 credit hours.*

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

### **BUSI 411 (3)**

#### **Entrepreneurship and Innovation**

*PREREQUISITES: ACTG 201*

The purpose of this course is to acquaint the student with the theory, process and practice of business management and combine this content with the perspective of innovation management. This ability to think past the usual will help business use a forward-thinking model to management principles. This model is applied to all of the functional areas in business operations.

### **BUSI 420 (3)**

#### **Quality Management**

*PREREQUISITES: ACTG 201 and ACTG 202 (formerly BUSI 201 and BUSI 202).*

This quality management course contains all the issues within the Quality and Productivity Management. Covered are current theories in the field, the parameters necessary for the successful implementation of a Quality Program; including, research, design, measurement and exposure to applications through the use of case study, group projects, and final project.

### **BUSI 430 (3)**

#### **Project Operations Management**

*PREREQUISITES: ACTG 201 and ACTG 202 or instructor permission.*

This project management course contains all the issues within the Project Management field. Covered are current theories in the field, the parameters necessary for the successful implementation of a project including project design and research, scope and scope management, stakeholder communication, risk assessment, and lessons learned. The students will have exposure to principles of good management, time/cost decisions and exposure to the applications for reporting in a project including gnat charting, costing, and approval. This will be accomplished through the use of research homework, the group project, and individual case analysis.

### **BUSI 450 (3)**

#### **Strategic Management**

*PREREQUISITES: MKTG 331 or BUSI 350 or BUSI 360 and have completed at least 90 credit hours.*

This course provides the student with a general set of business knowledge, skills, competencies, and abilities to strategically identify, analyze, and to solve dynamic competitive environmental issues confronting business managers and CEOs today. This course integrates core business knowledge and competencies across all organizational functional areas to arrive at economically viable, ethically principled, and value-adding solutions that add to the effectiveness of organizations and creates a sustainable competitive advantage.

**BUSI 490 (3)****Business Project**

*PREREQUISITES: BUSI 450*

This course offers hands-on experience of developing a business concept, drafting a business plan, and pitching the business concept to a panel of experts and venture capitalists. This course challenges students to combine the skills and knowledge from all of their business courses in order to develop a coherent business model.

## CHEMISTRY

**CHEM 121 (3)****Chemistry Principles**

*RECOMMENDED: A demonstrated proficiency in mathematics and English at or above the levels of MATH 111 and ENGL 101.*

This course is designed to help students understand basic chemical principles including measurements, atomic theory, bonding, naming compounds, stoichiometry, solutions, acids & bases, and gas law. Students will also develop an understanding of how those concepts are relevant their daily lives through a research project. The course is designed to satisfy science requirements for liberal arts, business, and elementary education majors.

**CHEM 151 (4)****Principles of Chemistry I - Lecture and Laboratory**

*REQUIRED: Successful completion of one year of high school chemistry or its equivalent and successful completion of MATH 113 or higher.*

This course is an introduction to the fundamental principles, concepts and tools of chemistry for students considering a major in science and engineering. This course is the first semester of a two-semester sequence in chemistry required for the biology major, biology minor, pre-engineering students. Among the topics covered in CHEM151 are the following: types of chemical reactions, stoichiometry, solution properties, quantum mechanical structure of atoms, models of chemical bonding, thermochemistry, and gas law. Through laboratory and research, students develop skills in making observations, applying scientific methods, analyzing data, and improving math competencies. The course consists of three hours of lecture and three hours of laboratory per week.

**CHEM 152 (4)****Principles of Chemistry II - Lecture and Laboratory**

*PREREQUISITE: Successful completion of CHEM 151 or its equivalent with a C or higher.*

This course explores the fundamental concepts of advanced chemistry principles. This course is the second semester of a two-semester sequence in chemistry required for the biology major and pre-engineering students. Among the topics covered in CHEM 152 are the following: liquids and solids, entropy, chemical kinetics, chemical equilibrium, acids and bases, the second law of thermodynamics, and electrochemistry. Through laboratory and research, students develop understanding and lab skills in chemical kinetics, thermal chemistry, acid-base chemistry, and data analysis applying mathematical tools. Emphasis is on interpretation of experimental results and quantitative data analysis. The course consists of three hours of lecture and three hours of laboratory per week.

**CHEM 211(4)****Organic Chemistry I - Lecture and Laboratory**

*PREREQUISITE: Successful completion of CHEM 152 or its equivalent with a C or higher.*

This course explores the fundamental principles of organic chemistry. This course is the first semester of a two-semester sequence offered in organic chemistry. CHEM 211 is required for the biology major. Among the topics covered in this course are the following: organic nomenclature, the relationship between structure and reactivity, stereochemistry and isomerism, reaction types (including substitution, addition, and elimination), and reaction mechanisms for alkanes, alkenes alkynes, and alcohols. Through laboratory, students develop basic skills in the preparation and reactions of organic compounds. Emphasis is on techniques of organic chemistry such as chromatography, polarimetry, recrystallization, and characterization of the physical and chemical properties of target compounds. Three hours of lecture and three hours of laboratory per week are required.

**CHEM 212 (4)****Organic Chemistry II – Lecture and Laboratory**

*PREREQUISITE: Successful completion of CHEM 211 with a C or higher*

This course 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. Topics covered in CHEM 212 include spectroscopy, organometallic compounds, ethers, carbonyl compounds, amines, carboxylic acids and their derivatives. In the lab students undertake synthesis of a series of compounds and characterize the physical and chemical properties of these target compounds. Proficiency in synthetic methods, chromatography, and spectroscopy will be further developed. Three hours lecture and three hours of weekly lab are required.

**CHEM 330 (3)****Biochemistry**

*PREREQUISITE: Successful completion of CHEM 211 with a C or higher.*

Biochemistry is the study of the chemistry of living systems. In this course, you will learn about the chemical processes of cells, the major metabolic pathways, and energy production and utilization. Topics will include properties of water, acid/base chemistry, structure and function of biomacromolecules, mechanisms of enzymes, and metabolic pathways.

## COLLEGE CURRICULUM

### COLL 101 (3)

#### **The Mind and Heart Seminar**

*PREREQUISITES: None*

In this course, the student's goal is to integrate observation, attention, and questioning by practicing their interplay between in a particular place in the local community. Students will learn how to sink into a local context, expand the range of questions they can ask about it, and try different ways to investigating it. Students will learn to take those approaches (historical, journalistic, systemic, problem-solving, design thinking) in an exploratory and enjoyable way. Each student's final project will be a short film or public communication that demonstrates how the student's line of questions about a place can persuade others to be interested in it as well. The final projects will be presented at the end of the semester in the form of a festival, such as a film festival, that will be open to the wider community audience. This course is the entry to a four-year CSC collegiate education. Students will grow in specific scholarly virtues, begin to discern a deeper intellectual vocation, and broaden their moral and intellectual imaginations through deeper forms of attention and inquiry. Most of all, students will begin to develop their "competence to see" not as a set of unrelated mental skills, but as the integration of those skills — as a "heart" that listens and sees.

### COLL 201 (3)

#### **College Seminar**

*PREREQUISITES: ENGL 101*

The College Seminar is designed for second-semester sophomores. It is conceived as a continuing exploration in the liberal arts grounded in the Catholic intellectual traditions. Focused academic work in small group seminars will introduce students to new approaches to reading and thinking about texts, enabling them to analyze critically and appreciate aesthetically the underlying structures that give narratives their meaning. Here students will engage with both contemporary and traditional sources that explore the socio-cultural impact and spiritual foundation of identity formation. Short novels and other readings are explored as both lenses and mirrors for the student who is developing into a scholar, citizen, leader, and disciple.

This course is intended to prompt new questions and engaging academic conversations whereby students will develop critical thinking skills in oral and written communication. Questions such as "What is important and relevant about what we are studying? In what ways do texts generate meaning, and how can we learn to recognize them? How can narratives both reinforce and challenge our own sense of identity? How do they bridge the lives of people separated by time, culture, place, and experience? How can they help us cultivate empathy and compassion for others with identities and experiences different from our own?" — will become the regular dialogue partners in the seminars.

### COLL 205 (1)

#### **Pathways for Discernment**

*PREREQUISITES: None*

This course will serve as the entry point to the internship course and will become the prerequisite for that course. Students will take the course either in the second semester freshman year or during sophomore year. There are two purposes for the course: discernment/professional exploration and practical preparation. The course would consist of weekly meetings and outside of class events (I.e. career fair, employer site visits, presentations, etc.) Using Pathway U results as a backdrop, the discernment part of the course would include readings (some spiritual/religious based works and professional development materials) and written reflections. Students will be asked to consider how their values, strengths and interests should help inform their eventual professional choices. They will also be asked to consider how bringing the whole self into the workplace can help the culture and productivity of an organization. Students will also spend time exploring potential career paths, researching types of positions and companies and doing exploratory interviews with people working in industries of interest. The practical side of the course will include resume development, learning to write cover letters, creating a LinkedIn profile, learning to present oneself professionally, mock interviews and opportunities to practice public speaking amongst other exercises to help students become career ready.

## COMMUNICATIONS

### COMM 101 (3)

#### **Message Creation and Presentation**

*PREREQUISITES: None*

This course seeks to answer the questions, "Why are we interested in studying content? What part has content played in message influence? and How does message creation begin?" Students will study the origins of media messaging, the evolution of content, and the influence of ideologies. Integrating some of the same strategies used in public speaking, the students will take ownership of message creation in a variety of contexts and evaluate presentation outcomes for efficacy and accuracy.

# COMPUTER SCIENCE

## CS 107 (3)

### Introduction to Computer Applications

*PREREQUISITES: None*

CS 107 is designed to introduce the students to software packages common to the workplace. Students will be exposed to modules in Microsoft Office and Google including documents, spreadsheets and database systems. Students will create a small database enabled website which appropriate to their major. The websites will incorporate all software packages discussed through the course of the semester. An introduction to operating systems, networking, and security issues will be discussed. The course counts toward fulfilling course requirements in the Education and Business programs and is optional within the Computer Science program. The course is intended to be for those who may need basic digital literacy skills. The course will normally be offered in the Fall.

## CS 150 (4)

### Computer Science I – Python/MATLAB

*PREREQUISITE: MATH 111 (or higher) with a C- or higher, ALEKS score of 46-64%, ACT score of 20-22, or SAT score of 570 or higher.*

Concepts such as variable assignments, vector and matrix operations, plotting, conditionals, loops, and user defined functions will be covered using Python programming platforms with an emphasis on solving engineering problems.

Students taking this class should gain skills in the following areas:

- Understand the concepts and terms used to describe languages that support the imperative, functional, object-oriented, and logic programming paradigms.
- Acquire a high-level view of programming language concepts
- Solve problems using the functional paradigm.
- Solve problems using the object-oriented paradigm.
- Solve problems using the logic programming paradigm.
- Critically evaluate what paradigm and language are best suited for a new problem.

The course will normally be offered in Fall and Spring.

## CS 160 (4)

### Discrete Logic

*PREREQUISITES: MATH 111 (or higher) with a C- or higher, ALEKS score of 46-64%, ACT score of 20-22, or SAT score of 570 or higher.*

Mathematics is fundamental to computer science: We use mathematical techniques from linear algebra and graph theory to model complex problems, and we use logic and other mathematical properties to solve them. We study the complexity of problems themselves—as well as computation -- in computability and complexity theory, which governs modern compiler design, machine learning, cryptography, computer graphics, and data processing. This first course in the mathematical foundations of computing, is intended to girding computer science. It begins with a survey mathematics – basic set theory and proof techniques, mathematic induction, graphs, relations, functions, and logic – then introduces some principles of graph theory, and automata, and finally explores computability and complexity theory. You will learn how to model problems mathematically, reason about them abstractly, and then apply diverse techniques to explore their properties. It will teach you to prove mathematical truths and understand the fundamental nature of computation, i.e., what can and cannot be solved by computers. You will also learn about complexity theory including the most important problems in computer science.

## CS 175 (3)

### Great Ideas in Computer Science

*PREREQUISITES: None*

This is a course designed by Eric Roberts, the founder of the MS CS Education program at Stanford University. The seminar covers the intellectual tradition of computer science emphasizing ideas that reflect the most important milestones in the history of the discipline. Topics include programming and problem solving; implementing computation in hardware; algorithmic efficiency; the theoretical limits of computation; cryptography and security; computer networks; machine learning; and the philosophy behind artificial intelligence. Readings will include classic papers along with additional explanatory material.

## CS 195 (1)

### National Cyber League

*PREREQUISITES: None*

The National Cyber League (NCL) course prepares the Holy Cross College Team to prepare for the National Cyber League events each term. The course covers concepts application of open-source intelligence, cryptography, password cracking, log analysis, network traffic analysis, wireless access exploitation, forensics, scanning, web application exploitation, and enumeration and exploitation. Students will practice weekly in the NCL Gymnasium and compete in individual and team competitions. Teams consist of up to seven people and multiple teams from HC may be developed based on experience. Students of Notre Dame, Saint Mary's and surrounding South Bend-Elkhart region colleges may join. Students may retake this course for credit towards the Computer Science BS degree.

### **CS 200 (3)**

#### **Introduction to Web Design**

*PREREQUISITES: None*

This course gives a student with no prior coding experience step by step instructions that will guide him/her through the process of creating a web page; it introduces and explores each new concept along the way and builds a solid foundation in how the web works, HTML for structure, CSS for presentation, JavaScript for behavior, and image production so that by the end of the semester the student should be able to create basic web pages that meet industry best practices.

The emphasis is on communication with a conversational tone and exercises that provide lots of practice putting each new concept into action. As the saying goes, “Tell someone and they forget, teach someone and they remember, involve someone and they learn.”

### **CS 203 (3)**

#### **Introduction to Game Creation**

*PREREQUISITES: None*

This course introduces students to the field of Game Design, aiming not only to enable them to make working games, but also to make the best they can. Students will study how games are typically made within different engines and learn strategies to elevate what they make to be compelling and entertaining to play.

The emphasis is on communication with a conversational tone and exercises that provide lots of practice putting each new concept into action. As the saying goes, “Tell someone and they forget, teach someone and they remember, involve someone and they learn.”

### **CS 205 (3)**

#### **Cyber Ops**

*PREREQUISITES: None*

*RECOMMENDED: CS107 or CS150 or Cisco Networking Academy introductory courses on Packet Tracer and Linux.*

This course covers concepts, terminology, challenges, technologies of today’s cyber security, to help understand the threats in an electronic age where billions of devices are interconnected. We will study web attacks, hacking, spyware, network defense, security appliances, VPNs, password use, and much more. And look at state-of-the-art in both attacks and defense. The course will normally be offered in the Spring.

### **CS 210 Web Development II (3)**

*PREREQUISITES: None; Recommended to have taken CS150 and CS200*

Developers today are faced with a bewildering number of software choices; we will use Python and Flask as the starting point for developing a complete and extremely pragmatic web development project. Flask is built using the Python programming language, which is known for its readability and ease of use. Flask’s minimalist design allows developers to choose and integrate the tools and libraries (such as the SQLAlchemy library we will use) they need. This course provides a springboard for whatever future projects and directions students wish to explore. The project can serve as a template that students can use for writing their own web applications.

### **CS 217 (3)**

#### **Introduction to Data Analysis**

*PREREQUISITES: None*

This computer skills course offers an integrated approach of using computers and its applications in a business environment. Concentration will focus on advanced Spreadsheet and Database features including Structured Query Language (SQL). Students will be introduced to data warehousing, data mining, data visualization, data analysis, big data and NOSQL. Hands-on laboratory work includes database design, normalization of data, pivot-table data and the development of tables, queries, reports, and applications. The course counts towards fulfilling requirements in the Business and Computer Science programs. The course will normally be offered in the Fall.

### **CS 227 (3)**

#### **Principles of Artificial Intelligence and Machine Learning**

*PREREQUISITES: CS217 with a C or higher and MATH 210 (or equivalent) with a C or higher*

Principles of AI and ML is an introductory course into Artificial Intelligence (AI) and Machine Learning (ML) with a Cybersecurity perspective. You will understand terms of AI, ML, Big Data, and learn how to practically apply them in activities including Classification, Intent Based Networking, Deep Learning, and Supervised Machine Learning. You will develop practical ways to use AI to enhance your work, integrate your processes with secure coding techniques, and understand ML techniques. You should be comfortable with college level statistics before taking this course. The course will normally be offered in the Spring.

### **CS 250 (4)**

#### **Computer Science II – Python/C++**

*PREREQUISITES: CS 150 with a C or higher*

Provides an understanding of fundamental and advanced concepts of the Python programming language. The emphasis will be on creating industry standard programs using current programming design software. Students will learn basic programming concepts such as sequence, iteration and decision structures; variables and constants; and functions and advanced concepts such as searches, sorts, collections, dictionaries, arrays, and linked lists. Students will implement object-oriented programming techniques using classes, inheritance and polymorphism. These skills will be practiced in a hands-on environment. Students will practice skills such as team building, work ethic, communication, documentation, and adaptability. The course will normally be offered in the Fall, but may be offered in the Spring as well.

### **CS 280 (4)**

#### **Algorithms & Data Structure**

*PREREQUISITES: Successful completion of MATH 151 (or higher) with a C or higher; CS 250 with a C or higher.*

Algorithms are central to computer science. The design and analysis of algorithms requires a combination of creativity and mathematical precision. It is both an art and a science. In this course, we will cover the basic approaches for analyzing and designing algorithms and data structures. We will examine efficiency and run-time. Over the upcoming weeks, we will explore a variety of ways to model and solve problems that arise in computer science, biology, operations research, networking, and much more. We will learn algorithms and problem-solving strategies to include: worst case analysis, recurrence and asymptotics, efficient sorting and selection algorithms, divide and conquer strategies, greedy algorithms, and shortest path. Additionally, data structures will be studied including: binary search trees, and hash tables. The course will normally be offered in the Fall.

### **CS 290 (3)**

#### **Computer Science Ethics**

*PREREQUISITES: Sophomore or higher classification, or instructor approval.*

*RECOMMENDED: CS107, CS150, CS160, or CS217 with a C or higher.*

CS Ethics examines the ethical, social, practical, and technical issues associated with computer science and the responsibility of users and professionals within the field including ethical hacking. Ethical and moral dilemmas derived from technology are explored from a Catholic perspective and its relationship to law. Topics include: artificial intelligence, fundamentals of cybersecurity, foot printing, network/system Scanning, vulnerability analysis, system hacking, malware, sniffing, denial of service, social engineering, hijacking IDS and firewall, security model, pen testing, web and SQL hacking, wireless and mobile hacking, Internet of Things (IoT) and cloud hacking, and the basics of cryptography. The course will normally be offered in the Fall.

