

# HOLY CROSS COLLEGE

at Notre Dame, Indiana



## Academic Catalog 2021-2022

*Catalog published online only ([www.hcc-nd.edu](http://www.hcc-nd.edu)).*  
*Revised: March 2022*

## ***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.*

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## **GENERAL INFORMATION**

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### **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**

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

### **FACULTY**

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

### **ACCREDITATION AND 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, located on the college website 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 24 hours in advance for visits Tuesday through Friday, 48 hours in advance for Saturday visits, or 72 hours in advance for Monday 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 the General Education Development (GED) certificate may be considered for admission to Holy Cross College. In addition to submitting the GED scores and certificate, an official transcript of completed high school course work is required.

### **PLACEMENT TESTING**

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

### **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

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 nonrefundable 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.

Courses completed with the grade of “C” or above while attending another regionally accredited college or university will be accepted in transfer if the courses are comparable to the Holy Cross College curriculum. A transfer course which does not parallel a 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 Reinstatements are located on the college website and include a request for a written statement explaining the circumstances leading to the dismissal and a proposed plan to remedy past difficulties. Additional information such as medical documentation, letters of reference and recommendations, etc., may be submitted to further explain the circumstances. All applications for reinstatement are subject to review by the Dean of the College and/or the Dean of Students 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 Saturday 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.

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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 during 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 with the following:

- Provide one-on-one guidance on academic-related issues such as major exploration, course planning and registration, transfer credit evaluations, and graduation requirements.
- Monitor student academic progress and transitional challenges by evaluating student needs, providing early interventions, encouraging proactive solutions to academic challenges, and developing appropriate educational plans.
- Coordinate one-day summer orientation sessions that assist new students in their transition to Holy Cross.
- Collaborate with the University of Notre Dame through the Gateway program.
- Maintain a record of advising activities that take place during student interactions.
- Keep up-to-date on all information regarding academic advising policies and procedures.
- Work collaboratively with faculty and student-life staff in areas of academics, student affairs, and retention.
- Coordinate the development of advising guides for all majors, minors, and tracks.
- Embrace and advance 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 with the following:

- Provide one-on-one guidance on academic-related issues in a particular major and/or minor, course planning and registration, and graduation requirements.
- Monitor student academic progress by evaluating student needs and developing appropriate educational plans.
- Participate as a member of their department and division.
- Work collaboratively with faculty and student-life staff in areas of academics, student affairs, and retention.
- Embrace and advance 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 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.



# ACADEMIC CALENDAR

2021 – 2022

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

## Fall 2021

### August

- 1 Tuition and fees due for fall semester
- 18/19 Faculty/Staff Convocation
- 21 New students move-in day
- 22 Returning students move-in day
- 23 Classes begin
- 30 Last day to add/drop

### September

- 6 Labor Day – classes in session
- 19 Holy Cross Founders Day
- 30 Constitution Day Lecture

### October

- 6 Delta Epsilon Sigma Honors Society Induction
- 16-24 Fall break
- 20 Midterm grades due
- 25 Classes resume
- Spring 2022 course schedule published (viewing only)
- Course registration advising begins
- 29 Last day to withdraw from individual courses

### November

- 15 Spring 2022 course registration begins for seniors
- 17 Spring 2022 course registration begins for all students
- 24-28 Thanksgiving break
- 30 Last day to register for Spring 2022 semester without late fee

### December

- 7 Last day of classes
- 8-9 Reading days
- 10-11 Final Exams
- 12-13 Reading days
- 14-16 Final Exams
- 20 Final grades dues
- 17-1/9 Winter break

## Spring 2022

### January

- 1 New Year's Day Holiday
- 1 Tuition and fees due for spring semester
- 5/6 Faculty/Staff Convocation
- 10 Classes begin
- 17 Last day to add/drop

### February

- 15-16 Graduation Fair

### March

- 2 Ash Wednesday
- 5-13 Spring break
- 9 Midterm grades due
- 14 Fall 2022 course schedule published (viewing only)  
Course registration advising begins
- 18 Last day to withdraw from individual courses

### April

- 11 Fall 2022 course registration begins for seniors
- 13 Fall 2022 course registration begins for all students
- 15-18 Easter break
- 19 Classes resume
- 26 Last day of classes
- 27-28 Reading days
- 29 Final exams
- 30 Reading day
- 30 Last day to register for Fall 2022 without late fee

### May

- 1 Reading day
- 2-5 Final exams
- 9 Final grades due
- 9-13 Senior week
- 13 Baccalaureate Mass at 4:30 p.m.
- 14 55<sup>th</sup> Commencement Ceremony at 2:00 p.m.

## ACADEMIC INTEGRITY POLICY

Holy Cross College is committed to intellectual development and the pursuit of truth and knowledge. In that pursuit, all members of the community, students, faculty, staff, and administrators, remain committed to honesty in all personal and professional activity related to the mission of the institution. As a Catholic community, faculty, staff, and students have a moral and ethical responsibility to uphold the principle of unquestioned honesty and refrain from any activity or behavior that would suggest academic dishonesty and lack of personal integrity.

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

Each faculty member has the responsibility to refer to the College's Academic Integrity Policy at the beginning of each semester in every course. Faculty will foster the honesty of their students by conducting each course in ways that discourage cheating or plagiarism. **Instructors are required to investigate thoroughly any potential violations of the College's Academic Integrity Policy in their classes.**

The academic integrity policy and explanations of violations must be provided to students at the beginning of each semester. **The following academic policy statement is to be included in every syllabus.**

Cheating includes, but is not limited to, copying another person's answers or allowing someone to copy your work on assignments, quizzes, or tests, whether in paper or electronic format. Plagiarism is presenting another's words or ideas as one's own, either paraphrasing or directly quoting, without proper citation. Academic dishonesty, including plagiarism, is a serious academic offense. As with all of your courses at Holy Cross, you are expected in this class to uphold your responsibilities as stated in the Student Handbook (<http://www.hcc-nd.edu/app/webroot/files/2014-2015handbook.pdf>): "to uphold the principle of unquestioned honesty, and refrain from any activity or behavior that would suggest academic dishonesty." Failure to meet this responsibility could result in an academic sanction and a disciplinary conference or Conduct Board.

Three fundamental principles should guide your choices: (1) all assignments you submit must be your own; (2) when you present, quote, or paraphrase anything that is the work or idea of others, including other students—be it from print sources (books, journal articles, etc.) or electronic sources (websites, social networks, chats, comment sections, forum discussions, blogs, etc.)—you must give full credit using accurate and complete citations; and (3) if you are uncertain about ground rules for a particular assignment, ask the professor for clarification. Use an established citation format as directed by the professor.

To avoid plagiarism, you must always indicate when the ideas or words come from another source. If you quote verbatim, you must use the exact words and punctuation (including mistakes) of the original source, and the text must be marked as a quotation through the use of quotation marks or block quotation format. If you paraphrase another person's ideas, you must still cite the original source. For paraphrasing, it is not enough to copy the original verbatim and then make some small changes to wording and arrangement; a paraphrase is restatement or rewording in your words.

**To facilitate a common understanding of what constitutes a violation of academic integrity, refer to the following categories.**

1. When a student submits any work for academic credit, the student makes an implicit claim that the work is wholly his/her own, done without the assistance of any person or source not explicitly noted, and that the work has not previously been submitted for academic credit in any other area.
2. Group projects are essential to the learning process. Students are free to study and work together on their assignments. The submission of group work implies a collaboration of ideas and shared responsibility for the production of written and oral materials. Therefore, the violations of academic integrity listed below hold for the group as well as individual group members.

3. In the case of examinations (test, quizzes, etc.), the student also implicitly claims that he or she has obtained no prior unauthorized information about the examination, and that he or she will neither give nor obtain any assistance during the examination.
4. A student shall not interfere or prevent another student from completing their assignments.
5. Deception or misrepresentation of information: Intentional fabrication or falsification (Lying) about academic work, attendance, or any other records to mislead or gain academic advantage.

**Examples of violation include, but are not limited to, the following:**

1. Lying or misrepresenting information about course work, attendance, or any other records to mislead or gain academic advantage;
2. Supplying or receiving completed papers, outlines, or research for submission by any person other than the author;
3. Submitting the same, or essentially the same, paper or report for credit on two different occasions;
4. Supplying or receiving unauthorized information about the form or content of an examination prior to its administration;
5. Supplying or receiving partial or complete answers, or suggestions for answers, assistance in the interpretation of questions on any examination from any source not explicitly authorized, including copying or reading another student's work, or consulting notes or other sources during an examination;
6. Copying (or allowing the copying of) assigned work or the falsification of information;
7. Removing study or research materials and equipment intended for common use in assigned work without authorization;
8. Using unauthorized technology (computer, calculator, cell phone) on examinations and assignments;
9. Altering any materials or apparatus and, thereby, interfering with another student's work; or
10. Submitting research papers or other work purchased from web sites or other sources that sell academic material.
11. Plagiarism (see the following statement in which plagiarism is defined):
  - a. Plagiarism means presenting, as one's own, the works, the work, or the opinions of someone else. Plagiarism occurs when one uses the exact language of someone else without putting the quoted material in quotation marks or a text paragraph and noting its source (exceptions are well-known quotations - from the Bible or Shakespeare, for example). In formal papers, the source is acknowledged in a footnote; in informal papers, it may be put in parentheses or made a part of the text: "Robert Sherwood says." When a writer uses the exact words of another writer or speaker, the student must enclose those words in quotation marks and cite their source
  - b. A second type of plagiarism is more complex. It occurs when the writer presents, as his or her own, the sequence of ideas, the arrangement of material, and/or the pattern of thought of someone else, even though the student expresses it in his or her own words. The language may be the student's; nevertheless he or she is presenting and taking credit for the work of another. The student is, therefore, guilty of plagiarism if he or she fails to give credit to the original author of the pattern of ideas.<sup>1</sup>

**Academic Integrity Incident Reporting** The following process is required of all faculty.

In the event of a suspected violation of academic integrity, the faculty member must contact the student and schedule a conference. The faculty member will present the student's work in question, along with any evidence that supports the violation. An academic integrity incident report is initiated outlining the violation, the resolution, and the agreed upon sanction. The faculty member can determine the appropriate sanction as described on the academic integrity incident report. Any alternative sanctions must be approved by the Department Chairperson. The completed Academic Integrity Incident Report is forwarded to the Dean of the College. This process will culminate with a formal or informal sanction letter initiated by the Dean of the College.

1. An informal letter is a discipline record that is destroyed after graduation. The letter is kept confidential and is shared only in the case of a repeated violation of the Academic Integrity Policy or at the request of the student.
2. A formal letter is a discipline record that is retained for seven years post-graduation. The letter is kept confidential and is shared only under the following circumstances: (a) in the case of a repeated violation of the Academic Integrity Policy; (b) upon request of student (often as part of the admission process to graduate school, service programs, etc.); and (c) upon request from law enforcement.

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<sup>1</sup> Adapted from Saint Mary's College. <https://www.saintmarys.edu/portal/first-year/policies>, accessed 12-03-2019

A copy of the sanction letter and the Academic Incident Report will be given to the student. A copy will be sent to the Dean of Students and will be held in the student's official file until graduation.

Unresolved academic integrity incidents and/or student appeals will be handled through the College's appeal process.