### **CS 317(3)**

#### **Machine Learning**

*PREREQUISITES: Successful completion of both CS 227 and MATH (252 or 275) with C or better.*

Machine Learning (ML) covers machine learning concepts using Python applications including data acquisition, supervised and unsupervised learning, reinforcement learning, deep neural networks, along with dashboards and visualization through Tableau. Students will be able to discuss, compare and interpret current and future ML techniques based on current and upcoming trends. Topics include computer vision, data exploration, regression modeling, decision trees, clustering (KNN and K-means), recommendations systems (shopping cart), Q-learning, artificial neural networks compared to biological neural networks, variance and bias, differentiation between SVD and PCA for feature extraction and dimensionality reduction, optimization, and overfitting/underfitting performance improvements. Students will be able to create real world solutions for health tech, finance forecasting, and classification.

### **CS 350 (3)**

#### **Computer Science III - Computer Organization & Programming in C**

*PREREQUISITES: CS 250 with a C or higher*

In CS 250, you studied programming methodology and abstractions in C++. This course builds on that to expand your understanding of computer architecture and operations, to have a more-complete understanding of how computer systems execute programs and manipulate data. The course will work from the 'C' programming language down to the microprocessor to de-mystify computing machines. With that knowledge, and by learning to use the 'C' programming language, you will become a more effective programmer and more literate as a computer scientist.

### **CS 400 (3)**

#### **Algorithms and Automata**

*PREREQUISITES: Successful completion of MATH 252 or MATH 275 and CS 280 with a C or better.*

This course introduces abstract models of computation, for example, finite automata and Turing machines, with the aim of formalizing and answering questions such as "what is computation?", "are all machines equally powerful?", and "can all functions be computed?". Principal topics include automata and formal language theory (finite and infinite automata, formal grammars, Chomsky hierarchy), computability theory (primitive and general recursive functions, decidability, halting problem), and complexity theory (complexity classes, reducibility, the P=NP conjecture). Possible advanced topics as time permits.

### **CS 407 (3)**

#### **Introduction to Quantum Computing**

*Prerequisite: Math 252.*

The course covers the broad and evolving field of quantum computing. It introduces essential mathematical concepts, primarily those of linear algebra, quantum circuit models and gates, and basic principles of quantum mechanics as applied to quantum computing. Important quantum protocols are discussed as well as predominant quantum algorithms, including Simon's, Shor's, and Grover's algorithms. Other topics on quantum error correction, operations, and teleportation are covered and special topics.

## ECONOMICS

### ECON 201 (3)

#### Principles of Microeconomics

*PREREQUISITES: ALEKS score  $\geq 61\%$  or MATH 113*

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)

#### Principles of Macroeconomics

*PREREQUISITES: ECON 201*

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.

## ELEMENTARY EDUCATION

### EDUC 099 (0)

#### Indiana K-6 Teaching License Prep

The focus of this course is preparation for taking the four required Praxis Exams for Indiana teachers. Passage of the four Praxis tests is required to obtain teacher licensure in Indiana. This course is not transferable, nor does it satisfy degree requirements.

### EDUC 100 (2)

#### Practicum 1F: (K-6 Placement)

This course is a field experience that requires students to complete 4 hours per week in a K-6 classroom setting. The objective of this placement is for the HC student to observe the day-to-day experiences and responsibilities of a typical classroom teacher and to support the academic goals of the students in the practicum placement as determined by the cooperating teacher. HC students will be given a variety of developmentally appropriate opportunities to support student learning. A secondary objective of this course is to provide an opportunity for HC students to discern their desire and disposition for the vocation of education. Students are responsible for their own transportation to field experience placements and the successful completion of a background check is required. Education majors must pass with a C or higher.

### EDUC 101 (3)

#### Introduction to Teaching as a Vocation

This course examines the personality traits and the functional skills necessary to become a successful teacher. Students discern their passion and suitability for the vocation and explore education as the "formation of the hearts of young people and the development of a positive response toward religion within them" (Blessed Basil Moreau). This course offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. Finally, this course provides an overview on key topics such as curriculum, instruction, assessment, and creating a classroom community that are addressed later in the program. Education majors must pass with a C or higher.

### EDUC 200 (3)

#### Educational Fundamentals: Teaching and Learning Theory

In this course, students explore several different theoretical perspectives on learning, cognition, cognitive development and teaching practices. By examining a variety of theories, students identify a range of principles, perspectives, and tools that will be useful in understanding learning and teaching in a variety of contexts. One major goal of this course is for students to begin to develop and articulate a personal philosophy of education comprised of their prior understandings and experience as well as their new understandings of teaching and learning gained in this course. Education majors must pass with a C or higher.

### EDUC 201 (2)

#### Practicum 1S: (K-6 placement)

This course is a field experience that requires students to complete 4 hours per week in a K-6 classroom setting. The objective of this placement is for the HC student to observe the day-to-day experiences and responsibilities of a typical classroom teacher and to support the academic goals of the students in the practicum placement as determined by the cooperating teacher. HC students will be given a variety of developmentally appropriate opportunities to support student learning. Students are responsible for their own transportation to field experience placements and the successful completion of a background check is required. Education majors must pass with a C or higher.

**EDUC 202 (3)****AICSN Practicum 2F**

*PREREQUISITE: Admission to the Teacher Education Program or approval*

This course provides opportunities to experience the practices and processes of teaching and learning in an actual elementary classroom. Engaging in classroom activities with children, participants will further their understanding of instruction, evaluation, and professional responsibilities. Education majors must pass with a C or higher.

**EDUC 203 (2)****Practicum 2F: (K-6 placement)**

This course is a field experience that requires students to complete 4 hours per week in a K-6 classroom setting. The objective of this placement is for the HC student to observe the day-to-day experiences and responsibilities of a typical classroom teacher and to support the academic goals of the students in the practicum placement as determined by the cooperating teacher. HC students will be given a variety of developmentally appropriate opportunities to support student learning. Students are responsible for their own transportation to field experience placements and the successful completion of a background check is required. Education majors must pass with a C or higher.

**EDUC 210 (3)****Equity Pedagogy: Teaching to Transform**

This course explores the varying cultural and community norms of K12 students and their families. Students will begin to understand the within-group differences that make each student unique, and the between-group variations that make our country a tapestry and how each must inform and expand teaching practices in the classroom. By the end of this course, students will understand culture as a dynamic, interactional, and emergent phenomenon. They will be aware of their own cultures and the effects they have on their lives and, subsequently, they will be better able to understand and respond to manifestations of culture in schools and other settings in order to ensure a sense of belonging for all students and equitable learning opportunities and outcomes.

**EDUC 211 (2)****Practicum 2S: (K-6 placement)**

This course is a field experience that requires students to complete 4 hours per week in a K-6 classroom setting. The objective of this placement is for the HC student to observe the day-to-day experiences and responsibilities of a typical classroom teacher and to support the academic goals of the students in the practicum placement as determined by the cooperating teacher. HC students will be given a variety of developmentally appropriate opportunities to support student learning. Students are responsible for their own transportation to field experience placements and the successful completion of a background check is required. Education majors must pass with a C or higher

**EDUC 212 (3)****AICSN Practicum 2F**

*PREREQUISITE: Admission to the Teacher Education Program or approval*

This course provides opportunities to experience the practices and processes of teaching and learning in an actual elementary classroom. Engaging in classroom activities with children, participants will further their understanding of instruction, evaluation, and professional responsibilities. Education majors must pass with a C or higher.

**EDUC 220 (3)****Diverse Learners: Supporting Special Needs in the Classroom**

This course provides a comprehensive introduction to special education and the laws governing it, covering the full spectrum of exceptionalities including various disabilities and giftedness. Students will explore the academic, social, emotional, and behavioral characteristics of exceptional learners, as well as the unique challenges faced by English Language Learners in special education contexts. The curriculum examines evidence-based teaching strategies, differentiated instruction, and assistive technologies designed to support diverse learners in inclusive settings. Key legislation such as IDEA, Section 504, and ADA will be studied, along with processes for identification, evaluation, and development of Individualized Education Programs (IEPs). Historical context, current trends, and ethical considerations in special education will also be addressed. Education majors must pass with a C or higher.

**EDUC 250 (3)****Child and Adolescent Development for Education**

This course is designed to introduce students to contemporary theories and principles of child and adolescent development and its impact on learning and motivation as it relates to the classroom context. This course will help students understand the role of development in the teaching and learning process. Special emphasis will be placed on applications to the early and middle childhood as well as adolescence. The primary goal of this course is to introduce students to research that underlies effective teaching practices and give students practice applying content. Students will be exposed to the psychology behind teaching and learning, as it exists in the classroom and beyond. Education majors must pass with a C or higher.

**EDUC 265 (3)****Children's Literature**

Drawing on children's reading interests 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. Genre study, cross-curricular instructional development, and language development are critical themes interwoven in course exploration. The course will immerse participants in all aspects of children's literature from the lens

of equity pedagogy. This also counts toward fulfilling course requirements in the English program. Education majors must pass with a C or higher.

### **EDUC 300 (3)**

#### **Practicum 3F**

*PREREQUISITE: Admission to the Teacher Education Program or approval*

This course provides opportunities to experience the practices and processes of teaching and learning in K-6 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 one full day in the assigned classroom. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Education majors must pass with a C or higher.

### **EDUC 301 (3)**

#### **Practicum 3S: (ENL placement)**

*PREREQUISITE: Admission to the Teacher Education Program*

This course provides opportunities to experience the practices and processes of teaching and learning in K-6 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 one full day in the assigned classroom. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Education majors must pass with a C or higher.

### **EDUC 310 (3)**

#### **Reading and Language Arts Methods I: Developmental Foundations**

*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. Education majors must pass with a C or higher.

### **EDUC 311 (3)**

#### **Reading and Language Arts Methods II: Planning, Instruction, Assessment & Evaluation**

*PREREQUISITES: EDUC 310 and Admission to Teacher Education Program*

This course is a continuation of Reading and Language Arts Methods I. To that end, you will expand on major concepts learned in that course and you will learn how to organize daily reading and writing instruction and practice in a classroom context so that it supports language arts development within a cohesive literacy block. You will also have opportunities to practice literacy assessment and instructional strategies that support English language learners and struggling readers. Students will participate in a field experience in conjunction with this course. Education majors must pass with a C or higher.

### **EDUC 320 (3)**

#### **Teaching Methods: Assessment, Evaluation, Planning & Instruction**

*PREREQUISITES: Admission to Teacher Education Program*

This course will examine tools and processes used to design effective instruction, assess and evaluate student performance and learning, and develop self-reflective practices. Particular emphasis will be placed on backwards design methodology and current assessment techniques for formative and summative evaluation in elementary schools at the local, state, and national levels. Students will participate in a field experience in conjunction with this course. Education majors must pass with a C or higher.

### **EDUC 330 (3)**

#### **Art Methods: Integrating the Arts**

The focus of the course is integrating the arts into the elementary school curriculum. Students' understanding of art standards (visual, dramatic, movement, and musical) for integration into curricular projects is the focus of the course. Leveraging opportunities to address cultural themes, students will immerse themselves in practices for supporting diverse populations and advancing multi-modal strategies to meet the needs of all children. Students will participate in a field experience in conjunction with this course. Education majors must pass with a C or higher.

### **EDUC 345 (1)**

#### **Health and PE Methods: Integrating Wellness**

This course is a seminar course designed to provide instruction and experiences in program content and teaching methods and learning styles for a developmentally appropriate integrated health, wellness, and physical education program for children in grades K-6. Emphasis is placed on movement education, body management, fundamental motor skills, fitness, wellness and mental health appropriate to the K-6th grade child. Students seeking a degree in Education will participate in a clinical field experience in conjunction with this course. Education majors must pass with a C or higher.

**EDUC 350 (3)****Math Methods: Teaching Math Developmentally I**

*PREREQUISITE: Admission to Teacher Education Program*

This course examines developmentally appropriate methods and practice of teaching K-6 Mathematics. Topics include number sense, number representation, number systems, properties of mathematical operations, patterns, strategies for estimating and computing solutions, fact fluency, base-ten, algebraic thinking, RTI (Response to Intervention), mathematical inquiry, and strengths-based teaching. Emphasis on student participation and demonstration will provide opportunities for students to engage in practical pre-service teaching experiences. Students will participate in a weekly math lab and a K-6 practicum experience in conjunction with this course. This course helps students prepare for the required STEM Praxis exam required for Indiana Teacher Certification. Education majors must pass with a C or higher.

**EDUC 351 (3)****Math Methods: Teaching Math Developmentally II**

*PREREQUISITE: EDUC 350 and Admission to Teacher Education Program*

This course examines developmentally appropriate methods and practice of teaching K-6 Mathematics. This course builds on the work of EDUC 350 Math Methods – Teaching Math Developmentally I. Students will explore rational numbers, measurement concepts, geometric thinking, data and statistics, and probability. Additionally, students will plan explicit and inquiry lessons that incorporate the National Council for Mathematics Eight Effective Teaching Actions. Emphasis on student participation and demonstration will provide opportunities for students to engage in practical pre-service teaching experiences. Students will participate in a weekly math lab and a K-6 practicum experience in conjunction with this course. This course will support students in passing the STEM praxis exam. Education majors must pass with a C or higher.

**EDUC 360 (3)****ENL Methods for Instruction and Assessment**

*PREREQUISITE: Admission to Teacher Education Program*

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 with a comprehensive review of the SIOP framework. This course includes an integrated classroom application component in which students will be observed in the field as they implement new ENL strategies they have been taught. Education majors must pass with a C or higher.

**EDUC 365: (3)****Language Acquisition**

*PREREQUISITE: Admission to Teacher Education Program*

This course introduces students to the processes and theories related to acquiring a new language. Course content includes a comprehensive review of the English language system (phonology, orthography, morphology, syntax, semantics, and pragmatics), and investigates collaborative instructional models that lead to best outcomes for ELs and their families. Data-driven instructional decision-making and concepts and issues related to the equitable and appropriate language and content assessment of English learners will be considered, as well as laws and policies related to EL instruction. This course includes an integrated classroom application component in which students will be observed in the field as they implement new strategies for language acquisition. Education majors must pass with a C or higher.

**EDUC 400 (5) (ENL PLACEMENT)****Practicum 4F: Student Teaching Placement**

*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. Students will spend 1.5 days per week in a K-6 classroom. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Students will attend a one hour seminar each week and the completion of various projects aligned to program competencies is expected. Education majors must pass with a C or higher.

**EDUC 401 (3)****AICSN Practicum**

*PREREQUISITE: Admission to the Teacher Education Program or approval*

This course provides opportunities to experience the practices and processes of teaching and learning in an actual elementary classroom. Engaging in classroom activities with children, participants will further their understanding of instruction, evaluation, and professional responsibilities. Education majors must pass with a C or higher.

**EDUC 420 (3)****Classroom Practices: Creating & Maintaining a Thriving Classroom Community**

*PREREQUISITE: Admission to the Teacher Education Program.*

This course examines the necessary structures to develop an inclusive, welcoming and well-managed K-6 classroom. A major goal of this course is to help student teachers develop a framework for classroom practices by focusing on the whole child. In preparation for their full-time student teaching the following semester, students will explore topics such as trauma-sensitive classroom practices, classroom management, engagement strategies, restorative practices, supporting diverse learners, particularly those needing to further develop executive functioning skills. Moreover, students will discuss effective ways to communicate and work with parents, families, and student support staff

to further support the academic and social-emotional needs of students. Upon the completion of this course students will create an authentic classroom management plan to be used in their future classrooms. Education majors must pass with a C or higher.

### **EDUC 425 (3)**

#### **Social Studies Methods: Teaching Social Studies for Social Justice**

*PREREQUISITE: Admission to the Teacher Education Program*

This course focuses on effective methodologies for teaching social studies to K-6 students. Participants will explore the significance of social studies in fostering informed, engaged, and responsible citizens within a diverse society, emphasizing social justice principles. The curriculum covers the four domains of social studies: history, economics, geography, and government, while integrating diverse perspectives and culturally relevant content. Utilizing the C3 Framework (College, Career, and Civic Life), students will learn to design inquiry-based and explicit lesson plans that promote critical thinking and student engagement. The course will also emphasize essential skills such as map reading, understanding civic responsibilities, and appreciating cultural diversity through various teaching resources, including historical texts and digital tools. By the end of this course, future educators will be equipped with the knowledge and skills necessary to create meaningful social studies experiences that inspire curiosity, promote social justice, and foster a sense of community among K-6 learners. Students will participate in a field experience in conjunction with this course. Education majors must pass with a C or higher.

### **EDUC 430 (3)**

#### **Science Methods: Teaching Science Through Inquiry and Investigation**

*PREREQUISITE: Admission to the Teacher Education Program*

This course examines historic and contemporary methods and practices of teaching K-6 Science. Emphasis will be placed on teaching in a diverse setting, utilizing standards, experiential learning, project-based learning, the 5E model of science instruction, and inquiry-based science instruction. Students will apply theoretical learning through participation in a field experience accompanying this course. Education majors must pass with a C or higher.

### **EDUC 490 (3)**

#### **Senior Seminar and Capstone**

*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. Students will prepare and deliver their final capstone presentation, demonstrating their command of program competencies and the Holy Cross pillars of scholar, leader, citizen, and disciple. Education majors must pass with a C or higher.

### **EDUC 491 (12)**

#### **Practicum 4S: Student Teaching Internship**

*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. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Background checks may require a small fee. Education majors must pass with a C or higher.

### **EDUC 492 (3)**

#### **Practicum 4S: Transition to Teaching Student Teaching Internship**

*PREREQUISITES: Completion of all courses and assessment requirements of the Transition to Teaching Program*

Student teaching is the culminating experience of the Transition to Teaching 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 courses and related experiences. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Students currently working as full-time teachers may complete their internship as the teacher of record. Background checks may require a small fee. Education majors must pass with a C or higher.

## **ENGLISH**

### **ENGL 100 (3)**

#### **Advanced Grammar and Editing**

A systematic approach to grammar, usage, and editorial skills for college-level writing for native and non-native English speakers. The course focuses advanced grammatical concepts and the development of a metavocabulary for discussion of grammar and writing, including parts of speech, tense, syntax, punctuation, and semantics. Additionally, it emphasizes the improvement of style through composition and editing in various modes, including techniques of paragraphing, organization, and transitions. Students will practice skills of reading and annotation throughout the semester and will learn to use the *Chicago Manual of Style*.

**ENGL 101 (3)****Writing and Rhetoric**

*PREREQUISITES: Placement*

An introduction to the principles of effective communication in written English. Emphasis will be on developing an organized rhetorical approach, establishing an effective writing process, and building all the skills necessary for writing with purpose, clarity, and coherence at the collegiate level.

**ENGL 205 (3)****British Literature I**

*PREREQUISITES: None*

In this survey, an introduction to selected major works written from the Early Middle Ages to the English Renaissance, students will explore texts by such outstanding authors as the Beowulf-poet, Chaucer, Shakespeare, Spenser, and Donne, but also lesser-known greats in a historical and intellectual context. Using lecture, discussion, and reading texts aloud, students will discover the richness and variety of the foundational British literary traditions.