## ACADEMIC PROGRAMS

### Degrees Offered:

#### *Associate of Arts Degree*

Associate of Arts Degree consists of the core curriculum and elective course credits that total the minimum of 61 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.

### Associate of Arts

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>	<b>IDST 105</b> Cornerstone for Success	1
	<b>IDST 110</b> College Seminar	3
	<b>ENGL 101</b> Writing and Rhetoric	3
	<b>ENGL 200 – 300 level Literature Course</b> (any) <b>OR Art, Foreign Language, or Music Course</b>	3
	<b>PSYC 101</b> Introduction to Psychology <b>OR SOCI 151</b> Principles of Sociology	3
	<b>MATH 111</b> Discrete Mathematics or above	3
	<u><b>Non-Science Majors:</b></u> <b>100-level Natural Science Course</b> (any) <u><b>Prospective Science Majors/Minors:</b></u> <b>BIOL 151</b> Principles of Biology 1 (4cr) <b>OR CHEM 151</b> Principles of Chemistry 1 (4cr)	3 OR 4
<b>CITIZEN</b>	<b>HIST 100-level Course</b> (any)	3
	<b>ECON 110</b> Introduction to Economics <b>OR ECON 201</b> Microeconomics (For Prospective Business Majors)	3
<b>LEADER</b>	<b>IDST 250</b> Common Good Seminar and Practicum	3
<b>DISCIPLE</b>	<b>PHIL 101</b> Introductory Philosophy	3
	<b>THEO 140</b> Creation, Covenant, and Christ	3
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>		<b>34 / 35</b>
<b>HOLY CROSS COLLEGE ELECTIVE REQUIREMENTS CREDIT TOTAL (ANY COLLEGE-LEVEL COURSES)</b>		<b>26 / 27</b>
<b>MINIMUM TOTAL CREDITS REQUIRED FOR ASSOCIATE OF ARTS DEGREE</b>		<b>61</b>

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

Bachelor 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, Elementary Education, English, History, Liberal Studies, Psychology, Theology, and Visual Arts. The Bachelor of Arts/Science degree requirements are:

- Successful completion of the core curriculum consisting of 50 credits for BA, 51 credits for BS, or 40 credits for students with 24 or more transfer credits of coursework.
- 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 121 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.

### ***Core 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.”

***Completion of Core Curriculum Courses:*** Students must complete all core curriculum courses except IDST 400 and IDST 499 by the time they have earned a total of 75 credit hours. Transfer students must complete those courses by the time they have earned a total of 90 credit hours. If a student has not completed those core courses by 75 credit-hours (90 for a transfer student), the student will be required to register and complete the uncompleted core course(s) in the subsequent semester. Any course conflicts will be managed by the student’s academic advisor.

### ***Transfer Core Curriculum***

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

- IDST 105 Cornerstone for Success (1)
- IDST 110 College Seminar (3)
- PHIL 101 Introduction to Philosophy (3)
- THEO 140 Creation, Covenant, and Christ (3)

This exemption 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.

# Core Curriculum

Required for all undergraduate students with fewer than 24 transferrable credits.  
For Transfer Core Curriculum, please refer to the previous page for more information.

SCHOLAR	Course		Credits
	<b>IDST 105 Cornerstone for Success</b>		<b>1</b>
	<b>IDST 110</b> College Seminar (Must be completed in first year)		<b>3</b>
	<b>ENGL 101</b> Writing and Rhetoric		<b>3</b>
	<b>ENGL 200 – 300 level Literature Course</b>	Course:	<b>3</b>
	<b>PSYC 101</b> Introduction to Psychology <b>OR and POLS course</b>		<b>3</b>
	<b>MATH 111</b> <b>OR MATH Course Above MATH 111</b>	Course:	<b>3</b>
	<u><b>Non-Science Majors:</b></u> <b>Any Natural Science Course</b> Course:		<b>3</b>
	<u><b>Biology Majors/Minors:</b></u> <b>BIOL 151</b> Principles of Biology I (4cr) <b>OR CHEM 151</b> Principles of Chemistry I (4cr)		<b>OR</b> <b>4</b>
CITIZEN	<b>HIST 100-level Course</b>	Course:	<b>3</b>
	<b>IDST 270</b> Global Studies (any course numbered 270-279)	Course:	<b>3</b>
	<b>IDST 280</b> Global Seminar (any course numbered 280-289)	Course:	<b>1</b>
	<b>ECON 110</b> Introduction to Economics or <b>BUSI 213</b> Personal Finance <b>OR ECON 201</b> Microeconomics (For Business Majors)		<b>3</b>
LEADER	<b>IDST 250</b> Common Good Seminar and Practicum		<b>3</b>
	<b>IDST 400</b> Internship (For Education Majors: EDUC 491 Student Teaching)		<b>3</b>
	<b>IDST 499</b> Capstone (For Education Majors: EDUC 490 Senior Seminar/Capstone)		<b>3</b>
DISCIPLE	<b>PHIL 101</b> Introductory Philosophy		<b>3</b>
	<b>PHIL 202</b> Ethics <b>OR PHIL 230</b> Bioethics <b>OR PHIL 255</b> Business Ethics		<b>3</b>
	<b>THEO 140</b> Creation, Covenant, and Christ		<b>3</b>
	<b>THEO 200-level Course</b>	Course:	<b>3</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>			<b>50/51</b>
<b>MINIMUM TOTAL CREDITS REQUIRED FOR GRADUATION (CORE + MAJOR/MINOR)</b>			<b>121</b>

## Transfer Core Curriculum

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.