**ENGL 206 (3)****British Literature II**

*PREREQUISITES: None*

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 English 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**

*PREREQUISITES: None*

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 280 (3)****Literary Analysis**

*PREREQUISITES: None*

This course introduces students to the basic terminology and strategies used in the analysis and interpretation of literature.

**ENGL 281 (1)****Writing Theory & Practice**

*PREREQUISITES: ENGL 101 with a grade of 'B' or higher*

A course in writing pedagogy for students working as tutors in the Writing Center. Students will gain a deeper understanding of the role that writing plays in the learning process and will use that understanding to develop instructional strategies for teaching writing in the tutorial environment. Class meetings will include readings and exercises in the teaching of writing one-on-one and in small groups. Students will write responses to readings and develop a research proposal based on their experience of tutoring in the Writing Center during the semester.

**ENGL 299 (3)****Religion & Lit: The Catholic Novel**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher, or by permission of the Academic Director*

A seminar on novelists engaged in and with the Catholic tradition, with an emphasis on how to define what the Catholic novel is and what it should do. Secondary readings will be drawn from a variety of disciplines. Counts for Catholicism and the Disciplines (CAD) credit at the University of Notre Dame.

**ENGL 311 (3)****Shakespeare A**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher*

Shakespeare, focusing on representative sonnets, comedies, histories, tragedies, and romances. Some emphasis placed on understanding texts for the purpose of performance. Taught in collaboration with local Shakespearean theatre. Readings do not duplicate those of Shakespeare B.

**ENGL 312 (3)****Shakespeare B**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher*

Shakespeare, focusing on representative sonnets, comedies, histories, tragedies, and romances. Some emphasis placed on understanding texts for the purpose of performance. Taught in collaboration with local Shakespearean theatre. Readings do not duplicate those of Shakespeare A.

### **ENGL 317 (3)**

#### **Science Fiction in Literature and Film**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher, or by permission of the Academic Director*

Science fiction has long served as a lens through which we imagine the unknown, confront the limits of human understanding, and speculate on the future of civilization. This course explores the origins and historical development of science fiction literature, tracing its evolution across various subgenres, from early speculative narratives to contemporary dystopian, cyberpunk, and hard science fiction.

### **ENGL 319 (3)**

#### **Myths and Origins**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher*

An introduction to the earliest and most consequential influences upon the development of literature in English from Homer to late antiquity.

### **ENGL 321 (3)**

#### **Middle Ages Past and Present**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher*

Old and Middle English literatures are fascinating on their own terms and continue to affect contemporary literature, cinema, and videogaming. Example authors: Chrétien de Troyes, Marie de France, the Gawain poet, Chaucer, Julian of Norwich, Margery Kempe, and Tolkien. Texts will be read in their original languages.

### **ENGL 324 (3)**

#### **Survey: Twentieth Century Literature**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher*

British and American literature from 1918-1965. The purpose of the course is to introduce students to a broad survey of twentieth-century literature as a long-term wrestling with the 'modern.' Greater emphasis is placed on American writers from a variety of traditions and genres.

### **ENGL 370 (3)**

#### **Writing for the Public Sphere**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher*

The course will focus on deepening the student's vision of what the mediasphere is, how it works, and how best to interact with it. Assignments will include summary/response papers to readings, short pieces, and one piece of long-form magazine journalism.

### **ENGL 371 (3)**

#### **Journalism and Digital Media**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher*

This course teaches the fundamentals of journalistic writing, reporting and editing. Students will learn about a broad range of media disciplines including broadcast journalism; environment, science and health writing; international reporting; sports journalism; and media design. Because digital media is integrated strategically into information dissemination, students will expand and enhance their knowledge and skills in content creation, curation, branding communication and media strategies. Students will learn to apply the latest digital innovations within physical and digital channels, as well as collect, analyze and interpret digital data.

### **ENGL 498 (3)**

#### **Senior Studio: Projects and Portfolio**

*PREREQUISITES: ENGL 101 with a grade of 'C' or higher, or by permission of the Academic Director*

A writing-intensive studio for students serious about entering the many worlds of professional communication. Students produce long pieces of writing in a collaborative environment and work as a professional developmental-editing team for the College's annual publication, *Core Chronicles*.

## **ENGLISH AS A NEW LANGUAGE**

### **ENLL 550 (3)**

#### **Culturally Responsive Teaching**

An online course that explores pedagogy grounded in cultural competence, a skillset for teaching in a cross-curricular or multicultural setting. Teachers applying this approach consider equity-based practices alongside an expansive view of the student's cultural context as a bridge into further learning. Asset-based approaches and funds of knowledge are emphasized. Coursework includes readings, self-reflection, student demographic analysis, online peer discussion, and application of key concepts to classroom practices and curriculum through strategic assignments.

### **ENLL 560 (3)**

#### **ENL Methods for Educators**

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 with a comprehensive review of the SIOP framework. This course includes an integrated classroom application

component in which teachers will be observed in the field as they implement new ENL strategies they have been taught. Feedback and coaching will be provided.

### **ENLL 565 (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 related to acquiring a new language. Course content includes a comprehensive review of the English language system (phonology, orthography, morphology, syntax, semantics, and pragmatics), and investigates collaborative instructional models that lead to best outcomes for ELs and their families. Data-driven instructional decision-making and concepts and issues related to the equitable and appropriate language and content assessment of English learners will be considered, as well as laws and policies related to EL instruction. This course includes an integrated classroom application component in which teachers will be observed in the field as they implement new strategies for language acquisition they have been taught. Feedback and coaching will be provided.

### **ENLL 570 (4)**

#### **ENL Methods with Integrated Practicum**

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. This course includes an integrated classroom application component in which teachers will be observed in the field as they implement new ENL strategies they have learned throughout the course. Feedback and coaching will be provided. At times, teachers may be asked to host a Holy Cross College undergraduate student in their classroom.

### **ENLL 575 (4)**

#### **Language Acquisition with Integrated Practicum**

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 related to acquiring a new language. Course content includes a comprehensive review of the English language system (phonology, orthography, morphology, syntax, semantics, and pragmatics), and investigates collaborative instructional models that lead to best outcomes for ELs and their families. Data-driven instructional decision-making and concepts and issues related to the equitable and appropriate language and content assessment of English learners will be considered, as well as laws and policies related to EL instruction. This course includes an integrated classroom application component in which teachers will be observed in the field as they implement new strategies for language acquisition they have been taught. Feedback and coaching will be provided.

### **ENLL 590 (3)**

#### **Action Research Capstone Project**

ENL program participants will conduct an action research project based on the language needs of their classroom. Teachers will be guided in using data to drive instruction as part of a planned intervention relating to language development. Next steps and implications for future planning and implementation will be considered.

## **GEOLOGY**

### **GEOL 110 (3)**

#### **Geology of the American Southwest**

*PREREQUISITE: 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.

## **HISTORY**

### **HIST 101 (3)**

#### **Western Civilization I**

*PREREQUISITES: None*

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**

*PREREQUISITES: None*

Beginning in the 18<sup>th</sup> century, Europe underwent tectonic economic, social, political, and cultural changes which fundamentally and irreversibly changed the world. European economies surged ahead of other global societies. European military power eclipsed and soon colonized much of

the rest of the world. Over the past 250 years, ideologies cultivated in Europe repeatedly redefined global political and social discourse. Liberalism, feminism, nationalism, socialism, communism, and fascism would all radically transform how contemporaries perceived the world, framed their own experiences, and imagined the future. Engaging productively in debates about modern politics, economics, society, and culture requires historical literacy.

This course will introduce students to European history, beginning with the 18<sup>th</sup> century Enlightenment. It will end by considering the complexities of the post-Cold war order. Topics covered will include the French Revolution, the Industrial Revolution, Colonialism, The First and Second World Wars, and the Cold War. Along the way, students will practice the skills of historical literacy. They will digest, analyze, and criticize scholarship (secondary literature). They will discern the relevance of particular interpretations for important debates. They will use sustained analysis of primary sources to develop, articulate, and defend their own historical interpretations and arguments.

### **HIST 151 (3)**

#### **United States History to 1877**

*PREREQUISITES: None*

This course provides a window into this 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. 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 2001**

*PREREQUISITES: None*

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. In sum, the course seeks to deepen students' understanding of the major developments and historical figures in the United States to the present time. 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 301 (3)**

#### **Historical Methods**

*PREREQUISITE: Permission of instructor*

This course covers the development of some of the main trends in 20th century Western historiography. 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 325 (3)**

#### **Rome through the Ages: History, Art and Culture of the Eternal City**

*PREREQUISITE: ENGL 101*

*RECOMMENDED PREPARATION: HIST 101, HIST 102, a course in Art or Theology, and permission 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 to Rome. The course will NOT meet every Friday morning, but only on 3 select dates prior to the trip. Cross-listed with THEO 325.

### **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**

*PREREQUISITE: HIST 101, 102, 151, or 152*

*RECOMMENDED PREPARATION: HIST 151*

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 European settlements were established, 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**

*PREREQUISITE: HIST 101, 102, 151, or 152.*

*RECOMMENDED PREPARATION: HIST 151*

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. The course will also examine the role of women in families, labor, and the war, and consider the contribution of America's allies in the revolutionary struggle. The course draws upon contemporary sources as well as analytical works written by later historians. Judicious use of films pertinent to the period will also be featured.

**HIST 353 (3)****The Early Republic, 1815-1848**

*PREREQUISITE: HIST 101, 102, 151, or 152.*

*RECOMMENDED PREPARATION: HIST 151*

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. The course draws upon contemporary sources as well as analytical works written by later historians.

**HIST 354 (3)****Civil War & Reconstruction, 1861-1877**

*PREREQUISITE: HIST 101, 102, 151, or 152.*

*RECOMMENDED PREPARATION: HIST 151*

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; and a select number of films.

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

*PREREQUISITE: HIST 101, 102, 151, or 152.*

*RECOMMENDED PREPARATION: HIST 152*

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**

*PREREQUISITE: HIST 101, 102, 151, or 152.*

*RECOMMENDED PREPARATION: HIST 152*

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 rise of Jim Crow; the subsequent U.S. participation in WWI; the "Roaring 1920s"; the Harlem Renaissance; the Great Depression; and America's entry into WWII. These and 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)****The Cold War & Beyond**

*PREREQUISITE: HIST 101, 102, 151, or 152.*

*RECOMMENDED PREPARATION: HIST 152*

This course examines that era when the USA was embroiled in the Cold War (1945-1991), 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 orientation 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, 1492-1780**

*PREREQUISITE: HIST 101, 102, 151, or 152*

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 late 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, and select films.

## **INTERDISCIPLINARY STUDIES**

### **IDST 250 Common Good Practicum and Seminar (3)**

*PREREQUISITES: None*

The Common Good Practicum and Seminar meets a Core Curriculum requirement which exemplifies the virtues of being a scholar, citizen, leader, and disciple. In this community-based learning course we aim to develop practices that contribute to a just society and what Pope Francis calls a “culture of encounter” in our campus and South Bend community. To this end, each student will participate in a local practicum placement under the direction of a supervisor. Students will choose from placements that have been pre-arranged to ensure weekly, structured times for the students to serve. These include opportunities to work with youth, serve the poor and homeless, care for the elderly, assist local farmers and food cooperatives, and more. This course also has an academic and reflective component to enable students to explore the connections between their life, their studies, the local community, and the world in which we live. Weekly seminars will introduce topics of human dignity, solidarity, the common good, life together, and care for our common home. Ultimately, the purpose of the common good Practicum and Seminar is to help students explore their vocation—how their particular gifts, skills, and passions can contribute to the good of their local community and the world. Practicum Opportunities by Section (Subject to Change): IDST 250-01: Tutoring, Youth Literacy and Nonviolence Training, Juvenile Justice Center, La Casa de Amistad; IDST 250-02: Serving the Poor and Homeless, Care for the Elderly, Food Access and Insecurity, the South Bend Catholic Worker Community.

### **IDST 270 Human Rights in a Globalized World (3)**

*PREREQUISITES:*

This interdisciplinary course fulfills the Core Curriculum requirement in Global Studies fostering the virtues of a citizen, leader and disciple. It is designed to explore the impact of the work of the United Nations in promoting human dignity and human rights in our globalized world. Theories and principles of human rights will guide this conversation. This study will include investigation of the Universal Declaration of Human Rights and their operational component as outlined by the 2017 Sustainable Development Goals. Human rights are not timeless, and must be historically, socially, politically, economically, and culturally contextualized to be considered the means to a just world. The complexity of their universality merits a dialogue that emphasizes global distributive justice and integral human development as the guiding principles in implementation and safeguarding. The course is designed in focus on historical and philosophical foundations, significance of diverse religious and cultural implications, the concept and application of “universal” human right, group rights, and state sovereignty. A case study method will be used regularly to place these concepts within our present moment.

### **IDST 272 (3)**

#### **Common Home**

*PREREQUISITES:*

This interdisciplinary course meets a Core Curriculum requirement in Global Studies. It will explore life, identity, worldview and imagination in a global age. Concepts and topics explored will include Globalization, Subsidiarity, Solidarity, Common Good(s), Global Solidarity, the Globalization of Indifference, Heedlessness, Moral Thinking and Moral Relativism, Charity in Truth, Integral Human Development, Co-operative Economics, Stewardship, Justice Across Generations, Agriculture, the Technocratic Paradigm, Integral Ecology, War, Migration, Global Inequality and, in a special way, the crisis of Climate Change and Climate and Creation as a common good. In addition to sections of Sacred Scripture and The Catechism of the Catholic Church, we will consider together writings by St. Augustine, St. Paul, Aristotle, St. Thomas Aquinas, and various contemporary domestic and global authors who have recently contributed to this dialogue. A central text of this course will be Pope Francis' encyclical letter *Laudato Si'*: On the Care for Our Common Home.

### **IDST 274 Global Interreligious Encounter (3)**

*PREREQUISITES:*

This interdisciplinary course meets a Core Course requirement in Global Studies. It is designed to introduce students to the historical and modern Muslim-Christian encounters and movements and how the Roman Catholic Church has understood and collaborated with other religions. Through class discussions, lectures, and assignments, students will be introduced to the potential and conditions of inter-religious encounter around the world. This course has three major components. The first part of this course offers an introduction into Catholic Social Teaching (CST) on “Other Religions” – emphasis is placed on Islam. Lectures and discussions include but are not limited to the following questions: How has the Church addressed the “religious other” from the first century to the Second Vatican Council? What are the official teachings of the Church regarding salvation for non-Christians? Can “God’s” truth be found in other religions? Is there any significant value in inter-religious dialogue? How does the Church understand and implement inter-faith dialogue? What are various means of inter-religious dialogue? Is there a difference between dialogue and evangelism? The second part of this course offers an introduction to historical Islam and explores the lived spirituality of the Prophet Muhammad and consequently, the general beliefs held by the majority of Muslims. The third part of this course considers the social movements and implications of modern Islam and raises some of the following questions: Are Muslims and Muslim communities distinct? What is Islam? What are social teachings of Islam as it pertains to humanitarian rights? The aim of this course is to help you develop a better understanding of CST on the “religious other” and acquire a deeper and objective comprehension of Islam via reading, writing, films, discussions and lectures.

### **IDST 276 Global Movement of People (3)**

#### ***PREREQUISITES:***

This interdisciplinary course fulfills the Core Curriculum requirement in Global Studies. It is designed to investigate a wide range of factors that influence why people move from place to place around the world. We will look at forces that cause people to leave one place — e.g., economics, war, climate change, etc. — as well as the factors that govern them upon arrival to a new place — e.g., immigration law, citizenship requirements, refugee policy, etc. In class, students can expect some lecture, group discussions, presentations, films, and guest speakers; out of class, there will be some reading, videos, interviews, and projects.

### **IDST 280 People on the Move (1)**

#### ***PREREQUISITES:*** None

This interdisciplinary course fulfills the one-credit Core Curriculum requirement in Global Studies and provides students the opportunity to learn more about the lived experiences of immigrants and refugees in the local area by offering an immersive program designed, as Blessed Fr. Basil Moreau would put it, to educate both the heart and the mind. Three classroom meetings and one day of immersion experience. Attendance is mandatory for all 4 dates to receive credit for the course.

### **IDST 281 Strangers & Sojourners No Longer: Welcoming, Protecting, Promoting and Integrating Migrants and Refugees (1)**

#### ***PREREQUISITES:*** None

This interdisciplinary course fulfills the one credit Core Curriculum requirement in Global Studies and will consider how migrants and refugees challenge people and society to respond to with hospitality, charity, mercy and creativity. Together we will consider some of Pope Francis' statements and writings on this subject along with documentary and personal accounts of recent human migration in a climate of often marked by fear, extreme individualism and indifference. This course will also include some refugee simulation exercises led by Catholic Charities Fort Wayne-South Bend as well as exploring how communities resettles refugees and work with migrants in our region. This course includes in-class seminars and community experiential learning.

### **IDST 282 Latino Culture and Immigration.01 Pilsen (Fall) (1)**

### **IDST 282 Latino Culture and Immigration.02 South Bend (Spring) (1)**

#### ***PREREQUISITES:*** None

This interdisciplinary course fulfills the one-credit Core Curriculum requirement in Global Studies. The course provides an immersion experience into the life of an immigrant neighborhood (the West Side of South Bend or in the Pilsen Community of Chicago) allowing students to explore the area's culture, food, art and religion as well as the daily challenges people face. The highlight of the course is a daylong immersion experience in one of the communities. There are class meetings before and after the immersion experience to allow students to prepare for the experience, study the culture more in depth, and to reflect on the experience.

### **IDST 284 Food Justice and Farming in the City (1)**

#### ***PREREQUISITES:*** None

This interdisciplinary course fulfills the one-credit Core Curriculum requirement in Global Studies. This community-based learning course examines questions of food, hunger, human dignity, the common good and care for our common home. We aim to develop practices that contribute to a just society and a peaceable creation through our food production, eating, and life together. To this end, we will examine current food economies in terms of how well they promote the health of persons, communities, and creation. This course will introduce topics of food deserts, food access and insecurity and food justice as well as the growing urban farming movement. We will consider our local community and communities in other parts of the world that model cooperative practices of relational life and food production. Locally, students will have the opportunity to learn more about the work at Blessed Jägerstätter Farm in the City, Common Goods Co-operative Grocery at Our Lady of the Road, The Catholic Worker, Prairie Winds Learning Farm and more.

### **IDST 286 Christian-Muslim Encounter (1)**

#### ***PREREQUISITES:*** None

This interdisciplinary course fulfills the one-credit Core Curriculum requirement in Global Studies. Immigration has dramatically changed the religious landscape of the United States. Today, the encounter of people of different religious traditions takes place in our own cities and neighborhoods. Through case-studies, readings and experiential assignments, students will be introduced to new forms of interfaith engagement and pluralist coexistence in America. After two orientation meetings, a day trip will take place on a Saturday. Alternative options for the immersion experience include the country's largest region of persons from the Arab world: Dearborn, Michigan or engaging the Muslim Community in South Bend. There will be one follow-up meeting after the trip.