	Course	Credit
<b>SCHOLAR</b>	<b>ENGLISH COMPOSITION</b>	<b>3</b>
	<b>ENGLISH LITERATURE COURSE</b>	<b>3</b>
	<b>SOCIAL SCIENCE</b> (ANTH, POLS, PSYC, or SOCI)	<b>3</b>
	<b>MATH</b> (Equivalent of MATH 111-Discrete Math or higher)	<b>3</b>
	<b>NATURAL SCIENCE</b>	<b>3</b>
<b>CITIZEN</b>	<b>HISTORY</b>	<b>3</b>
	<b>ECONOMICS</b> or BUSI 213 Personal Finance	<b>3</b>
	<b>IDST 270 Global Studies</b> (any course numbered 270-279) <b>COURSE:</b>	<b>3</b>
	<b>IDST 280 Global Seminar</b> (any course numbered 280-289) <b>COURSE:</b>	<b>1</b>
<b>LEADER</b>	<b>IDST 250 Common Good Seminar and Practicum</b>	<b>3</b>
	<b>IDST 400 Internship</b> (2 <sup>nd</sup> or 3 <sup>rd</sup> year, or after prerequisite completed) For Education Majors: EDUC 491-Student Teaching)	<b>3</b>
	<b>IDST 499 Capstone</b> (Complete last year) (For Education Majors: Student Teaching Seminar and Capstone)	<b>3</b>
<b>DISCIPLE</b>	<b>ETHICS</b>	<b>3</b>
	<b>THEOLOGY</b> <b>COURSE:</b>	<b>3</b>
<b>HOLY CROSS COLLEGE <i>TRANSFER CORE REQUIREMENTS</i> CREDIT TOTAL</b>		<b>40</b>
<b>MINIMUM TOTAL CREDITS REQUIRED FOR GRADUATION (CORE + MAJOR/MINOR)</b>		<b>121</b>



# Bachelor of Arts

## Business - Major Requirements

\*Courses can be applied to both- major and core requirements.

Course	Credits
<b><i>Required Major Courses 48 credits</i></b>	
ACTG 201 Financial Accounting	3
ACTG 202 Managerial Accounting	3
BUSI 203 American Law & the Legal System	3
BUSI 222 The Common Good and Corporate Social Responsibility	3
BUSI 314 Legal Environment of Business	3
BUSI 316 Organizational Communication	3
BUSI 350 Financial Management	3
BUSI 360 Human Resource Management	3
BUSI 411 Entrepreneurship	3
BUSI 450 Strategic Management	3
*ECON 201 Microeconomics	3
ECON 202 Macroeconomics	3
MATH 210 Statistics	3
MKTG 331 Marketing Management	3
*PHIL 255 Business Ethics	3
*THEO 242 Christ, Church, and the Economy	3
<b>MAJOR CREDIT TOTAL</b>	<b>48</b>
<b><i>Major Elective Courses 12 credits</i></b>	
Choose minimum 4 courses or <u>12 credit hours</u> of electives from the list below.	
BUSI 116 Public Speaking	3
BUSI 213 Personal Finance	3
BUSI 240 Organizational Behavior & Management	3
BUSI 315 International Business	3
BUSI 325 Supply Chain Management	3
BUSI 316 Purchasing and Logistics	3
BUSI 353 Financial Markets and Institutions	3
BUSI 361 International Business Law	3
BUSI 420 Quality Management	3
BUSI 430 Project Management	3
BUSI 432 Productions and Operations Management	3
BUSI 490 Business Project	3
CPSC 217 Advanced Computer Application	3
MKTG 333 Sales Management	3
MKTG 341 Consumer Behavior	3
PSYC 310 Nonverbal Communication	3
<b>MAJOR ELECTIVE CREDIT TOTAL</b>	<b>12</b>
<b>Open Electives:</b> Minimum 11 credits of Holy Cross College courses and/or transfer courses	<b>11</b>
<b>BUSINESS MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>71</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>50</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>121</b>

# Bachelor of Arts

## Elementary Education - Major Requirements

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
<b>EDUC 099</b> Indiana K-6 Teaching License Prep	<b>0</b>	<b>0</b>
<b>EDUC 100</b> Practicum 1F: K-6 Placement (fall)	<b>2</b>	<b>2</b>
<b>EDUC 101</b> Introduction to Teaching as a Vocation (fall)	<b>3</b>	<b>3</b>
<b>EDUC 200</b> Teaching & Learning Theory (fall - online only & spr)	<b>3</b>	<b>3</b>
<b>EDUC 201</b> Practicum 1S: K-6 Placement (spring)	<b>2</b>	<b>2</b>
<b>EDUC 203</b> Practicum 2F: K-6 Placement (fall)	<b>2</b>	<b>2</b>
<b>EDUC 210</b> Equity Pedagogy: Teaching to Transform (spr)	<b>3</b>	<b>3</b>
<b>EDUC 211</b> Practicum 2S: K-6 Placement (spr)	<b>2</b>	<b>2</b>
<b>EDUC 220</b> Diverse Learners: Supporting Special Needs in the Classroom (fall)	<b>3</b>	<b>3</b>
<b>EDUC 250</b> Child & Adolescent Development for Educators (online spr) or <b>PSYC 315</b> Child and Adolescent Development or <b>PSYC 207</b> Lifespan Development (spr)	<b>3</b>	<b>3</b>
<b>EDUC 265</b> Children's Literature (fall)	<b>3</b>	<b>3</b>
<b>EDUC 300</b> Practicum 3F: ENL Placement (fall)	<b>2</b>	<b>2</b>
<b>EDUC 301</b> Practicum 3S: ENL Placement (spr)	<b>2</b>	<b>2</b>
<b>EDUC 310</b> Reading/Lang. Arts Methods I: Developmental Foundations (fall)	<b>3</b>	<b>3</b>
<b>EDUC 311</b> Reading/Lang. Arts Methods II: Planning, Instruction, Assessment & Evaluation (spr)	<b>3</b>	<b>3</b>
<b>EDUC 320</b> Teaching Methods: Assessment, Evaluation, Planning & Instruction (fall)	<b>3</b>	<b>3</b>
<b>EDUC 330</b> Art Methods: Integrating the Arts (spr)	<b>3</b>	<b>3</b>
<b>EDUC 345</b> Health & PE Methods: Integrating Wellness (seminar typically offered in fall)	<b>1</b>	<b>1</b>
<b>EDUC 350</b> Math Methods: Teaching Math Developmentally (spr)	<b>3</b>	<b>3</b>
<b>EDUC 360</b> ENL Methods (fall)	<b>3</b>	<b>3</b>
<b>EDUC 365</b> Language Acquisition (spr)	<b>3</b>	<b>3</b>
<b>EDUC 400</b> Practicum 4F: Student Teaching Placement (fall)	<b>2</b>	<b>2</b>
<b>EDUC 420</b> Classroom Practices: Creating & Maintaining a Thriving Classroom Community (fall)	<b>3</b>	<b>3</b>
<b>EDUC 425</b> Social Studies Methods: Teaching Social Studies for Social Justice (fall)	<b>3</b>	<b>3</b>
<b>EDUC 430</b> Science Methods (fall)	<b>3</b>	<b>3</b>
<b>EDUC 490</b> Senior Seminar & Capstone*(counts as IDST 499 in Core; not part of major credit total) (spr)	<b>0*</b>	<b>3*</b>
<b>EDUC 491</b> Practicum 4S: Student Teaching Internship* (of the 12, 3 credits count as IDST 400 in Core; not part of major credit total) (spr)	<b>9*</b>	<b>12*</b>
<b>MAJOR CREDIT TOTAL</b>	<b>72</b>	
<b>Additional Major Requirements</b>		
<b>Phase 1</b> – Acceptance into the Teacher Education Program: Apply in February of Year 2 (Sophomore) <b>Phase 2</b> – Interview for Student Teaching: Interview in February of year 3 (Junior) <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		
In order to obtain an Indiana State Teaching License, students must successfully complete all coursework listed above AND pass all of the Indiana State Licensing Exams listed to the right. 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>	Indiana State Licensing Exams: Elementary Education K-6, (AKA Pearson Core Exams): <ul style="list-style-type: none"> <li>• Elementary Generalist (060, 061, 062, 063)</li> <li>• Elementary School Pedagogy (005)</li> <li>• English Learners (019)</li> </ul>	
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>50</b>	
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>122</b>	

## Bachelor of Arts

### English - Major Requirements

The Program in English offers a choice of one of three curricular tracks: Literary Scholarship, Professional Communication, or English Education. All English Majors take 280 Analysis & Interpretation, three different 200-level surveys, three 300- or 400-level seminars, and an upper-level elective. Also required: a 290-level course in religion and literature, 311 or 312 Shakespeare A or B, 498 Senior Project Studio, and 499 Editing and Publication. Total credit hours: 36.

Course	Credits
<b><i>Required Major Courses 36 credits</i></b>	
<b>ENGL 2XX</b> 200-level survey English courses	<b>9</b>
<b>ENGL 280</b> Analysis and Interpretation	<b>3</b>
<b>ENGL 29X</b> Religion and Literature	<b>3</b>
<b>ENGL 3XX</b> 300-level seminar English courses	<b>9</b>
<b>ENGL 311 or ENGL 312</b> Shakespeare A or B	<b>3</b>
<b>ENGL 3XX or ENGL 4XX</b> 300-or 400-level English course	<b>3</b>
<b>ENGL 498</b> Senior Project Studio	<b>3</b>
<b>ENGL 499</b> Editing and Publication	<b>3</b>
<b>REQUIRED MAJOR COURSE CREDIT TOTAL</b>	<b>36</b>
<b>Open Electives:</b> Minimum 38 credits of Holy Cross College courses and/or transfer courses	<b>35</b>
<b>ENGLISH MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>71</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>50</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>121</b>

# Bachelor of Arts

## History - Major Requirements

\*Courses can be applied to both- major and core requirements.

Course	Credits
<b><i>Required Major Courses 39 credits</i></b>	
<b>*HIST 101</b> or <b>102</b> Western Civilization I or II	<b>3</b>
<b>*HIST 151</b> US History I	<b>3</b>
<b>*HIST 152</b> US History II	<b>3</b>
<b>HIST 301</b> Historical Methods	<b>3</b>
<b>HIST 351</b> Colonial America	<b>3</b>
<b>HIST 352</b> Age of Independence, 1756-1787	<b>3</b>
<b>HIST 353</b> The Early Republic, 1815-1848	<b>3</b>
<b>HIST 354</b> Civil War & Reconstruction, 1861-1877	<b>3</b>
<b>HIST 355</b> Gilded Age & Progressive America, 1870-1920	<b>3</b>
<b>HIST 356</b> Modern America, 1898-1945	<b>3</b>
<b>HIST 357</b> America Since 1945	<b>3</b>
<b>HIST 358</b> Latin America, 1492-1780	<b>3</b>
<b>THEO 422</b> Catholicism in America	<b>3</b>
<b>MAJOR CREDIT TOTAL</b>	<b>39</b>
<b>OPEN ELECTIVE CREDIT TOTAL</b>	<b>32</b>
<b>HISTORY MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>71</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>51</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>121</b>

## Bachelor of Arts

### Liberal Studies - Major Requirements

Course	Credits
<b><i>Required Major Courses 36 credits</i></b>	
ENGL 300-level or above	9
HIST 300-level or above	9
PHIL 200-level or above	3
PHIL 301 Logic	3
POLS 200-level or above	9
LIBS 499 Senior Thesis Seminar	3
<b>MAJOR CREDIT TOTAL</b>	<b>36</b>
<b>Open Electives:</b> Minimum 35 credits of Holy Cross College courses and/or transfer courses	<b>35</b>
<b>LIBERAL STUDIES MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>71</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>50</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>121</b>