### **IDST 287 Race, Reckoning, and Reconciliation in South Bend (1)**

#### ***PREREQUISITES:*** None

This interdisciplinary course fulfills the one-credit Core Curriculum requirement in Global Studies and aims to capture the spirit of recent national and international movements for racial reconciliation and apply it to our home in the greater South Bend area. Students will learn about the historical, economic, and social factors that contribute to the state of race relations in various contexts globally, nationally, and locally. The class will also hear from local leaders about their experiences with their work to build a better, fairer, and more united South Bend. Conditions permitting, the class will visit a few local communities to see and discuss the impact of racial disparities and what progress is being made.

### **IDST 289 (1)**

#### **Love in Action: The Catholic Worker**

*PREREQUISITES: None*

Peter Maurin called for a green revolution, a call for a return to the villages and the land “to make that kind of society where it is easier for men to be good.” “The greatest challenge of the day is: how to bring about a revolution of the heart, a revolution which has to start with each one of us?” – Servant of God, Dorothy Day. This course will explore the Catholic Worker’s personalist response to questions about nationalism, war & peacemaking; labor, craft, food, farming and industrialization; journalism, activism, and advocacy; migration, homelessness, and hospitality and more. Special attention will be given to common good thinking, the principle of subsidiarity and the virtue of solidarity. In our brief time together, we will read the Sermon on the Mount, Matthew Chapter 25, the Letter of James texts by Peter Maurin, Dorothy Day, Fyodor Dostoyevsky, Charles Dickens, Thomas Merton, Pope Benedict XVI, Pope Francis and more.

### **IDST 400 Career Internship (3)**

*PREREQUISITES: IDST 250. PERMISSION OF THE INSTRUCTOR REQUIRED*

This independent study is a three-credit required course for all students (with the exception of Education majors) pursuing a Bachelor of Arts or Bachelor of Science 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 475 Global Solidarity Seminar (3)**

*PREREQUISITE: Global Studies minors only.*

This course is designed to examine the complex challenges of global solidarity. It is aimed at students who have completed IDST 350 Global Engagement or its equivalent and are interested in engaging global issues that impact human dignity and efforts towards justice and peace. The principles and action of global solidarity are explored with an emphasis on integral human development. Reading assignments will focus on the impact of human development work globally with a comparative study domestically of the students’ choice through a research paper and presentation. This course is required to complete the Global Studies minor.

### **IDST 499 Senior Capstone Project and Presentation (3)**

*PREREQUISITES: IDST 250, IDST 270 GLOBAL STUDIES COURSE, IDST 400*

The Senior Capstone is a required course for all non-Elementary Education students obtaining a Bachelor of Arts from Holy Cross College. It is designed for students to gain additional insights into how their academic and student experiences have formed their identity as a scholar, citizen, leader, and disciple and can be applied in their personal and professional life after graduation. All assignments, workshops and class activities are directed toward the development of a public and professional capstone presentation, which highlights the students’ liberal arts education and its possible future applications. Students will engage in a variety of academic and experiential processes leading them toward defining activities which aided in their professional development. Additional course contact hours will be fulfilled through a working session with a designated cohort leader, required attendance at area regional job fair (or approved substitute professional networking event), student cohort meetings, and online self-directed assignments (MOODLE). Prerequisites Each student must have completed IDST 250: Common Good Seminar & Practicum, an IDST 200 level Global Studies course, and IDST 400: Career Internship and be on track to graduate within a year (Concurrent enrollment in this course in IDST 250(s), or IDST 400 with permission).

## **LATIN**

### **LATN 101 (3)**

#### **Introductory Latin I**

*PREREQUISITES: None*

Students will learn the fundamentals of classical Latin vocabulary, words, forms and syntax of sentences. The goal of the course is to enable students to memorize the words and their forms, and to read, write, analyze and translate sentence in Latin. Instruction in the art of translation and syntactical analysis of sentences will be stressed. Instruction on Roman civilization and ecclesiastical Latin will also be presented.

### **LATN 201 (3)**

#### **Introductory Latin II**

*PREREQUISITE: LATN 101*

After a brief review of the first year’s work, Latin 201 will focus on new grammar, vocabulary, and syntax necessary for reading and writing Latin of increasing complexity. Practice in oral Latin continues as well as the emphasis on Latin as an aid to the comprehension of English and the Romance languages. Students will read more advanced passages in Latin derived from classical and ecclesiastical authors and will delve further into Roman culture in its diverse forms during its Republican, Imperial, and Medieval Periods.

## **LATN 310 (1 or 3)**

### **Independent Study**

*PREREQUISITE: LATN 201*

Topics vary semester to semester.

## **LEADERSHIP**

### **LEAD 201 (3)**

#### **Principles of Leadership**

*PREREQUISITE: None*

In this course, students will explore fundamental questions about who we are, what we are for, and how we ought to live together to realize the good life, a life of moral and intellectual excellence lived in community with others. What is leadership? Are leaders born or made? Can leaders exist without followers? What is the difference between a good leader and a bad leader? What do historical examples of leadership tell us about leadership in contemporary society? These questions, and others, will be explored throughout this course. By examining the foundations and intellectual development of leadership as a concept in Western society, this course encourages students to think broadly about issues of power, morality, ethics, success, failure, change, and more. This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs. The emphasis is on application of concepts in actual leadership settings and situations.

### **LEAD 211 (3)**

#### **Of God and Man: Leadership in Institutions**

*PREREQUISITES: None*

In this course, students will continue to explore fundamental questions about who we are, what we are for, and how we ought to live together to realize the good life, a life of moral and intellectual excellence lived in community with others. This course places a particular focus on the family, “the first cell of society.” An emphasis on institutions and culture are combined with a philosophical and historical study of the nature of leadership and virtue. By examining the foundations and intellectual development of leadership as a concept in Western society, this course encourages students to continue to think broadly about issues of power, morality, ethics, success, failure, change, and more within the context of our major cultural institutions. This course focuses on religious foundations of leadership and leaders of religious organizations with particular attention on virtue, the common good, justice and vocation. Various Christian understandings of leadership are considered.

## **LIBERAL STUDIES**

### **LIBS 499 (3)**

#### **Senior Thesis Seminar**

*PREREQUISITE: Permission of the Instructor is Required.*

This course provides an opportunity for Liberal Studies students in their final year to write a thesis on a selected topic. It guides them through the steps of exploring potential topics, selecting and researching a topic, formulating a thesis statement, preparing an annotated bibliography, critically analyzing sources, preparing an outline, and writing the thesis with correct citations of all sources.

## **MATHEMATICS**

### **MATH 111 (3)**

#### **Discrete Mathematics**

*PREREQUISITES: None*

*RESTRICTIONS:* this course is not open to students who have successfully completed MATH 113 College Algebra, MATH 118 Finite MATH 118 Finite Mathematics, or MATH 141/142/151/152 Calculus.

Math for the Liberal Arts is a mathematics course intended for those students who are taking mathematics for liberal arts or general education purposes. The topics include: set theory 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. Other topics include consumer mathematics and probability.

### **MATH 113 (3)**

#### **College Algebra**

*PREREQUISITE: C- or better in MATH 111, ALEKS score of 46-60%, ACT score of 20-22, or SAT score of 570 or higher*

*RECOMMENDED:* Successful completion of two years of high school algebra.

*RESTRICTIONS:* this course is not open to students who have successfully completed Finite Mathematics or Calculus.

This course is intended as a prerequisite for Math 125, in preparation for Calculus. This course will concentrate on equations and functions, including polynomial, rational, radical, exponential and logarithmic functions, their equations, graphs, composition, and applications. The use of a graphing calculator is an integral part of this course.

**MATH 118 (3)****Finite Mathematics**

*PREREQUISITE: ALEKS score of 65% or higher, ACT score of 23-24, or SAT score of 580 or higher*

*RECOMMENDED: the student taking this course should have the algebraic skills presented in an intermediate 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**

*PREREQUISITE: C or better in MATH 113 or ALEKS score of 66-75%, ACT score of 24-25, or SAT score of 580 or higher*

*RECOMMENDED: Successful completion of two years of high school algebra*

This course is intended as a pre-requisite for Calculus. This course will fully prepare students for all first semester Calculus courses. This course will concentrate on the functions, and the algebraic and trigonometric techniques needed in Calculus. Topics covered include systems of equations and inequalities, matrices, quadratic and higher order polynomials, rational, exponential, logarithmic, and trigonometric functions, as well as polar coordinates. The use of a graphing calculator is an integral part of this course.

**MATH 141 (4)****Elements of Calculus I**

*PREREQUISITE: C or better in MATH 118, ACT Math 26 or higher, SAT Math score of 600 or higher, or ALEKS score of 76% or higher.*

Elements of Calculus I is the first of a two-semester sequence designed to prepare students seeking a major and career in life or social sciences. This course emphasizes problem solving and application of calculus to the natural sciences and requires students to think deeper about the concepts covered. Students will acquire basic skills needed for quantitative approach to real world problems. The course introduces the mathematics needed to study change in a quantity. Topics include functions, limits, continuity, application of rates of change of functions to problems in the life and social sciences, integrals, graphing and their application, and the Fundamental Theorem of Calculus and u-substitution.

**MATH 142 (4)****Elements of Calculus II**

*PREREQUISITE: MATH 141 or placement*

Elements of Calculus II is the second half of a two-semester sequence designed to prepare students seeking a major and career in life and social sciences. The course emphasizes problem solving and application of calculus to the natural sciences, and requires students to think deeper about the concepts covered. Students will acquire basic skills needed for quantitative approach to scientific problems. The course introduces the mathematics needed to study change in a quantity. Topics include integration techniques, application of integrals to physics, geometry and ecology, solution of differential equations and their applications, and Taylor series.

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

*PREREQUISITE: C or better in MATH 125 or ALEKS score of 81% or higher, ACT score of 28 or higher, or SAT score of 650 or higher*

*REQUIRED: Successful completion of high school pre-calculus or calculus 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 careers in science and engineering. Trigonometric, logarithmic and exponential functions are stressed.

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

*PREREQUISITE: C or better in MATH 151*

MATH 152 is the second half of a two-semester sequence that prepares students for careers in Mathematics, Engineering, Health Sciences or Natural Sciences. Students will acquire basic skills needed for quantitative approach to scientific problems. Topics covered include integration techniques, application of integrals to physics, geometry and physics, the calculus of parametric curves and polar graphs, solution of differential equations and their applications, sequences and series, culminating in Taylor series approximations of functions.

**MATH 210 (3)****Statistics and Probability**

*PREREQUISITE: C or better in MATH 111, 118 or higher, or ALEKS score of 46% to 60*

This is an introductory statistical course that is intended to present solid application-oriented statistical topics for students pursuing a major in business. Topics include the role of statistics in the research process, measures of central tendency and variability, probability distributions, inferential statistics, hypothesis testing, and related topics.

**MATH 220 (3)****Cryptography**

Prerequisites: C or better in MATH 141 or MATH 151 or an SAT Math score of  $> 630$ , or an ACT Math score of  $\geq 28$ , or an ALEKS score of  $\geq 76\%$ . Introduction to Cryptography introduces to the student a modern and relevant overview of a number of topics that enable an understanding of electronic data protection and integrity. Discussion includes topics regarding historical and stream ciphers, block ciphers, message authentication codes, and public key cryptography to include encryption and digital signatures. Emphasis is on definitions, basic concepts, and applied problem solving.

**MATH 251 (4)****Calculus III for Science**

*PREREQUISITE: C or better in MATH 152*

The third course in the Calculus sequence, Calculus III is a comprehensive study of differential and integral calculus of several variables. Topics include space curves, surfaces, and functions of several variables, vector calculus, partial derivatives, multiple integrals, line integrals, surface integrals, Stokes theorem, and applications. This course is designed for students in engineering and the sciences.

**MATH 252 (4)****Linear Algebra & Differential Equations**

*PREREQUISITE: C or better in MATH 152*

In this course we study the essential ideas and methods of Linear Algebra and Differential Equations and learn how to use the techniques of these fields in solving problems. The methods of Linear Algebra are used in applications that involve systems of equations to formulate, solve, and understand the solutions. Linear algebra is a fundamental tool in modern applications of mathematics, used to solve many real-world problems, such as determining airline schedules, ranking webpages in search engines or modeling fluid dynamics. Applications of Linear Algebra include systems of Differential Equations, which are equations where the relationship between a function and one or more of its derivatives is given but the function itself is not known. Various techniques are studied to find solutions to Differential Equations when possible, and to understand the behavior and properties of these solutions. This course is designed for students in engineering and science.

**MATH 255 (4)****Differential Equations**

*PREREQUISITE: C or better in MATH 152*

In this course we study the essential ideas and methods of Linear Algebra and Differential Equations, emphasizing the connections between them, and we will learn how to use the techniques of these fields in solving problems. The course is designed for students in the sciences and engineering. After completing this course, you should understand the relevance of differential equations to physical and other scientific models; to solve certain classes of differential equations; to understand basic linear algebra topics including vectors, matrices, linear systems, vector spaces, eigenvalues and to use concepts of linear algebra in solving differential equations and systems of equations.

**MATH 275 (4)****Linear Algebra**

*PREREQUISITE: C or better in MATH 152 or equivalent.*

The methods of Linear Algebra are used in applications that involve systems of equations to formulate, solve, and understand the solutions. Linear algebra is a fundamental tool in modern applications of mathematics, used to solve many real-world problems, (scheduling flights, ranking webpages in search engines, or modeling fluid dynamics, etc.). In this course we study the essential ideas and methods of Linear Algebra and learn how to use the techniques of matrices and vector spaces in solving problems. The course is designed for students in the sciences and engineering. After completing this course, you should understand basic linear algebra topics including vectors, matrices, linear systems, vector spaces, eigenvalues and eigenvectors, and singular value decomposition. The concepts of linear algebra can be used in solving differential equations and systems of equations.

**MATH 305 (3)****Mathematical Proofs**

*Prerequisite: Successful completion of MATH 111 or above.*

This course is an introduction to theoretical mathematics. The student will learn and apply methods of thought used by mathematicians to verify theorems and discoveries of advanced mathematics. You will learn to understand proofs, write your own proofs, and think critically about mathematics. This course covers: (1) mathematical language and fundamental mathematical structure; (2) conditional proofs; (3) non-conditional proofs, such as mathematical induction, proof by contradiction, etc.; (4) relations, functions, and cardinality. Time permitting, computability and more on formal languages may be introduced.

**MATH 310 (4)****Theory of Probability**

*PREREQUISITES: MATH 152 and MATH 252 OR MATH 255 and MATH 275*

By successfully completing this course, students will be familiar with all the basic concepts of probability theory. Students will be able to calculate probabilities, expected values, etc., and be able to formulate probabilistic solutions for simple applied problems. Students will learn to solve problems involving uncertainty that are posed as generic probability calculations, and as real-world applications of probability theory. Major Topics: axioms of probability, combinatorial probability, conditional probability, random variables (discrete, continuous, and

multivariate), Expected value (mean, moments, variance, covariance, etc.), and some limit theorems (laws of large numbers, Central Limit Theorem).

### **MATH 320 (4)**

#### **Introduction to Algebraic Structures**

*PREREQUISITE: C or better in MATH 152*

This course covers the elements of Modern Algebra, including:

- (1) Postulates for the Integers, Mathematical Induction, Divisibility. Prime Factors and Greatest Common Divisor. Congruence of Integers. Congruence Classes;
- (2) GROUPS. Properties of Group Elements. Subgroups. Cyclic Groups. Isomorphisms. Homomorphisms, Finite Permutation Groups. Cayley's Theorem, Normal Subgroups. Quotient Groups, Finite Abelian Groups
- (3) RINGS, INTEGRAL DOMAINS, AND FIELDS. Definition of a Ring. Integral Domains and Fields. The Field of Quotients of an Integral Domain. Ordered Integral Domains, Ideals and Quotient Rings. Ring Homomorphisms. The Characteristic of a Ring.
- (4) REAL AND COMPLEX NUMBERS. The Field of Real Numbers. Complex Numbers and Quaternions. De Moivre's Theorem and Roots of Complex Numbers.
- (5) POLYNOMIALS. Polynomials over a Ring. Divisibility and Greatest Common Divisor. Factorization in  $F[x]$ . Zeros of a Polynomial, and Algebraic Extensions of a Field.

### **MATH 340 (4)**

#### **Introduction to Real Analysis**

*PREREQUISITES: MATH 251 and MATH 305*

This is an introductory analysis course, which focuses on the rigorous development of properties of the set of real numbers, and the theory of functions on the real line. This includes the study of the topology of the real numbers, sequences and series of real numbers, continuity, sequences of functions, differentiability, and Riemann integration. Additionally, students develop their analytical reasoning and critical thinking skills.

Among the topics included are: Properties of sets of real numbers including density and compactness; Sequences and series of real numbers, convergence, Cauchy sequences, limit theorems (e.g. monotone convergence theorem), and the Heine-Borel theorem; Functions of a real variable, including continuity, differentiability and important theorems (e.g. intermediate-value theorem, mean-value theorem); Sequences and series of functions of a real variable, pointwise convergence, uniform convergence, power series and Taylor series; Riemann integration and the fundamental theorem of calculus.

### **MATH 350 (4)**

#### **Graph Theory**

*PREREQUISITES: MATH 252 or MATH 275 and MATH 305*

This course introduces discrete structures and applications of graph theory to computer science, engineering, social science, and biology. Topics include connectivity, trees, planarity, coloring, Euler and Hamiltonian paths and circuits, directed graphs and tournaments, matching and covering problems, shortest route, connectivity, bipartite graphs, and network flows.

### **MATH 410 (4)**

#### **Topology**

*PREREQUISITES: successful completion of MATH 340*

Elementary point-set topology, topological spaces, separation axioms, metric spaces, compactness, connectedness, order topology, countability axioms, continuity, and homeomorphisms.

### **MATH 499 (3)**

#### **Senior Research Seminar**

Prerequisite: MATH 305

Required for major: Student must be a Junior or Senior

The Research Advisor should identify the area of research, in consultation with the Student, and propose a working title and brief abstract for the research project.

The Student should draft a strategic plan, summarizing the objective of the research and purpose, as well as the methods to be utilized and the sources/resources required.

The Advisor should meet with Student once a week, to provide instruction/guidance, discuss goals, review progress.

The Student should be assigned readings from journal articles and/or authoritative texts.

At least twice during the semester, the Student should submit a periodic progress report detailing work completed, progress made, and preliminary findings.

By the last week of classes, the Student should provide a final report, documenting results and plans for further study. The report should also be submitted by the Research Advisor to the Student's Academic Advisor.

# MARKETING MANAGEMENT

## **MKTG 205 (3)**

### **Introduction to Mass Communication**

*PREREQUISITE: ENGL 101*

Communications is constantly evolving and 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.