<b>Liberal Studies – Pre-Law Track</b>	Credits
<b><i>Required Major Courses 48 credits</i></b>	
ACTG 201 Financial Accounting	3
BUSI 203 American Law & Legal System	3
BUSI 314 Legal Environment of Business	3
BUSI 361 International Business Law	3
ENGL 370 Writing for the Public Sphere	3
ENGL 300-level or above	6
HIST 300-level or above	9
PHIL 200-level or above	3
PHIL 301 Logic	3
POLS 200-level or above	9
LIBS 499 Senior Thesis Seminar	3
<b>MAJOR CREDIT TOTAL</b>	<b>48</b>
<b>Open Electives:</b> Minimum 23 credits of Holy Cross College courses and/or transfer courses	<b>23</b>
<b>LIBERAL STUDIES MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>71</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>50</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>121</b>

# Bachelor of Arts

## Psychology - Major Requirements

\*Courses can be applied to both- major and Holy Cross College Core Requirements.

Course	Credits
<b><i>Required Major Courses 30 credits</i></b>	
<b>*PSYC 101</b> Introductory Psychology	<b>3</b>
<b>PSYC 205</b> Abnormal Psychology	<b>3</b>
<b>PSYC 207</b> Lifespan Development <u>OR</u> <b>PSYC 315</b> Child and Adolescent Development	<b>3</b>
<b>PSYC 265</b> Statistics for Social Science	<b>3</b>
<b>PSYC 275</b> Research Methods in Psychology	<b>3</b>
<b>PSYC 325</b> Social Psychology	<b>3</b>
<b>PSYC 390</b> Physiological Psychology	<b>3</b>
<b>PSYC 399</b> Cognitive Psychology	<b>3</b>
<b>PSYC 498</b> Senior Research Project	<b>3</b>
<b>MAJOR CREDIT TOTAL</b>	<b>27</b>
<b><i>Major Elective Courses 12 or 13 credits</i></b>	
Choose between General Track and Clinical Track to complete the Psychology major electives in the next page. Each track requires completion of 12 or 13 credits.	
<b>MAJOR ELECTIVE CREDIT TOTAL</b>	<b>12 or 13</b>
<b>Open Electives:</b> Minimum 28-29 credits of Holy Cross College courses and/or transfer courses	<b>27 or 29</b>
<b>PSYCHOLOGY MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>71</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>50</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>121</b>

## Psychology - continued

### *Required Major Elective Courses 12 or 13 credits*

Choose between Clinical Track and General Track to complete the Psychology major electives.

### CLINICAL TRACK

Course	Credits
<b><i>Required Major Elective Courses 12 or 13 credits</i></b>	
Choose minimum 4 courses or <u>12 or 13 credit hours</u> of electives from the list below.	
<b>PSYC 401</b> Introduction to Clinical Psychology	<b>3</b>
<b>PSYC 499</b> Seminar in Psychopathology (Child & Adolescent)	<b>3</b>
<b>PSYC 499</b> Seminar in Psychopathology (Adult)	<b>3</b>
<b>Must Choose at least ONE of the following:</b>	
<b>PSYC 330</b> Personality Psychology	<b>3</b>
<b>PSYC 365</b> Tests and Measures in Psychology	<b>3</b>
<b>PSYC 410</b> Neuroscience	<b>4</b>
<b>MAJOR ELECTIVE CREDIT TOTAL</b>	<b>12 or 13</b>

### GENERAL TRACK

Course	Credits
<b><i>Major Elective Courses 12 or 13 credits</i></b>	
Choose minimum 4 courses or <u>12 or 13 credit hours</u> of electives from the list below.	
<b>BUSI 240</b> Organizational Behavior and Management	<b>3</b>
<b>MKTG 341</b> Consumer Behavior	<b>3</b>
<b>PSYC 245</b> Cross-cultural Psychology	<b>3</b>
<b>PSYC 310</b> Nonverbal Communications	<b>3</b>
<b>PSYC 320</b> Gender Psychology	<b>3</b>
<b>PSYC 330</b> Personality Theories	<b>3</b>
<b>PSYC 365</b> Tests and Measures in Psychology	<b>3</b>
<b>PSYC 401</b> Introduction to Clinical Psychology	<b>3</b>
<b>PSYC 410</b> Neuroscience	<b>4</b>
<b>PSYC 497</b> Special Topics: Conference	<b>3</b>
<b>PSYC 499</b> Seminar in Psychopathology	<b>3</b>
<b>MAJOR ELECTIVE CREDIT TOTAL</b>	<b>12 or 13</b>

# Bachelor of Arts

## Theology - Major Requirements

Course	Credits
<b><i>Required Major Courses 16 credits</i></b>	
<b>THEO 341</b> The Church: Communion in the Mission and Ministry	<b>3</b>
<b>THEO 351</b> Justice, Peace, and the Gospel of Life	<b>3</b>
<b>THEO 361</b> The New Evangelization: Media and Markets	<b>3</b>
<b>THEO 394</b> Theological Practicum I	<b>2</b>
<b>THEO 395</b> Theological Practicum II	<b>2</b>
<b>THEO 494</b> Senior Thesis Seminar	<b>3</b>
<b>MAJOR CREDIT TOTAL</b>	<b>16</b>
<b><i>Major Elective Courses 18 credits</i></b>	
Choose at least one course from each of the areas listed below.	
<b>THEO 310s &amp; 410s</b> Biblical Theology	<b>3</b>
<b>THEO 320s &amp; 420s</b> Historical Theology	<b>3</b>
<b>THEO 340s &amp; 440s</b> Systematic Theology	<b>3</b>
<b>THEO 350s &amp; 450s</b> Moral Theology	<b>3</b>
<b>THEO 370s &amp; 470s</b> Spiritual Theology Can be fulfilled through three 1-credit courses	<b>3</b>
<b>Philosophy (Beyond Core Requirements)</b>	<b>3</b>
<b>MAJOR ELECTIVE CREDIT TOTAL</b>	<b>18</b>
<b>Open Electives:</b> Minimum 37 credits of Holy Cross College courses and/or transfer courses	<b>37</b>
<b>THEOLOGY MAJOR REQUIREMENTS CREDIT TOTAL</b>	<b>71</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>50</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>121</b>