## **MKTG 220 (3)**

### **Introduction to Public Relations**

*PREREQUISITE: ENGL 101*

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.

## **MKTG 233 (3)**

### **Personal Selling and Negotiations**

*PREREQUISITES: None*

Personal Selling examines the study of the sales function in a marketing organization, development of techniques for making an effective sales presentation, and developing and maintaining account relationships. Course content includes principles of effective sales tactics and conducting negotiations according to the Harvard method.

## **MKTG 315 (3)**

### **Writing for Marketing and Advertising**

*PREREQUISITE: ENGL 101*

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.

## **MKTG 316 (3)**

### **Organizational Communication**

*PREREQUISITE: ENGL 101 and MKTG 110*

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

## **MKTG 330 (3)**

### **Intercultural Business Communication and Management**

*PREREQUISITE: ENGL 101*

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 so that marketing students are able to communicate effectively when undertaking their marketing activities in different cultural contexts. With such, students will be provided with a series of marketing case studies that deal with various cultural contexts. This will enable marketing students to develop their inter-cultural communication skills.

## **MKTG 331 (3)**

### **Marketing Management**

*PREREQUISITES: None*

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.

## **MKTG 333 (3)**

### **Sales Management**

*PREQUISITES: MKTG 331*

The main goal of this course is to equip students with the knowledge and skills to acquire customers. To this end, this course aims to enhance students' sales skills by focusing on the elements required to succeed in a sales-focused environment. To achieve these objectives this course, among other topics, covers the following content: selecting and managing multiple sales channels, the selling process and techniques, sales force sizing and organization, salesperson selection and development, sales territory design, motivation, training, evaluation and compensation of sales force.

### **MKTG 335 (3)**

#### **Persuasion Marketing**

*PREREQUISITE: None*

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

### **MKTG 341 (3)**

#### **Consumer Behavior**

*PREREQUISITES: None*

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.

### **MKTG 423 (3)**

#### **Digital and Social Media Marketing**

*PREREQUISITES: MKTG 331 or MKTG 341 and CPSC 107 or CPSC 217.*

The course the theoretical understanding of the Internet marketplace necessary to adapt to its many changes, while also equipping you with the skills you'll need to perform vital daily functions. The course will cover web design, web analytics, SEO, SEM, online advertising, email marketing, social media, and reputation management. By the end of the course, you will be able to walk into any company with an online presence and improve their use of the Internet. This course also counts toward fulfilling course requirements in the Marketing program.

## **MILITARY SCIENCE (ARMY ROTC – UNIVERSITY OF NOTRE DAME)**

### **MSL 10101 (1)**

#### **Introduction to the Army and Critical Thinking – Notre Dame ROTC**

MSL 101 introduces you to the personal challenges and competencies that are critical for effective leadership and communication. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. As you become further acquainted with MSL 101, you will learn the structure of the ROTC Basic Course program consisting of MSL 101, 102, 201, 202, Fall and Spring Leadership Labs, and Cadet Initial Entry Training (CIET).

### **MSL 10102 (1)**

#### **INTRODUCTION TO THE PROFESSION OF ARMS – NOTRE DAME ROTC**

MSL 102 introduces you to the professional challenges and competencies that are needed for effective execution of the profession of arms and Army communication. You will explore the seven Army Values and the Warrior Ethos, investigate the Profession of Arms and Army leadership as well as an overview of the Army, and gain practical experience using critical communication skills. Through this course, you will learn how Army ethics and values shape your Army and the specific ways that these ethics are inculcated into Army culture.

### **MSL 20201 (2)**

#### **LEADERSHIP AND DECISION MAKING – NOTRE DAME ROTC**

Leadership and Decision Making is a critical component of the Army ROTC Basic Course which consists of Freshman and Sophomore year academic classes and Leadership Labs. MSL 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and multiple leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises. MSL201 develops knowledge of the leadership attributes and core leader competencies through understanding of Operations Orders, Tactical Decision Making, and the Troop Leading Procedures. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos.

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#### **LEADERSHIP AND DECISION MAKING – NOTRE DAME ROTC**

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### **MSL 20202-01 (2)**

#### **ARMY DOCTRINE AND TEAM DEVELOPMENT – NOTRE DAME ROTC**

Army Doctrine and Team Development is the final element of the Army ROTC Basic Course which consists of Freshman and Sophomore year academic classes, Leadership Labs, and Cadet Initial Entry Training (CIET). MSL 202 is an introduction to military tactics. The course highlights

the impact of terrain analysis to tactical situations, Army Warfighting Functions, and provides an introduction to Unified Land Operations as well as continued instruction of the orders process. Aspects of leadership and team building are practiced through the scope of military operations through multiple decision-making vignettes and scenarios. MSL 202 prepares Cadets for progression into the Army ROTC Advanced Course. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Case studies will provide a tangible context for developing insights into effective integration of basic military doctrine/tactics during military operations.

### **MSL 30301 (3)**

#### **Training Management and the Warfighting Functions – Notre Dame ROTC**

SL 301 is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values, Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading squads and platoons in the execution of missions during a classroom practical exercise, leadership lab, or field training exercise. You will be required to write peer evaluations and receive feedback on your abilities as a leader. You will improve the leader skills that will further develop you into a successful officer. This course includes reading assignments, homework, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets. Successful completion of this course will help prepare you for the Cadet Leader Course (CLC), which you will attend in the summer at Fort Knox, KY.

### **MSL 30302 (3)**

#### **APPLIED LEADERSHIP IN SMALL UNIT OPERATIONS – NOTRE DAME ROTC**

MSL302 balances adaptability and professional competence building on the lessons introduced in MSL301. Various platoon operations are stressed in order to familiarize Cadets with material they can expect to execute during Cadet Summer Training. Adaptability concepts introduced include analysis of complex problems, creating solutions that exhibit agile and adaptive thinking, analysis of the situational environment, and formulation of solutions to tactical and organizational problems. This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad or platoon in the execution of a mission during a classroom practical exercise, a leadership lab, or during a leader training exercise. You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that will further develop you as a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation System (OES). Successful completion of this course will help prepare you for the ROTC Cadet Leader Course (CLC), which you will attend in the summer at Fort Knox, KY.

### **MSL 40401 (3)**

#### **THE ARMY OFFICER – NOTRE DAME ROTC**

MSL 401 develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. You are given situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare you to make the transition to becoming Army officer. During your MSL IV year, you will take an active leadership role in the battalion. Both your classroom and battalion leadership experiences are designed to prepare you for your first unit of assignment. You will identify responsibilities of key staff, coordinate staff roles, and use battalion events to teach, train, and develop subordinates. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate and lead a platoon in a future operational environment. Successful completion of this course will assist in preparing you for your Basic Officer Leader Course and is a mandatory requirement for commissioning.

### **MLS 40402 (3)**

#### **Company Grade Leadership – Notre Dame ROTC**

MSL 402 develops student proficiency in the application of critical thinking skills pertaining to Company Grade leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, you will be required to complete an Oral Practicum that will evaluate your comprehensive knowledge of MSL 100-400 coursework, academic classes, Leadership Labs, and the Cadet Leader Course Training received at Fort Knox, KY. During your MSL IV year, you will take an active leadership role in the battalion, and you will be assessed on leadership abilities during classroom, Leadership Labs, and Leader Development Exercises (LDX). Both your classroom and battalion leadership experiences are designed to prepare you for your first unit of assignment. Successful completion of this course will assist in preparing you for your Basic Officer Leader Course and is a mandatory requirement for commissioning.

### **MLS 41001 (0)**

#### **Military Leadership Lab I – Notre Dame ROTC**

MSL 001- As part of the program Military Leadership Lab provides students with hands on experience with leadership. This is accomplished through planning, executing training events, attending guest lectures, and discussing moral and ethical situations faced by officers in the United States Army.

## **MLS 41002 (0)**

### **Military Leadership Lab II – Notre Dame ROTC**

MSL 002 - As part of the program Military Leadership Lab provides students with hands on experience with leadership. This is accomplished through planning, executing training events, attending guest lectures, and discussing moral and ethical situations faced by officers in the United States Army.

## **MUSIC**

### **MUSI 111 A/B (1 or 2)**

#### **Guitar**

Private guitar lessons are open to all students for credit. Students follow the instructions of each private instructor. 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.

\*Students must have their own guitar

### **MUSI 112 A/B (1 or 2)**

#### **Piano**

Private piano lessons are open to all students for credit. Students follow the instructions of each private instructor. 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 for credit. Students follow the instructions of each private instructor. 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.

## **NAVAL SCIENCE (NAVY ROTC – UNIVERSITY OF NOTRE DAME)**

### **NSCI 10101 (2) Fall semester**

#### **Introduction to Naval Science**

This course is a comprehensive, introductory study of the N.S. Navy and Marine Corps' history and traditions, complex organization and structure, officer career paths, and the role of the naval service in supporting national policies. It is a course of instruction designed to be the foundation for the future courses in Naval Science as well as a basic look at the Naval service, past, present and future.

### **NSCI 10102 (2) Spring semester**

#### **Sea Power and Maritime Affairs**

The course is designed to give students a thorough understanding of U.S. naval and maritime history in the context of world maritime development. Students will learn of the historical evolution of sea power, the fundamental national interests of the United States over time, and the role of naval forces in a time of dramatic geopolitical change.

### **NSCI 20201 (3) Fall semester**

#### **Leadership and Management**

A study of the principles of leadership and management, including management theory, communication, counseling, professional responsibility and the control and direction of personnel.

### **NSCI 20202 (3) Spring semester**

#### **Navigation**

A study of the theory and principles of navigation: dead reckoning; piloting; electronic, inertial and celestial navigation. Navigational aids and nautical rules of the road are also discussed.

**NSCI 30301 (3) Fall semester****Naval Ship Systems I**

A study of steam turbine (nuclear and fossil fuel), gas turbine and internal combustion marine propulsion plants and shipboard auxiliary systems with applied thermodynamics concepts. An introduction to ships' stability.

**NSCI 30302 (3) Spring semester****Naval Ship Systems II**

An analysis of the theory and principle of operation of naval weapons systems, including types of weapons and fire-control systems, capabilities and limitations, theory of target acquisition, identification and tracking, trajectory principles and the basics of naval ordnance.

**NSCI 40401 (3) Fall semester****Naval Operations**

A study of the theory of ship movements and employment, including communications, sonar-radar search, relative motion and maneuvering board. Tactical formations, dispositions, seamanship, and signals are also discussed.

**NSCI 40402 (3) Spring semester****Leadership and Ethics**

A seminar on practical leadership skills for any manager focusing on the specific leadership and management responsibilities on the Navy Officer. Teaches skills needed to transition from student to a manager. Explores Naval ethical issues, Naval law, and Navy policies and programs.

**NSCI 40413 (3) Every other fall semester, alternating with NSCI 40415****Fundamental of Maneuver Warfare**

A study to introduce the student to the foundational concepts and history of the USMC and the premier Maneuver Warfighting Organization. This course is required of first-and second-class Marine options.

**NSCI 40415 (3) Every other fall semester, alternating with NSCI 40413****Evolution of Warfare**

An exploration of warfare as an instrument of the foreign policy throughout history. An analysis of great leaders, military organizations, and military theorists. This course is required of first-and second-class Marine options.

## **PHILOSOPHY**

**PHIL 201 (3)****Introductory Philosophy**

*PREREQUISITE: ENGL101*

This course examines the nature and purposes of philosophy, and investigates some fundamental philosophical questions in logic, philosophy of nature, metaphysics, anthropology, epistemology, ethics, and the relationship between faith and reason. It includes a survey of some of the major philosophers and philosophical movements of the Western tradition.

**PHIL 331 (3)****Ethics**

*PREREQUISITE: PHIL 201*

This course examines fundamental concepts in normative ethics and metaethics, including happiness, natural law, the moral evaluation of human acts, character, and virtue and vice. Although the primary focus is on the tradition of natural law and virtues, some of the more important traditions in modern and contemporary moral philosophy, such as deontology, consequentialism, and relativism, are also examined.

**PHIL 333 (3)****Bioethics**

*PREREQUISITE: PHIL 201*

This course takes a multilayered approach to ethical theory and bioethics, from the philosophical underpinnings to the application of theory to central challenges in bioethics and the ethics of biotechnology. It addresses a range of topics, such as eugenics, reproductive control, cloning, surrogacy, abortion, impaired infants, euthanasia, organ transplants, scarce medical resources, and justice in healthcare systems.

**PHIL 332 (3)****Business Ethics**

*PREREQUISITE: PHIL 201*

This course is an introduction to ethics and application of ethical theory to some of the greatest ethical challenges in the world of business. It addresses issues such as the nature of the firm, the purpose of business, and corporate governance. Students analyze cases involving the ethics of production, finance, accounting, marketing, and human resource management.

**PHIL 303 (3)****Logic**

*PREREQUISITE: PHIL 201*

Logic is the study of correct reasoning. The course examines concepts and propositions; induction and deduction; truth, validity, and soundness; and informal and formal fallacies. One course outcome is enhancement of the student's critical thinking abilities.

**PHIL 311 (3)****Ancient Philosophy**

*PREREQUISITE: PHIL 201*

This course introduces students to ancient Greek and Roman philosophy. It begins with the Milesians, continues with later Pre-Socratic philosophers, and then examines disagreements between the Sophists and Socrates. The primary emphasis is on the works of Plato and Aristotle. The course then considers the most significant ancient philosophical traditions after Plato and Aristotle, including Stoicism, Epicureanism and Neo-Platonism.

**PHIL 312 (3)****Medieval Philosophy**

*PREREQUISITE: PHIL 201*

This course introduces students to the history of medieval philosophy through the study of thinkers such as Augustine, Boethius, Avicenna, Anselm, Averroes, Maimonides, Aquinas, Scotus, and Ockham. It is concerned with how these philosophers assimilated classical Greek and Roman philosophy, and with perennial philosophical issues 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.

**PHIL 313 (3)****Modern Philosophy**

*PREREQUISITE: PHIL 201*

The course begins by considering the features of modern philosophy that distinguish it from ancient and medieval philosophy. It then surveys the development of modern philosophical thought concerning human nature, human knowledge, morality, government, and religion. It introduces students to the thought of modern philosophers including Descartes, Spinoza, Locke, Leibniz, Hume, Kant, Hegel, Mill, and Marx.

**PHIL 314 (3)****Contemporary Philosophy**

*PREREQUISITE: PHIL 201*

This course introduces students to major trends in philosophy from the beginning of the twentieth century to the present. It discusses philosophical movements such as pragmatism, analytic philosophy, logical positivism, phenomenology, hermeneutics, existentialism, critical philosophy, structuralism, deconstruction, and feminist philosophy.

**PHIL 400 (3)****Philosophy of Nature**

*PREREQUISITE: PHIL 201*

The course provides a philosophical account of the natural world, including classical insights and contemporary issues in the methods of philosophy and modern science, cosmology, substance and change, the nature of causality, purpose in nature, time and infinity, and technology as mastery of nature.

**PHIL 401 (3)****Metaphysics**

*PREREQUISITE: PHIL 201*

Metaphysics studies the nature of being. The central question of the course is whether all reality is physical or there are immaterial, spiritual realities that the human mind can know. Topics include essence and existence, the one and the many, the analogy of being, form and matter, substance and accident, primary and secondary causality, the nature of creation, the metaphysics of the human person, and the transcendentals.

**PHIL 402 (3)****Epistemology**

*PREREQUISITE: PHIL 201*

This course explores the nature, sources, structure, properties, and limits of human knowledge. It is concerned with questions such as: What does it mean to have evidence or reasons for one's beliefs? Is it possible to know truth? What is needed in addition to true belief to attain knowledge? Can we learn necessary truths from contingent reality? What does it mean to be rational? What does it mean to be intellectually virtuous? Does revelation provide us with knowledge of truths that exceed the limits of human reason?

**PHIL 403 (3)****Philosophical Anthropology**

*PREREQUISITE: PHIL 201*

This course investigates the nature of the human person by presenting and contrasting dualism, hylomorphism, behaviorist materialism, and theories that deny the reality of human nature. It examines arguments for the immortality of the human soul and the relationship between body and soul.

**PHIL 405 (3)****Natural Theology**

*PREREQUISITE: PHIL 201*

This course evaluates philosophical arguments for and against the existence of God. It also explores what can and cannot be known about the attributes of God without recourse to divine revelation. After examining the philosophical theology of Thomas Aquinas, the course considers more recent arguments.

**PHIL 499 (3)****Senior Thesis Seminar**

*PREREQUISITE: Permission of the Instructor is Required.*

This course provides an opportunity for philosophy students in their final semester to write a thesis on a selected topic. It guides them through the steps of exploring potential topics, selecting and researching a topic, formulating a thesis statement, preparing an annotated bibliography, critically analyzing sources, preparing an outline, and writing the thesis with correct citations of sources.

## **PHYSICS**

**PHYS 131 (4)****Physics for the Life Sciences I Lecture/Lab**

*PREREQUISITE: MATH 113 with C or better.*

The first in a two-semester algebra-based Physics sequence for students of the life sciences, including health-related fields. The course will cover mechanics, including kinematics as treated by both scalar and vector algebra, Newton's laws of motion, and conservation principles; thermodynamics, including diffusion and heat transfer; and fluid dynamics, including motion of objects in viscous fluids.

**PHYS 132 (4)****Physics for the Life Sciences II Lecture/Lab**

*PREREQUISITE: PHYS 131 with C or better.*

Physics for the Life Sciences II is the first in a two-course sequence of introductory algebra-based Physics courses. The course will cover mechanics, including kinematics as treated by both scalar and vector algebra, Newton's laws of motion, and conservation principles; thermodynamics, including diffusion and heat transfer; and fluid dynamics, including motion of objects in viscous fluids. This course is designed to teach students to employ the tools developed by physicists to reason about the natural world. It is also designed to prepare each student for further studies and eventually a career in the life sciences and/or a health-related field. Curriculum topics are chosen accordingly. Students will learn the basic principles of classical physics; they will also practice mathematical modeling of physical—and biological—phenomena, scientific thinking and communication, and estimation. The lab component of the course gives students experience with proposing, designing, and carrying out experiments, analyzing data, and quantifying uncertainty as well as with laboratory procedures and techniques.

**PHYS 151 (4)****Physics for Science I Lecture/Lab**

*PREREQUISITE/CO-REQUISITE: Successful completion or concurrent enrollment in MATH 151 or equivalent.*

The first in a two-semester, calculus-based physics sequence for students of engineering and the physical sciences. The focus is on classical mechanics, including kinematics, Newton's laws, gravitation, and conservation principles.

**PHYS 152 (4)****Physics for Science II Lecture/Lab**

*PREREQUISITE/CO-REQUISITE: Successful completion of both MATH 151 and PHYS 151 or equivalent, plus successful completion or current enrollment in MATH 152 or equivalent.*

The second in a two-semester, calculus-based physics sequence for students of engineering and the physical sciences (following PHYS 151). The focus will be on electricity and magnetism, including point charges and circuits as well as a study of wave mechanics and optics.