# Bachelor of Arts

## Visual Arts - Major Requirements

<b>ARTS Major Courses:</b> Required for both Studio Art Track (SA) and Graphic Design Track (GD)			
<b>ARTS 101</b> 2D Art Fundamentals			<b>3</b>
<b>ARTS 102</b> Drawing I			<b>3</b>
<b>ARTS 105</b> Art History I			<b>3</b>
<b>ARTS 110</b> Intro to Photography			<b>3</b>
<b>ARTS 200</b> Drawing II			<b>3</b>
<b>ARTS 208</b> Art History II			<b>3</b>
<b>ARTS 403</b> Senior Portfolio I			<b>3</b>
<b>ARTS 404</b> Senior Portfolio II			<b>3</b>
<b>*Studio Art Track (SA)</b>		<b>**Graphic Design Track (GD)</b>	
<b>*ARTS 103</b> Painting I	<b>3</b>	<b>**ARTS 104</b> Graphic Design I	<b>3</b>
<b>*ARTS 201</b> Painting II	<b>3</b>	<b>**ARTS 202</b> Graphic Design II	<b>3</b>
<b>*ARTS 301</b> Intermediate Studio	<b>3</b>	<b>**ARTS 205</b> Web Design	<b>3</b>
		<b>**ARTS 308</b> Graphic Design III	<b>3</b>

<b>ARTS Elective Courses:</b> Choose elective courses from the list below which are <u>not</u> required for your selected <b>ARTS</b> track.						
<b>Studio Art Track (SA) – 5 courses or 15 credits</b>			<b>Graphic Design Track (GD) - 4 courses or 12 credits</b>			
Course #	Course Name	Credits	Course #	Course Name	Credits	
103	Painting I	3	219	Special Topics in Visual Art	3	
104	Graphic Design I	3	220	Digital Illustration	3	
107	3D Art	3	301	Intermediate Studio	3	
130	Film as Art and Communication	3	308	Graphic Design III	3	
201	Painting II	3	401	Advanced Studio	3	
202	Graphic Design II	3	HIST 325	Rome Through the Ages	3	
205	Web Design	3	HIST 425	Renaissance and Baroque Rome	3	

<b>GRADUATION REQUIREMENTS:</b>		<b>TOTAL CREDITS</b>	
		Studio Art	Graphic Design
Visual Arts Major		33	36
Visual Arts Electives		15	12
Open Electives		23	
Holy Cross College Core Curriculum		50	
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>		<b>121</b>	

# Bachelor of Science

## Biology - Major Requirements

\*Courses can be applied to both- major and core requirements.

Course	Credits
<b>Required Major Courses 55credits</b>	
*MATH 141 Elements of Calculus I or MATH 151 Calculus for Science – in addition to this requirement, a second sequence of calculus (MATH 142 or MATH 152) is strongly recommended to students who are considering pre-professional fields.	4
*BIOL 151 Principles of Biology I Lecture/Lab	4
BIOL 152 Principles of Biology II Lecture/Lab	4
BIOL 215 Biostatistics	4
BIOL 256 Comparative Physiology Lecture/Lab	4
BIOL 309 Genetics Lecture/Lab	4
BIOL 315 Ecology Lecture/Lab	4
BIOL 320 Cell Biology	3
*CHEM 151 Principles of Chemistry I Lecture/Lab	4
CHEM 152 Principles of Chemistry II Lecture/Lab	4
CHEM 211 Organic Chemistry I Lecture/Lab	4
CHEM 212 Organic Chemistry II Lecture/Lab	4
PHYS 131 Physics for Life Sciences I Lecture/Lab or PHYS 151 Physics for Science I	4
PHYS 132 Physics for Life Sciences II Lecture/Lab or PHYS 152 Physics for Science II	4
<b>MAJOR CREDIT TOTAL</b>	<b>55</b>
<b>Major Elective Courses 16 credits</b>	
Choose minimum <u>16 credit hours</u> of electives. Must include <i>at least two</i> 300-400 level courses.	
BIOL 213 Microbiology Lecture/Lab	4
BIOL 230 Public Health	3
BIOL 255 Human Anatomy Lecture/Lab	4
BIOL 308 Molecular Biology	3
BIOL 311 Plant Physiology Lecture/Lab	4
BIOL 313 Medical Microbiology	3
BIOL 325 Epidemiology	3
BIOL 409 Biology Research	3
BIOL 460 Molecular Biology Methods	3
CHEM 330 Biochemistry	3
<b>MAJOR ELECTIVE CREDIT TOTAL</b>	<b>16</b>
<b>BIOLOGY REQUIREMENTS CREDIT TOTAL</b>	<b>71</b>
<b>HOLY CROSS COLLEGE CORE REQUIREMENTS CREDIT TOTAL</b>	<b>51</b>
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION</b>	<b>122</b>

## 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:

Summa Cum Laude:	3.9 – 4.0
Magna Cum Laude:	3.7 – 3.89
Cum Laude:	3.5 – 3.69

**Dean's List:** A student receiving a semester GPA of at least 3.5 with a minimum of twelve semester hours (100 level and above) will be placed on the Dean's List.