# POLITICS

## **POLS 151 (3)**

### **Introduction to American Government**

*PREREQUISITES: None*

This course introduces students to the basic institutions and practices of American government. It is designed with emphasis on the constitutional framework of our government, formal and informal political institutions, the evolving concept of individual freedoms and civil rights, the role of people in a democracy, and overview of the United States political system.

## **POLS 225 (3)**

### **Issues in World Politics**

*PREREQUISITES: None*

This course connects students to contemporary global issues through the lens of American foreign policy. Students will gain a greater literacy of world affairs and their role as global citizens by examining issues related to and national security, including the foreign policymaking process, economic agreements, geopolitical rivals, terrorism, weapons proliferation, climate change, and energy concerns. In doing so, they will appreciate different levels of analysis, theoretical perspectives, and policy stances regarding how the United States should relate to the rest of the world in the twenty-first century.

## **POLS 240 (3)**

### **Political Philosophy**

*PREREQUISITES: None*

This course introduces students to the theoretical and philosophical study of politics. It contrasts the classical and Christian traditions with modern political thought and considers how both are reflected in the American constitution and regime. The place of religion in politics, the necessity and limits of political authority, and the consequences for human life are discussed.

## **POLS 242 (3)**

### **Modern Political Philosophy**

*PREREQUISITES: None*

A focus on the political philosophy of the modern era, ranging from Niccolo Machiavelli's realism to Friedrich Nietzsche's critique of contemporary politics. In addition, this course will connect canonical thinkers to contemporary debates concerning democratic development, political justice, the responsibilities of citizenship, and the origin of rights.

## **POLS 250 (3)**

### **American Political Thought**

*PREREQUISITES: None*

The purpose of this course is to understand fundamental themes of American political thought, so we may participate more thoughtfully and effectively in contemporary politics. The course is a survey of American political thought, considering representative writings from each of three major periods in American history: the colonial era through the Civil War, Reconstruction through World War II, and World War II to the present.

## **POLS 252 (3)**

### **Political Economy**

*PREREQUISITES: None*

Political Economy examines the relationship between politics and economics: how they ought to relate, how they interact historically, and how they intersect today. The course presents a number of different viewpoints on the theory, history, and practice of political economy that are relevant to citizenship and the workplace. In the first half of the course, we consider a range of theories from Aristotle and classical liberalism to Karl Marx and Catholic social teaching. In the second half, we turn to contemporary political economy and how states and markets interact today.

## **POLS 260 (3)**

### **Catholic Social Thought and Practice**

*PREREQUISITES: None*

A study of the relationship between religion, politics, and the practice of self-government in the United States through the lens of Catholic Social Teaching. Special emphasis will be given to the importance of Catholic thinkers and their role in shaping political development; arguments that inform today's current debates concerning justice, equality, freedom, and patriotism; and the possibilities and tensions implicit in being a faithful believer and active citizen today.

## **POLS 270 (3)**

### **Constitutional Law**

*PREREQUISITES: None*

This course examines the major developments and cases in constitutional law as interpreted by the Supreme Court. Tracing constitutional practices, customs, traditions, and fundamental legal ideas in their historic setting, the course applies American constitutional theory and practice to contemporary legal and political events.

**POLS 271 (3)****Civil Liberties and Civil Rights**

A study of the application of the Bill of Rights as interpreted by the Supreme Court, with special emphasis on the First Amendment. Topics include freedom of speech, expression, assembly, religion, as well as the role of social movements that have sought to guarantee these rights for all Americans over the course of American history. In addition, students will apply previous rights jurisprudence and movements to contemporary debates about right on such topics as public health, marriage, and privacy.

**POLS 301 (3)****Ancient Political Philosophy**

*PREREQUISITES: None*

This course studies three of the great ancient philosophers who laid the foundations of Western political and ethical thought: Plato, Aristotle, and Cicero. These thinkers viewed political life as a wide-ranging pursuit: “politics” referred broadly to the activity of a *polis*, or complete community, like “athletics” refers to the activity of an athlete. Therefore, their writings enable us to probe the relationships between fundamental political concepts and broader moral and existential questions. What is justice? How are law and justice related to human virtue? Is a good citizen necessarily a good person? What, if anything, does political life contribute to human happiness? We will explore these questions and more through careful reading and discussion of primary-source texts.

**POLS 304 (3)****Medieval Political Philosophy**

*PREREQUISITES: None*

A survey of canonical political thinkers during the Middle Ages, including the thought of Thomas Aquinas, Saint Augustine, Sir Thomas More, and non-Western writers such as Maimonides and al-Farabi. Special focus will be given to how these thinkers responded to the challenge of reconciling faith with reason.

**POLS 306 (3)****Politics and Literature**

*PREREQUISITES: None*

This course explores the ways in which politics and literary texts interact with and reflect shared concerns about such concepts as democracy, justice, citizenship, and patriotism. Relying primarily on works of fiction, course topics may include the role of myth in politics; utopias and dystopias; the role of literature in justifying and challenging popular culture; and the permanent questions and elements of political life raised by those that stand apart from the traditional halls of political power.

**POLS 309 (3)****Comparative Politics**

*PREREQUISITES: None*

This course examines various political phenomena from a global perspective, including the establishment of the rule of law and democracy; provisions of social welfare; the preconditions for economic development; and the role of nationalism in the twenty-first century. The guiding inquiries of the course will be to understand why and how nations across a range of issues, so that we may better appreciate the particular features and political culture of the United States.

**POLS 310 (3)****Congress and the Legislative Process**

*PREREQUISITES: None*

The course seeks to give students a historical perspective of the U.S. Congress with particular attention to the Articles of Confederation; a good understanding of Congress’ committee structure, how Congressional leaders are chosen, and the rules by which the House and Senate conduct their deliberations; and gaining a good working knowledge of the various models members use to make legislative and policy decisions given the “dual roles” inherent in being a member of Congress.

**POLS 327 (3)****Jurisprudence**

*PREREQUISITES: None*

The purpose of this course is the exposition of law as a primarily intellectual endeavor. The nature, purpose, and institutions of law are studied through historical, linguistic, and moral frameworks to raise appreciation for continuity, coherency, and uniformity as guiding principles of legal analysis. This course attempts to systematically present the study of human nature while promoting formal communication skills, practical knowledge regarding the functions of society, and thoughtful reflection on the fundamental purpose of society and life itself.

**POLS 360 (3)****The American Presidency**

*PREREQUISITES: None*

Study of the history and evolution of the political and constitutional roles of the U.S. presidency. Emphasis on presidential elections, the president’s power and limitations in a legal system of checks and balances, the characteristics of effective presidential leadership, and the expanding foreign policy role of the chief executive.

**POLS 365 (3)****Church and State in America***PREREQUISITES: None*

A study of the relationship between religion and politics in the United States. Special emphasis will be given to the importance of religious movements in shaping American political development; legal decisions that have shaped today's current environment of religious liberty; and the possibilities and tensions implicit in being a faithful believer and active citizen today.

**POLS 450 (3)****Senior Seminar***PREREQUISITE: Senior standing*

An opportunity for students with senior status to collaborate, write, and present original research findings related to a topic of their interest within one of the subfields of politics and public service. Topics and readings will vary by semester.

**PSYCHOLOGY****PSYC 101 (3)****Introductory Psychology***PREREQUISITES: None*

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 A, B, or C (1)***PREREQUISITES: None*

This course will focus on the presentation of psychological constructs in film. Course content will focus on varying contemporary topics in psychology as presented in film as a form of psychopathology, sociopathy or attractive personality attribute. The class will meet for six, 210-minute sessions on selected Wednesday evenings.

- A: Psychology of Evil in Film
- B: Positive Psychology
- C: Psychological Disorders in Film

**PSYC 150 A, B, C, D, E, F (1)****Weekend Seminar***PREREQUISITES: None*

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 four 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," "Sex, Drugs, and Rock n' Roll: Destructive Lifestyle Choices", and "How Much Brain Do You Need?". This course is offered at least one time per academic year and can be offered more frequently as demand dictates.

- A: What is God's Plan for Your Brain
- B: Psychopaths, Sociopaths, and Serial Killers
- C: How Much Brain Do You Need?
- D: Improving Your Outlook on Life!: Positive Psychology
- E: Behavioral Addictions: Clinical Syndrome or Moral Depravity
- F: Sex, Drugs, and Rock & Roll: Destructive Lifestyle Choices

**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 – 5<sup>th</sup> ed. (DSM 5). 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 245 (3)**

#### **Cross-Cultural Psychology**

*PREREQUISITE: PSYC 101*

This course is designed to introduce 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 differences from a psychological perspective. Students will come to appreciate cultural differences in their worldview, communication and in their perspectives 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 265 (3)**

#### **Statistics for Social Sciences**

*PREREQUISITE: College-level math course and PSYC 101*

As a result of this course, students should have an understanding of the theory and application of descriptive and parametric inferential statistics. The purpose of this course is to equip students with basic statistical knowledge that will be necessary for understanding and producing research data. Students will also learn the practical use of computer statistical programs such as Excel and SPSS. Students will be trained to be critical thinkers of research data analysis and interpretation.

### **PSYC 275 (3)**

#### **Research Methods in Psychology**

*PREREQUISITES: PSYC 101 and PSYC 265*

This course will introduce students to the various concepts and guidelines of research in psychology and will include discussions of the various research methods used in the field of psychology. Students will examine various research designs, and the treatment of results. They will engage in the construction of non-experimental research designs, collection of data and analysis of data. Students will gain knowledge in conducting literature searches, and the preparation of research reports.

### **PSYC 298 (3)**

#### **History and Systems in Psychology**

*PREREQUISITES: PSYC 101*

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. Students will also have the opportunity to explore present and future directions of the discipline, develop an understanding of the use of the American Psychological Association format, and explore potential career options in the field of psychology.

### **PSYC 315 (3)**

#### **Child and Adolescent Development**

*PREREQUISITE: PSYC 101*

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 that may deviate from what is considered "normal". The goal of this course is to further learning specific to children and adolescents.

### **PSYC 320 (3)**

#### **Gender Psychology**

*PREREQUISITES: PSYC 101*

This course will introduce students to the theory and research findings in gender psychology. The course will cover the following topics: Psychology of women as a discipline; Differences and similarities between males and females developmentally from a neuropsychological perspective; Sex vs. Gender; Gender typing and stereotypes; Gender images and language; Sexuality and sexual orientation; Psychological disorders related to gender identity; Theories of gender development.

### **PSYC 325 (3)**

#### **Social Psychology**

*PREREQUISITE: PSYC 265, PSYC 275*

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 330 (3)**

#### **Personality Theories**

*PREREQUISITES: 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 365 (3)**

#### **Tests and Measures in Psychology**

*PREREQUISITE: PSYC 205, PSYC 265, and PSYC 275*

This is a foundation course in the clinical psychology track. Testing is one of the primary facets of a psychologist's work, both historically and currently. An understanding of how psychological testing and measurement tools are created and the criteria by which they are judged is an introduction to the methods of the social scientist, especially the psychologist. This course focuses on the principles, applications and issues of psychological testing, with a short introduction on the history of testing. Students will be exposed to the structure and usage of different types of tests and their appropriate usage and limits to usage. Test and Measurements in Psychology introduces students to the study of psychological tests. The basic concepts and operations of testing are explored, and the theoretical considerations and applications of testing data are discussed. Students will become familiar with the various types of psychological tests, and will have a basic understanding of how to administer and effectively apply them in their careers.

### **PSYC 390 (3)**

#### **Physiological Psychology**

*PREREQUISITES: One 300-level PSYC class and one Biology class (BIOL 125-strongly recommended)*

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)**

#### **Cognitive Psychology**

*PREREQUISITES: PSYC 101*

This course is designed to introduce students to the area of Cognitive Psychology pertaining to our processes of thinking, language and memory. Students will have laboratory experience measuring their own cognitive processes. Emphasis will be placed on understanding and presenting research data in areas of cognitive psychology.

### **PSYC 401 (3)**

#### **Introduction to Clinical Psychology**

*PREREQUISITES: PSYC 205*

This course is designed to familiarize students with clinical psychology. Students will learn about the principle components of this psychology specialty as well as different approaches to the understanding, prevention, assessment, and treatment of mental disorders. Students will learn the major categories of mental illness listed in the *Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition* of the American Psychiatric Association (2013). The course will focus on the bio-psycho-social model as a unifying theory for the understanding of the etiology, phenomenology, and treatment of psychiatric illness throughout the life span.

### **PSYC 410 (4)**

#### **Neuroscience with Lab**

*PREREQUISITES: Psychology majors: PSYC 390 or PSYC 399.*

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**

*PREREQUISITE: Permission of the instructor*

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)**

#### **Senior Research Project**

*PREREQUISITE: PSYC 265 and PSYC 275.*

This course is a continuation of PSYC 275. This hands-on course allows students the opportunity to work with experimental research design that could be related to the topic of their project from Research Methods. Students will work with a faculty member to implement the proposed study, analyze the collected data, form conclusions, and complete a formal APA manuscript describing the study. Students can only enroll in the fall semester to assure completion of project.

### **PSYC 499 (3)**

#### **Seminar in Psychology**

*PREREQUISITE: PSYC 205, PSYC 275, and PSYC 390.*

Topics vary by semester:

### **PSYC 499-A: Adult Psychopathology (Fall semester only)**

This course is designed to familiarize students with the different approaches to the understanding, prevention, and treatment of psychopathology in adults. Students will learn the major categories of mental illness in adults listed in the *Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition (DSM5)* of the American Psychiatric Association (2013). Students will also be exposed to the philosophical differences/explanations of abnormal behavior and how these differences affect treatment of mental illness. The course will focus on the bio-psycho-social model as a unifying theory for the understanding of the etiology, phenomenology, and treatment of psychiatric illness in adults.

### **PSYC 499-B: Child Psychopathology (Spring semester only)**

This course is designed to familiarize students with the different approaches to the understanding, prevention, and treatment of psychopathology in children. Students will learn the major categories of mental illness in children listed in the *Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition (DSM5)* of the American Psychiatric Association (2013). Students will also be exposed to the philosophical differences/explanations of abnormal behavior and how these differences affect treatment of mental illness. The course will focus on the bio-psycho-social model as a unifying theory for the understanding of the etiology, phenomenology, and treatment of psychiatric illness in children.

## **NATURAL SCIENCE**

### **SCIE 121 (3)**

#### **Great Ideas in Science**

*REQUIRED: A demonstrated proficiency in mathematics and English at the college level.*

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, education, and other non-science majors. SCIE 121 is not appropriate for students intending to pursue majors in science, medicine, or engineering.

## **SPORT, CULTURE, AND FORMATION**

### **SPOR 220 (3)**

#### **Beyond the Arena: Principles of Sport Management**

*PREREQUISITES: None*

This introduction to the professional area of sport management discusses basic philosophy and principles of sport at all levels. The term *sport* here loosely refers to all recreational competitive sports, exercise and fitness activities, and dance. *Management* encompasses the activities associated with administration, supervision, and leadership. This course will provide students with an in-depth analysis of the basic concepts of and the relationships between sport, physical activity, administration, leadership and management. This course will provide students with the opportunity to develop an understanding of the role of leadership in effective sport organizations, analyze how personal values and skills influence formation of leadership styles, discuss tools for building and sustaining effective organizations in sport, examine the role of strategic thinking in managing organizations and analyze sports organizations to identify key determinants of success/failure outcomes. Emphasis will be placed on the practical application of concepts related to organizational theory and organizational behavior in several industry settings, including recreational, interscholastic, intercollegiate and professional sport. This is a required course to satisfy the Sport, Culture, and Formation minor.

### **SPOR 235 (3)**

#### **Coaching with Heart: Coaching Theory & Practice**

*PREREQUISITES: None*

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. Coaching is applicable in multiple disciplines – not just sport. The leadership aspects that are taught through this course will educate students on different approaches to working with others. This is a required course to satisfy the Sport, Culture, and Formation minor.

### **SPOR 260 (3)**

#### **The Jurisprudence of Sport: Sport Law**

*PREREQUISITE: None*

This course is designed to acquaint students with the ways in which the American legal system impacts and regulates sports. Areas of law that impact sports include contract law, tort law, statutory law, and constitutional law. This course examines how various areas of law apply to amateur and professional sports. Students will use critical and analytical thinking to develop a basic understanding of areas of law that affect

these industries. Upon completion of this course, students will understand basic legal structure of multiple sports businesses and will be able to analyze the legal issues that permeate these organizations. This course will examine the relevance and application of various legal structures to all participants in particular sports enterprises.

### **SPOR 270 (3)**

#### **God, Guts, and Glory: Contemporary Issues in Sports**

*PREREQUISITES: None*

This course examines contemporary issues associated with sport and sports management among athletes, coaches, spectators and others involved in youth, intercollegiate, Olympic and professional sports. It considers the role which ethics and 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 sports. It considers various cultural and moral theories and potential solutions to various issues that students may encounter as sports professionals. This is a required course to satisfy the Sport, Culture, and Formation minor.

### **SPOR 333 (3)**

#### **Sport, Strategy, and Storytelling: Sport Marketing & Communications**

*PREREQUISITES: None*

This course is a study of the roles of marketing, promotions, communications, and fundraising play in the sports enterprise. The course will help students understand the revolving nature of communication and its application within sport, particularly within the areas of marketing and media. This course covers the fundamental principles and techniques of marketing. Students will learn how marketers deliver value in satisfying customer needs and wants, determine which target markets the organization can best serve, and decide upon appropriate products, services, and programs to serve these markets. Students will learn how to create, develop, and implement social media strategies that resonate with fans, consumers, and constituents. 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.

### **SPOR 340 (3)**

#### **The Face and Soul of Sport: The Development of Sport in America**

*PREREQUISITES: None*

This course examines the development of sports in America, from the colonial period to the present with brief sojourns to ancient times. Students will explore how unorganized and impromptu athletic activities were transformed into spectator sports at the collegiate and professional level, and the ways in which sports reflected and informed cultural and political realities of the day. 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, American approaches to sport, the modern Olympic games, etc. This course's objective is to provide students with a theoretical and practical understanding of how sport has changed (or not) over time. This understanding of how sport is viewed in the past will give students a better understanding of what sport and play are now.

## **THEOLOGY**

### **THEO 140 (3)**

#### **Creation, Covenant and Christ**

*PREREQUISITES: None*

This 100-level 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 Holy Scripture/the Bible in order to understand how scripture becomes the foundation of Christian doctrine and theological thought. Thus, the course also provides insight into the first Christians and the Christian Tradition as a whole while becoming a basis for students to begin to think theologically on their own.

### **THEO 240 (3)**

#### **Christ, Church and Culture**

*PREREQUISITE: THEO 140*

Students must take a 24X level THEO course in order to complete the minimum theology requirement for all Holy Cross College students. This course is one way to fulfill that requirement. The primary intent of this particular course is for students to engage diverse sources to understand the complexity of the Catholic Theological Tradition and how the Tradition comes to bear on questions of culture. 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, practice hope, foster friendship, build peace, and defend human life in society today.

### **THEO 242 (3)**

#### **Christ, Church and Marketplace**

*PREREQUISITE: THEO 140*

Students must take a 24X level THEO course in order to complete the minimum theology requirement for all Holy Cross College students. This course is one way to fulfill that requirement. The primary intent of the course is to engage students in a critical discussion on the meaning and

significance of Christ and the Church for the world today. In general, the course emphasizes that all people have a vocation and a call to holiness. We will explore that call to holiness in the life of the Church. In the second part of the course, we will explore what Christian vocation might mean in the world of business and economics. While this course is open to all students, it will be particularly relevant to those pursuing careers in business or wishing to see how Christian teaching relates to economics.

### **THEO 244 (2)**

#### **Honors Christ, Church and Science: Tri-Campus Integral Ecology Course**

*PREREQUISITE: THEO140 with the CO-REQUISITE of THEO 244-F FIELD TRIP (1)*

Students must take a 24X level THEO course in order to complete the minimum theology requirement for all Holy Cross College students. This tri-campus (ND/SMC/HCC) course is one way to fulfill that requirement. NOTE: This particular 200-level course can also be taken by those who have already completed the requirement of a second THEO course, but wish to apply the course toward their Core requirement of a science course. Regarding this course, Pope Francis continues to emphasize that care for God's creation is an urgent task today and he challenges us to solve the problems of a "throwaway culture." As a response to Pope Francis, Holy Cross, Notre Dame and Saint Mary's are offering a course, with students from each campus enrolled, to explore how theology and our Catholic institutions can engage the scientific world and promote sustainability. Some topics will include the theological meaning of food and gardens, campus practices to reduce waste, promote sustainability, and educate fellow students. This course will meet for a landscape tour or in a classroom or at a campus site once a week (rotating at each of the 3 campuses). On Thursday afternoons and at other designated times over the first month or so of the semester, we will also have field trips to distinct eco-systems in our region with Science Faculty providing guidance and instruction. A cumulative GPA of 3.0 is required. This course can count toward science requirement.

### **THEO 246 (3)**

#### **Christ, Church, and Imagination: The Life & Works of JRR Tolkien**

*PREREQUISITE: THEO 140*

Students must take a 24X level THEO course in order to complete the minimum theology requirement for all Holy Cross College students. This course is one way to fulfill that requirement. This particular course engages literary works like that of the Catholic Author and Philologist J.R.R. Tolkien and considers these works as Catholic Myths. The students will consider the applicability of such texts to the fields of Catholic Theology and Social Doctrine, Philosophy, Politics, Art & Economics. Special attention will be given to themes having to do with Catholic sacramental imagination, the virtues and sub-creation. NOTE: this course may require students to read texts like *The Hobbit & The Lord of the Rings* prior to the start of the semester. There may also be community-engagement elements of the course that will involve class participation beyond the class periods on some occasions.

### **THEO 247 (3)**

#### **Christ, Church & Cinema: Praying through Cinema: Beholding & Contemplating the Iconographic Power of Cinema**

*PREREQUISITE: THEO 140*

In March of 1995, Pope John Paul II addressed a plenary assembly of the Pontifical Commission for Social Communications, which that year observed another anniversary of particular importance to its own mission and to the Holy Father's heart: the centenary of the motion picture.

"Since the first public audience in Paris viewed the moving pictures prepared by the Lumière brothers in December 1895," the pope said, "the film industry has become a universal medium exercising a profound influence on the development of people's attitudes and choices, and possessing a remarkable ability to influence public opinion and culture across all social and political frontiers."

This course will consider the iconographic and contemplative quality of great cinema. The course will include theological study and the viewing of film aimed toward encountering Jesus Christ and shaping Christian imagination, vision and conscience. This course will form students to ponder the Triune God and examine the Church and reflective and discerning Christian discipleship in the world through the careful consideration of artful films from a variety of genres from different time periods and contexts. After some initial philosophical offerings and a film that explores sacramental vision and imagination, the course films will follow the arc of Salvation History.

### **THEO 280 (3)**

#### **Directed Reading in Theology**

*PREREQUISITE: THEO 140 & THEO 24X*

This coding provides the opportunity for customized, independent study for a student, allowing the student to examine specific topics not covered or only briefly covered in other courses. Such a course normally evolves out of conversation between the student and the Academic Director, and final approval comes from the Dean of Faculty.

### **THEO 310 (3)**

#### **Old Testament**

*PREREQUISITE: THEO 140 & THEO 24X*

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 & THEO 24X*

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

**THEO 320 (3)****Church History***PREREQUISITE: THEO 140*

This course will study the history of the Christian Church from its origins to the present. Consideration will be given to its doctrinal and institutional aspects in the major stages of its development. The roles of its significant leaders, controversies and movements will be seen in light of their continuing historical and cultural influence. This also counts toward fulfilling course requirements in the History program.

**THEO 325 (3)****Rome through the Ages: History, Art, and Culture of the Eternal City**

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.

**THEO 330 (3)****Sacramental Imagination and the Sacraments***PREREQUISITES: THEO 140 & THEO 24X*

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 affect such a transformation?

**THEO 332 (3)****Eucharist***PREREQUISITE: THEO 140 & THEO 24X*

This course is a study of the Eucharist through various dimensions, including Scripture, the early Church, the Catechism, special philosophical and theological systems of thought and implications like St. Thomas Aquinas' famous theory of transubstantiation, as well as modern theologies and contemporary theology. Special Attention will be given to topics like, but not limited to, the early developments/celebration of the Eucharist, developments following the Second Vatican Council, the power of Eucharistic devotions (including processions, ethnic practices, and Eucharistic miracles), and what the filial and ecclesial response ought to be to the Eucharist.

**THEO 341 (3)****The Church as Communion and Mission***PREREQUISITE: THEO 140 & THEO 24X*

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.

\*NOTE: As this course is normally only offered every other year, usually students ought to take this course the first time it is offered for them.

**THEO 350 (3)****Moral Theology: Being Christian: The Moral Life in Catholic Belief and Practice***PREREQUISITE: THEO 140 & THEO 24X*

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

**THEO 351 (3)****Justice, Peace and the Gospel of Life***PREREQUISITE: THEO 140 & THEO 24X*

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 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. NOTE: As this course is normally only offered every other year, usually students ought to take this course the first time it is offered for them.

### **THEO 360 (3)**

#### **World Religions**

*PREREQUISITES: THEO 140 & THEO 24X*

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**

*PREREQUISITES: THEO 140 & THEO 24X*

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.

\*NOTE: As this course is normally only offered every other year, usually students ought to take this course the first time it is offered for them

### **THEO 375 (1 or 3) Spirituality**

*PREREQUISITE: THEO 140*

Each semester, a one-or-three credit course is offered which connects a theological topic to the lives of Holy Cross students. Recent courses have included the study of particular groups of Saints in the Catholic tradition, examining the relevance of their lives and witness. Other examples are courses on Mariology, Monasticism, Aquinas & Augustine, Reconciliation, Theology of the Body, Catholicism and Politics, Devotionalism, Music, and Film, Language and Spirituality. Because a different topic is offered each semester, this course is repeatable for up to 8 credits.

### **THEO 380 (3)**

#### **Directed Reading in Theology**

*PREREQUISITE: THEO 140 & THEO 24X*

This coding provides the opportunity for customized, independent study for a student, allowing the student to examine specific topics not covered or only briefly covered in other courses. Such a course normally evolves out of conversation between the student and the Academic Director, and final approval comes from the Dean of Faculty.

### **THEO 394 (2) and 395 (2)**

#### **Theological Practicum I and Theological Practicum II**

*PREREQUISITES: THEO 140, THEO 24X, AND SIX MORE CREDITS HOURS IN THEO*

Every Theology major enrolls in an experiential on-site placement in areas of ministry catechesis, justice, or evangelization. This essential placement offers students exposure to various ways of doing theology and working for the Church. It also offers students the opportunity to strengthen their faith while challenging them to reflect on how their courses and experiences have enriched their lives and prepared them to serve the Church. Augmenting the field placement, students meet as a team with members of the Theology faculty for supervision and formation. In consultation with the Theology faculty, the student discerns what skill sets they wish to learn and then finds the best placement for exploring their vocation. The complete practicum experience has two parts: THEO 394 Practicum I fosters theological reflection on the various experiences lay members have in the Church, while THEO 395 Practicum II fosters theological reflection on one’s particular role in the mission of the church as an Ecclesial Lay Minister (i.e. a lay member of the Church with Theological training).

### **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. This also counts toward fulfilling course requirements in the History program.

\*NOTE: as this course is normally only offered every other year, if a student needs this for his/her HIST program, then the student ought to take it the first time it is offered or else it may not be offered again until after the student would graduate.

### **THEO 430 The Mystery of God**

*PREREQUISITE: THEO 140 & THEO 24X*

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-representation. 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 445 (4)**

#### **Creation and Evolution**

*PREREQUISITES: One natural science course with a grade of C or higher and THEO 140 & THEO 24X 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. This also counts toward fulfilling science course requirements.

### **THEO 450 (3)**

#### **Moral Theology**

*PREREQUISITE: THEO 140 & THEO 24X*

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 is a 3-credit version of our Spirituality offerings. As such, it allows students more time to engage in a deeper study of topics similar to those found in THEO 375 - especially topics like Monasticism, but also a deeper study into Augustine, Aquinas, Film, music, and so on. In this 3-credit version of our Spirituality offerings, students may even expect to take weekend trips to pray in monasteries and experience monastic life first-hand, engage life at the local Catholic Worker, engage in an intense study of film, or participate in day-long devotions at local ethnic parishes (see the course description for THEO 375 for more examples). Students may also explore other current spiritual movements in the Church today. Because different topics are offered, this course is repeatable for up to 9 credits.

### **THEO 480 (3)**

#### **Directed Readings in Theology**

*PREREQUISITE: THEO 140 & THEO 24X*

This coding provides the opportunity for customized, independent study for a student, allowing the student to examine specific topics not covered or only briefly covered in other courses. Such a course normally evolves out of conversation between the student and the Academic Director, and final approval comes from the Dean of Faculty.

### **THEO 494 (3)**

#### **Senior Seminar & Writing Project**

*PREREQUISITE: THEO 140 & THEO 24X, plus at least 18 additional credit hours in THEO.*

This course occurs in the fall semester of a student's last year with us and is designed 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.

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## COURSE DESCRIPTIONS FOR MOREAU COLLEGE INITIATIVE

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The courses listed below are offered exclusively to Moreau College Initiative participants.

### ANTHROPOLOGY

#### ANTH 350 (3)

##### **Chinese Religious Worlds Today**

This lecture and discussion course offers students a detailed introduction to the diverse, dynamic and widespread presence of religion in contemporary Chinese life. China is increasingly a nation of energetic religious believers. Today there are more than 95 million Christians in China, 25 million Muslims, and as many as 500,000,000 practitioners of traditional local rites of sacrifice and worship to deities and spirits (most importantly ancestors). In the last decade plural religious traditions have grown with a speed greater than that of the economic and political reforms. It is within this specific context that students will learn about the impact of religious ideas, practices, and organizations on social, political and economic phenomena and explore the role of religion in the consolidation of individual, communal, and national identity. Adopting a comparative and interdisciplinary approach, the class will ascertain the impact of various Chinese religious traditions: Catholicism, Christianity, Islam, Daoism, Buddhism, and popular sects, on the internal socio-political structure of the Chinese state. The course will also evaluate religions and their effects on shaping power relations on a regional, national, and local level. The class is discussion based, supplemented by lectures, student presentations, and documentary films. No knowledge of Chinese is required.

### CREATIVE ARTS

#### ARTS 150 (3)

##### **Watercolor I**

This course is an introduction to the watercolor medium and deals with a variety of methods, materials, and techniques (both realistic and abstract) with special emphasis on color and composition. This course is designed to guide students to develop basic painting skills in the medium of watercolor. A total of five painting projects will focus: (1) in the first half of the semester, on painting materials, basic techniques, and formal elements of painting as a visual work of art; (2) in the second half of the semester, to develop works with focus on visual ideas and concepts based on individual interest and research.

#### ARTS 161 (3)

##### **Basics of Film and Television**

This class is designed to enhance your understanding and appreciation of film and television. It operates on the philosophy that the better we understand how film and television texts work, the more intelligently and perceptively we will be able to consume them, which is an invaluable skill to have in our media-saturated world. You will learn about the basic elements that distinguish films and television programs from other aesthetic forms, such as editing, cinematography, sound and set design, and how these components work together to develop stories and characters. We will also work with interpretive frameworks that uncover deeper meanings and patterns in film and television, such as genre theory, the idea of authorship, political economy, and ideological analysis. Finally, you will acquire the skills and tools needed to write your own educated analyses of film and television texts. The class screenings present a range of films, from Hollywood classics to independent and international films, as well as television shows both old and new.

#### ARTS 255 (3)

##### **Photography II: Beyond the Frame**

*PREREQUISITE: Photography I*

Continued study of the medium's technical and aesthetic dimensions through individual laboratory work, readings, group critiques and discussions. Students are introduced to and work with a range of alternative photographic processes.

#### ARTS 260 (3)

##### **Truth and Fiction: How to Analyze Documentary Films**

This course offers a broad survey of documentary film and theory with various nations, periods, and subject materials presented in order to create a deeper literacy of the genre that should foster a transferable skill of better understanding media purporting to depict actuality. The readings offer exposure to theory able to help analyze the wide breadth of critically, historically, and culturally important documentaries we will watch, including actualities, war propaganda films, newsreels, essay films, and big budget documentary blockbusters. Further, the class will examine the "reality" presented in the documentaries and the processes by which realism is created, maintained, and proffered, allowing persuasive techniques like social acting, testimonials, raw footage, reflexivity, and narration to be scrutinized. Discussions surrounding the films will aim to analyze the documentary's information through multiple threading lines of inquiry in order to situate authority, both on and off screen. To that end, central questions align with the critical media literacy approach and will include: 1. Who is the author of this film? 2. What is filmmaker's argument? Is it successful? What incentives do they have for making that that argument? 3. What filmic elements (e.g., music, editing, narration) assist in making that argument? 4. Who is the intended audience and how does the film address that audience? 5. What, who, where, and when is missing from the film - and why? 6. How can we organize documentaries within the genre and where does this one fit?

## BIOLOGY

### **BIOL 128 (4)**

#### **Botany – 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.

### **BIOL 202 (3)**

#### **The Epidemiology and Ecology of Infectious Diseases**

This course provides an introduction to epidemiology and disease ecology; topics covered include historical perspectives on disease, tracking of disease, spread of disease, and disease mitigation.

### **BIOL405 (3)**

#### **Biosocial Determinants of Health**

Global health is public health and an area of study, research and practice that focuses on achieving equity in health for all people worldwide. The health status of individuals and populations arise from a myriad of complex biological, social, economic, political, and environmental factors that operate synergistically. Through a social justice lens, we will examine how these factors shape health outcomes and how interventions must be developed that include addressing the root causes of inequity. We will use a case-based approach, focusing on specific health problems in several countries, including the United States. Cases will include a variety of themes including health disparities arising from stress-associated racial discrimination, the epidemiological transition from infectious to non-communicable diseases, and how the health effects of climate change disproportionately affect the most vulnerable.

## BUSINESS

### **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.

### **BUSI 309 (3)**

#### **Entrepreneurship**

In this introduction to organizations course, students will be exposed to current best practices in entrepreneurship. Using a developmental model, case studies and directed reading, students will examine the processes, thought and design patterns that set businesses, ideas and concept apart from the field. An examination of historical patterns of disruptive thought, technology, and processes will enable students to discriminate between the “good” and “the best” in the fields of manufacturing, service, sales and support. At the end of the course, students will have a clear understanding of best practices and the impact of businesses.

### **BUSI 420 (3)**

#### **Managing for Quality**

This project management course contains all the issues within the Quality and Productivity Management. Covered are current theories in the field, the parameters necessary for the successful implementation of a Quality Program; including, research, design, measurement and exposure to applications through the use of case study, group projects, and final project. The course will focus on text material, additional reading and internet research, assignments to expand text material, case studies, and exercises to develop specific project management scheduling and technical skills. Theory will focus on organizational capacity, human resource needs, management of teams and results to meet Quality and Productivity Goals. This includes the history of the field of quality design, understanding business sectors, organizational readiness, and an understanding of the underlying metrics in the field. Continuing discussion on the role of management, teams and leadership to accomplish the organizational goals will be included.

## CHEMISTRY

### **CHEM 120 (3)**

#### **Chemistry, Environment and Energy**

Chemistry of the atmosphere, hydrosphere, and lithosphere; agricultural chemistry and pesticides; food and drugs; hazardous and solid wastes; and recycling will be discussed. Topic also include fossil fuels: nuclear, solar, geothermal, and other types of energy.

*NOTE: This course does not carry a lab, but it will fulfill the requirements for the AA and BA degrees*

## COMMUNICATION

### 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 355 (3)

#### Debate

This course will focus on research of current events and the efficacy of proposed resolutions toward the alleviation or reduction of societal harms. It will also involve discussion of debate theory and technique.

## ENGLISH

### ENGL 200 (3)

#### The Irish Short Story

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

### 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 will 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 will 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 will conclude by considering Joyce's beautiful story "The Dead" in relation to the filmic version lovingly directed by John Huston.

### ENGL 293 (1 or 2)

#### Writing Theory and Practice

This is a course in writing pedagogy for students working as tutors in the Writing Center. Through readings in literacy studies, linguistics, rhetorical theory, and writing pedagogy, students will gain a deeper understanding of the role that writing plays in the learning process and will use that understanding to develop instructional strategies for teaching writing in the tutorial environment. Class meetings will include exercises in the teaching of writing through one-on-one and small group interactions. Students will write responses to course readings and will develop a research proposal based on their experience of tutoring in the Writing Center during the semester.

**ENGL 308 (3)****Twentieth-Century and Contemporary African American Literature**

This course will survey African American literature from the early twentieth century to the contemporary moment, with emphasis on four major eras: the Harlem Renaissance, the Indignant Generation, the Black Arts Movement, and the post Black Arts era. Attending to the three major genres (poetry, drama, and fiction), the course will examine how Black writers have represented African American life, particularly in response to racism and economic exploitation. Writers for the course will include Zora Neale Hurston, Langston Hughes, Ralph Ellison, Gwendolyn Brooks, Toni Morrison, James Baldwin, and Natasha Trethewey.

*This course is recommended for the BA concentration in Humanities or Social Science.*

**ENGL 310 (3)****Fiction Writing**

This is a course in writing short fiction. It is conducted through a discussion format centered on fiction written by students in the class. Readings drawn from the contemporary literary landscape will be included. Students will be encouraged to explore how style and language create aesthetic experience and convey ideas.

**ENGL 316 (3)****Fictional Worlds**

One of the greatest pleasures that literature offers us is the mental escape into fictional worlds—both those that are recognizably built on our own and those born entirely from the imagination. But how do authors create the illusion that their stories take place in worlds that possess permanence and stability? What debt do writers owe to their real-world acquaintances, who may suddenly find themselves transformed into highly fictionalized versions of themselves against their will? And what are the political consequences of readers plunging into fictional worlds? We'll approach this question through a series of close readings of texts ranging from the *Odyssey* over Jane Austen and Thomas Mann to fantasy and science-fictions stories by Jules Verne, J. R. R. Tolkien, and Octavia Butler.

**ENGL 325 (3)****Shakespeare**

A seminar on Shakespeare, focusing on representative sonnets, comedies, histories, tragedies, and romances. Some emphasis will be placed on explicating and interpreting texts for the purpose of performance. This course is taught in collaboration with Shakespeare at Notre Dame and Actors from the London Stage.

**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 429 (3)****Ireland's Lost Writer: Flann O'Brien**

Flann O'Brien (aka Myles na Gopaleen) is a major figure in twentieth-century Irish and world literature. Regarded as a key figure in postmodern literature, his novels - *At Swim-Two-Birds*, *The Third Policeman* and *An Béal Bocht* are canonical texts for any student of postmodernism, humour studies and modernist metafiction. This course examines these texts in the context of the author's life and the Irish and European events which shaped his fiction and worldview. In addition to his three novels, his journalism including his famous column 'The Cruiskeen Lawn' in the Irish Times will be considered. Particular attention will be paid to the author's life and his fractious and complicated relationship to the Irish revival and the forces of modernity.

*NOTE: This course is recommended for the B.A. concentration in Humanities.*

**ENGL 416 (3)****African American Autobiography**

This course will address the various roles assigned African American narratives from just before the Revolutionary War through the end of the nineteenth century. Attending to issues of citizenship, community, freedom, and black identity, we will examine the various ways in which African American writers responded to their particular political moment through multiple forms of prose. Through autobiography, essays, and fiction, what claims did black writing make for itself and the community it sought to represent? How ultimately does literary art function for the disfranchised? Why does black writing matter? Authors for this course will include, John Marrant, Frederick Douglass, Harriet Jacobs, William Wells Brown, Elizabeth Keckley, Solomon Northup, and Harriet Wilson.

## GREEK

### GREE 101 (3)

#### Beginning Greek I

This course introduces students to the language of the ancient Greeks for the first time. It emphasizes the fundamentals of ancient Greek grammar and vocabulary, and prepares students to read original Greek texts. An appreciation for ancient Greek culture is also fostered through secondary readings and class discussion.

## HISTORY

### 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 276 (3)

#### World of the Middle Ages

The Middle Ages have been praised, reviled, romanticized, and fantasized. Books, movies, and games like Harry Potter, The Lord of the Rings, Prince of Persia, Assassin's Creed, and Game of Thrones continue to spark our interest in and curiosity about the Middle Ages. Because of these, most of us have some kind of imaginative vision of the Middle Ages. But what were these ten centuries between Rome and the Renaissance really like? What do we mean when we talk about a "Medieval World"? This course will consider major themes and creations of the medieval civilizations that grew up in Europe, the Islamic world, Byzantium, and parts of sub-Saharan Africa and east Asia. We will explore continuities and changes, war and peace, contacts and separations. We will constantly ask how we can know about the Middle Ages, and what kinds of things we can know, as we examine many types of medieval sources including historical texts, literary works, religious and philosophical writings, and works of art. We will especially focus on certain kinds of people in medieval history and literature across cultures: rulers, courtiers, warriors, traders, and believers. This course will constitute an extended introduction to the dynamic and fascinating world of the Middle Ages.

### HIST 328 (3)

#### Muslim-Christian Relations in the Medieval World

Was the medieval world of Europe, the Mediterranean, and the Middle East a period of unending religious conflict? Did Christians and Muslims engage in unceasing religious wars? The answer to both of these questions is no. While the Middle Ages were a period of conflict and competition between Christians and Muslims, they were also a time of collaboration and accommodation. This class examines the period in its full complexity. What were the cultural, social, political, and legal contexts in which Christians and Muslims interacted? How did these deeply religious societies organize themselves to tolerate the religious "Other"? When and why did violence happen, and what was its function? In what ways were individuals able to transcend religious boundaries, and forge connections in other areas of economic, cultural, intellectual, and social life? What kinds of stories did each religious community tell to maintain its identity? This class will discuss not only the significance of Christian-Muslim interactions in the Middle Ages, but also assess these encounters as a case study in the broader history of religious pluralism and conflict.

### HIST 362 (3)

#### African American Resistance

One of the archetypes of African American history, pursued too fervently by some, is that of African Americans as victims. During the semester, we will study the varied attempts that African Americans, principally, undertook, sometimes individually and sometimes corporately, to alleviate their condition. This course explores African American resistance from the slave era to the early 1970s. Drawing on primary sources and scholarly interpretations, we will approach the subject to address noted African American intellectual W.E.B. DuBois' contention that black life in America was hallmarked by the acknowledgement that "One ever feels his two-ness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder." We will examine the extent to which African Americans clung to America's founding documents and sentiment to carve a place for themselves in a country that they felt belonged to them equally. Our investigation will include photographs, fiction, advisory guides, and film.

### HIST365 (3)

#### History of Public Health

This course will explore the history of public health in a global context from the mid-nineteenth century to the present. Focusing on the relationship between public health and social trust, we will consider how states work to gain cooperation for public health endeavors and how science and medicine have been mobilized to the detriment of groups of people defined by their gender, class, race, or ethnicity. The class will focus on crises created by epidemics from the 19<sup>th</sup> century to the present. Some of the questions we will ask include: How do states balance individual liberty against the needs of public health? How have race/ethnicity, gender, and class affected people's experiences of public health? What obligations do individuals have toward one another during epidemic disease outbreaks? What is the role of social trust in creating effective public health and how do states and community leaders encourage social trust? *This course is recommended for the Applied Science Concentration in the B.A.*

### **HIST 423 (3) Sites of Constitutional Law**

Many people instinctively believe that constitutional rights are undifferentiated throughout American society. On this theory, the Constitution either protects an activity or it does not protect that activity. In fact, however, the question of whether the Constitution affords an individual protection regarding certain conduct often hinges on the *location* where that conduct occurs. This course explores how various constitutional rights—including the First Amendment’s freedom of speech, the First Amendment’s free exercise of religion, and the Equal Protection Clause—frequently assume different forms, depending on this all-important question of setting. Students will be asked to read legal opinions, write short reaction papers, and to assess current legal doctrine in a variety of different settings – including schools, prisons, and the military.

## **HUMANITIES**

### **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 comment on 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?

### **IDST 275 (3)**

#### **Global Studies**

Essential to the HCC core requirements for Global Studies, 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 multinational 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 2XX (3)**

#### **Dante and the Journey of Our Life**

The focus of the seminar is Dante’s *Commedia*. We will follow the pilgrim’s journey through the three realms of the afterlife, and explore the many contexts – autobiographical, political, psychological, existential, theological, moral – that have made immersion in this poem so life-changing for so many. We will also be interested in seeing how Dante the pilgrim’s journey and Dante the poet’s narrative intersect with our own struggles toward enlightenment, self-discovery, and redemption.

**NOTE: This course is recommended for the B.A. concentration in the Humanities or Social Science.**

### **IDST 3XX (3)**

#### **American Evangelicals & Global Affairs**

Since the end of the Cold War, American Evangelicals’ political influence has increased significantly. To improve human dignity, Evangelicals have established schools and promoted literacy, built clinics and dispensaries, promoted agricultural development, distributed food aid, created orphanages, and propagated values about the inherent worth of all persons. A report conducted by the Institute for the Study of American Evangelicals discovered that at the beginning of the millennium between 25% - 30% of the US population was evangelical; that number increases to about 30% - 35% of the population when African-American Protestant churches are included. That means that at least 100 million Americans are in one way or another tied to evangelical theology and they seem to pray, think, vote, and lobby as a coalition. This course examines the rise of American Evangelicalism and explores matters deemed important by Evangelicals: social and political affairs, global engagement, participation in public affairs, support of Israel, political and economic development. More generally, this course offers a compelling account of Evangelicals’ influence on America’s role in the world. Students will learn how to engage more thoughtfully and productively with this influential religious group. Students will also learn about the largest protestant denomination in the world – Southern Baptists – from the professor, who was a former Southern Baptist Minister and church-planter.

**NOTE: This course is recommended for the B.A. concentration in the Humanities or Social Science.**

## **MATHEMATICS**

### **MATH 099**

#### **Basic Algebra**

*PREREQUISITE: Math Placement*

Topics in this course include the basic properties and definitions of algebra, solving linear equations and inequalities in one variable, properties of exponents, operations with polynomials and rational expressions, a general strategy for factoring, solving equations by factoring and simplifying and solving rational equations. Students who complete this course with a grade of “C” or better will have the skills necessary to advance to MATH 101, Intermediate Algebra or MATH 111, Discrete Mathematics. \*Course does not satisfy degree requirements\*

## PHILOSOPHY

### PHIL 220 (3)

#### Philosophy of Art

This course surveys a range of philosophical questions concerning art and artworks. In particular, we will investigate the definition of art. Is there a distinctive quality that all works of art possess, which makes them what they are? Or are questions of art merely a matter of individual taste? What (and who) determines the meaning and value of an artwork? The first part of the course concerns the history of aesthetics, concentrating on definitions provided by Plato, Aristotle, Kant, and Danto. We will also consider controversies surrounding the definition project itself: is art actually definable? And is the search for a definition philosophically useful? The second part of the course considers auxiliary questions, in particular, how art relates to other aspects of our lives. Possible topics include: can art make us better or worse people? Why do we care about the authenticity and originality of works of art? Is music sampling merely copying? What is the role of interpretation and conservation? Why do issues of diversity and representation matter for art and artists?

### PHIL 410 (3)

#### Political Philosophy

The focus of this course will be core concepts in social and political philosophy: justice, the state, equality, freedom, authority, and democracy. We will consider the central questions of political life: what is the relationship between the political and the moral? What is equality, why does it matter, and how should it be realized in a just society? How can we judge the virtues and vices of various political systems? We will take up these questions by reading both ancient and modern philosophers, including Plato, Aristotle, Hobbes, Locke, Marx, Rawls, Nozick, Cohen, and others.

*NOTE: This course is required for the B.A. concentration in Social Science.*

## PHYSICS

### 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

*PHYS 102L concurrent enrollment required.*

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 102 concurrent enrollment required.*

### 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.

## POLITICAL SCIENCE

### POLS 171 (3)

#### Plato's Republic

Plato's *Republic* could be the most widely influential philosophic work in human history. Here an elderly Socrates speaks directly to the reader and relates an all-night conversation mostly between himself and two of his young friends. The conversation explores the meaning of justice and its relationship to human happiness. These questions quickly prove unexpectedly complicated, and by conversation's end Socrates and his friends have discussed a great variety of subjects, including theology, constitution-making, education, human psychology, the structure of reality, the nature of human perception, the structure of knowledge, the nature of art, the mathematical sciences and their inter-connections, the different

kinds of literature and their social value. As one influential scholar has written, whether readers are interested in government, art, science, literature, or psychology, *The Republic* is “the one book” to study, “before and after all the others.” (Eva Brann, *The Music of the Republic* (Paul Dry, 2004) 248). In agreement with many others, this same scholar has also noted that *The Republic* seeks to stimulate the reader’s interest in and concern for the reader’s inner self -- his or her personal priorities, mental habits, and psychic organization (see Brann, 96-97). Plato thus calls on readers to take an active part in what they read – actually to enter into the conversation between Socrates and his friends, agreeing and disagreeing with what’s said, especially with what Socrates says. We thus will *do* philosophy and practice *justice* in our behaviors while we learn from one of history’s greatest philosophers. We will ask *ourselves* whether justice is necessary for a flourishing, happy human life and flourishing, happy human cities and apply what we learn to our daily lives.

### **POLS 303 (3)**

#### **Religion in American Politics**

This course will examine the many ways in which religion has been fused into American politics. In doing so, we will also explore the rising tide of secularism in the United States, which many argue has resulted from a backlash to the fusion of religion and conservative politics. Then it will turn to trying to solve the puzzle of America’s religious pluralism—if religion is so politically divisive, why are Americans so accepting of (most) religions other than their own? What explains the exceptions to that acceptance? What are the implications of a secularizing America for religious pluralism?

*NOTE: This course is recommended for the B.A. concentration in Social Science.*

### **POLS 321 (3)**

#### **International Politics of Climate Change**

The problems associated with climate change are collective problems that will require collective solutions. These generally require some form of political solution. The accumulation of evidence, even anecdotal evidence, seems to point toward potentially irreversible changes in our climate and an almost mind-boggling resistance to doing much about it. This resistance to act is important to understand. If the problems are indeed as dramatic as many say they are (and I think they have evidence on their side) then the solutions will have to be crafted in the political and social arenas. We will develop ways to think about political solutions to these collective problems, focusing on international organizations and agreements, local politics and individual behaviors. We will explore questions of mitigation as well as adaptation to climate pressures.

### **POLS 411 (3):**

#### **Divided States of America**

In the wake of the 2016 presidential election, it might appear that America is a house divided against itself. The seminar seeks to understand both the causes and consequences of America’s divisions, and ask whether this “house divided” can continue to stand. We will start with J.D. Vance’s bestselling memoir *Hillbilly Elegy*, which provides a first-hand account of both the economic and cultural tensions that have fueled the estrangement of many working-class Americans. From there, our class will explore both class and culture as causes of division, and examine the rise of populism as a political response. Students who take this course should expect to question their assumptions about what does, and does not, pull Americans apart—as well as what brings them together.

## **SCIENCE**

### **SCIE 205 (3)**

#### **Biological Illustration**

The course will cover the basics of plant and insect anatomy with an emphasis on the prominent features commonly used for identification. Student will then focus on how to portray those images on paper. Students will learn basic techniques for illustrating plants and animals using ink and watercolor.

## **SOCIOLOGY**

### **SOCI 160 (3)**

#### **Introduction to Gender Studies**

This course explores how we “do gender” in the U.S. today and introduces students to key themes in the interdisciplinary academic field of Gender Studies. We will explore how gender is experienced, produced, and performed at the intersection of culture, politics, and the body, always in conjunction with other factors of power and difference such as race, nation, sexuality, embodiment, and socioeconomic class. We will ask how institutions like work, family, and government interact with gender in the U.S. and in local contexts around the world. We will think carefully about how ideology (systems of ideas and knowledge) and representation (portrayals in media, politics, and everyday life) shape our understanding of gender. And we will study the work of scholars and activists seeking to build more just worlds, where gender doesn't limit a person's choices or chances in life.

## SPANISH

### SPAN 103 (1)

#### Topics in Spanish Language and Culture

This course will act as a bridge course between Spanish 101 and 102. It will provide additional communicative practice with language topics studied during Spanish 101 and will introduce further themes to prepare students for Spanish 102. Furthermore, it will incorporate literature and cultural lessons to complement the language topics studied.

### SPAN 360 (3)

#### Cultural and Societal Dynamics of Medieval Iberia

Although often considered under the general titles of "Spain" and "Portugal", medieval Iberia was comprised of numerous independent kingdoms whose permeable boundaries created much opportunity for contact and conflict. In this course, students will read a panorama of medieval Iberian—primarily Hispanic—literature in translation, through which they will examine the dynamics that existed among the many sects of 13<sup>th</sup>- to 16<sup>th</sup>-century Iberia, considering particularly questions of "nationality", religion, social standing, occupation, and sex. We will read a selection of narrative poetry and prose, with two masterpieces of medieval Iberia bookending the course: *The Song of the Cid* (anonymous, c. 1207) and *Celestina* (Fernando de Rojas, 1499, 1501/02). Weekly text commentaries will hone the students' abilities to read and write critically and will be used to guide students in the composition of their final paper.

### SPAN 3XX (3)

#### They Said *What?* Hispanic Culture through Language

Students in this course will examine topics in Hispanic culture and cultural identity through the lens of language. The course will include four overarching units: an introduction to language and linguistics; the development of Spanish during the Middle Ages; language and cultural contact in the 15th-19th centuries; and 21st-century bilingualism. Assessments will include weekly written reflections, an in-class presentation, a midterm, and final exam. Prior knowledge of Spanish is not required.

**NOTE:** *This course is recommended for the B.A. concentration in Social Science or Humanities.*

## THEOLOGY

### 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 251 (3)

#### Rich, Poor, and War

This course examines the economic dimensions of violence in light of Catholic social teaching and Western political and economic thought. After an in-depth overview of Catholic social teaching in relation to alternative social theories, we bring them to bear on the issue of violence in three social spheres: the domestic (domestic abuse and sexual assault), the economic (sweatshops), and the international political (war). In each case, we will examine Catholic responses to the problem.

### THEO 251 (3)

#### Rich, Poor, and War

This course examines the economic dimensions of violence in light of Catholic social teaching and Western political and economic thought. After an in-depth overview of Catholic social teaching in relation to alternative social theories, we bring them to bear on the issue of violence in three social spheres: the domestic (domestic abuse and sexual assault), the economic (sweatshops), and the international political (war). In each case, we will examine Catholic responses to the problem.

### THEO 327 (3)

#### Monks and Mystics for the New Millennium

**PREREQUISITE:** THEO 140

This course primarily examines monks and mystics in the Christian tradition from the early church through modern times in order to apply insights from such a study to our own day and age and – in some cases – to our own lives. Students will study key biographical details of the lives of these monks and mystics, how these figures oriented their lives, their essential theological concerns, and especially consider the practices these monks and mystics implemented to achieve mastery of the spiritual life.

# THEATRE

## **THTR 103 (1)**

### **Acting: Process**

This course introduces the beginning actor to the basic philosophies and techniques of stage acting. This course engages both the creative and analytical processes that lead to truthful and believable behavior on stage. Exercises geared toward heightening awareness of your physical self and your environment will lead to text analysis and culminate in basic scene study. Students will prepare and rehearse scenes outside of class with a partner for in-class performance and evaluation. Written textual analysis including, but not limited to, detailed character study and textual analysis is required for all scene work.

## **THTR 251 (3)**

### **Acting Shakespeare**

This course introduces the beginning/intermediate actor to the philosophies and techniques of stage acting, focusing specifically on unlocking the works of William Shakespeare in performance. The course engages both the creative and analytical processes that lead to truthful and believable behavior on stage. Exercises geared toward heightening awareness of your physical self and your environment will lead to scene analysis and culminate in an end-of semester performance. Students will prepare and rehearse monologues and partner scenes for performance and evaluation. Written analysis including, but not limited to, detailed character study and textual analysis is required for all scene work. The course functions as a performance complement to Professor Fallon's *Shakespeare and Milton* course (ENGL 327), although enrollment is open to all MCI students.