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

**Psi 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.

## 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 receiving a semester grade point average of at least 3.50 on a minimum of twelve graded semester hours will be recognized by placement on the Dean's List.

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

**Probation:** A student may be placed on academic probation 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 Academic Council stating the reason for the appeal. The Academic Council 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 withdraw 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 withdraw 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 **SEMESTER OF ACADEMIC AMNESTY** section.

## **ASSIGNMENT OF CREDIT HOURS**

Please refer to **SEMESTER HOURS** section.

## **ATHLETIC ELIGIBILITY**

Student-athletes at Holy Cross College are governed by eligibility rules included in the *NAIA Official & Policy Handbook*. Among several important academic rules, student-athletes must be identified and enrolled in 12 credit hours at the time of participation. 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**

Students in good academic standing may elect to audit courses. Audited courses do not count toward fulfilling degree requirements and are not included in the computation of grade-point-averages. Typically, audited courses do not transfer into the College or other institutions. The cost for auditing a course is the same as the cost of taking a course for credit. Students may change course registration from credit to audit or audit to credit only through the add/drop period indicated in the academic calendar. Student 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 and classified as a freshman. A student who has earned 30 or more credits but fewer than 60 credit is classified as a sophomore. A student who has between 60 and 89 credits is classified as a junior. A student who has earned 90 or more credits is classified as a senior.

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

## **COMPLETION OF CORE CURRICULUM COURSES**

Please refer to Academic Programs 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. Students may withdraw from classes no later than the withdrawal dates announced for each semester in the official academic calendar.

## **COURSE OVERLOAD**

The Dean of the College must approve a course overload. The student must initiate the process by submitting a request in writing to the Dean of the College. After careful consideration, the Dean of the College 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 **REGISTRATION** section

## **COURSE REPEAT**

Please refer to **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 by a student who has achieved a satisfactory score of 3 or higher on the Advanced Placement Examination offered through College Board. Credits for the corresponding courses at Holy Cross College will count towards the fulfillment of all degree requirements.

<b>Examination Title</b>	<b>Min. Score</b>	<b>Holy Cross Equivalency Course</b>	<b>Credits</b>
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	CPSC 107	3
English Language	4	ENGL101	3
English Literature	4	English literature elective	3
Environmental Science	3	BIOL 130	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 a 50. Additional information about the CLEP program may be obtained from the Office of the Registrar.

Discipline	CLEP Examination	HCC Course	Credits
<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	ENGL230	3
	Analyzing and Interpreting Lit	Literature elective	3
	College Composition	ENGL 101	3
	College Composition Modular	ENGL 101	3
	English Literature	ENGL 220	3
	Humanities	Humanities elective	3
<b>History and Social</b>	American Government	POLS 151	3

<b>Sciences</b>	History of the United States I	HIST 151	3
	History of the United State 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
<b>English A: Literature HL</b>	5	ENGL 999 English Literature 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
<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



**CREDIT HOURS**

Please refer to **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 the College must approve any exceptions to this rule.

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

**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 request should go to the instructor, and then to the Department Chair, and finally to the Dean of the College and the Assistant to the Dean of the College and Director of Academic Advising, who should receive requests for alternative examination times from Department Chairs, not directly from students or course instructors.

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 and 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.

Students with permission to take final examinations at alternate times and students with accommodations for extended test time or minimal-distraction testing environment may take them in the Mathematics/Writing Center. The Director of Academic Advising, or an appropriate delegate, is responsible for administering these examinations. The course instructor must notify the Director of Academic Advising in writing of the name of the student and the date and time of the examination, and must provide written instructions for proctoring the examination: 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. There must be a non-student proctor in the Writing/Mathematics Center at all times when students are taking final examinations there.

## 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 the College.
2. Appeals of final grades must be submitted in writing to the Dean of the College 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 the College will review the student's written appeal. If it meets the above requirements, the following steps will be taken:
  - a. The Dean of the College 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 the College 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 the College 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 the College.	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 the College. 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 **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.

## **HONORS PROGRAM**

Many Holy Cross students are ready to experience especially enriched and thought-provoking courses in their first two years of college. This opportunity is provided by core courses that are designated as Honors sections and are open to all students in good academic standing with a cumulative grade point average of 3.0 or above. These Honors sections are not simply core courses made more difficult; rather, these are enriched sections with challenging readings, assignments, and expectations for serious, highly engaged, and motivated students.

These Honors sections are different from regular sections of core courses primarily in the following:

- Students in these sections have knowingly selected them to join a class of students who may vary in their level of skill and ability but who are joined by their shared commitment to challenging themselves in their learning;
- Readings will be more challenging, emphasizing thought-provoking primary works and classics in their entirety from that field; and
- Assignments and projects will call for more depth of analysis and synthesis.

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

## **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 student is required to file in writing, with their advisor, their reason for requesting or renewing a leave of absence. The request is approved by the Dean of the College. 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.) consists of 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 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.

### **REPEATING A COURSE**

A student who earns a grade of C- or below in a Holy Cross course may repeat the course one time. When a student repeats a course, both the first and second grades are included in the grade point average, and the course is designated on the student's transcript as a repeated course. The credit hours earned are counted only once.

### **ROTC PROGRAMS**

Reserve Officer Training Corps (ROTC) programs are available to Holy Cross College students in cooperation with the University of Notre Dame. To obtain information about the program and scholarships, contact the appropriate

ROTC office at the University of Notre Dame. For Air Force, visit <http://afrotc.nd.edu/>. For Army, visit <http://www3.nd.edu/~army/>. For Navy, visit <https://nrotc.nd.edu/>.

### **SEMESTER HOURS**

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

### **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 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 the 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 the College 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 **CATALOG TIME LIMIT FOR DEGREE COMPLETION** section

### **TRANSCRIPTS**

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.

### **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**

Courses completed with the grade of "C" or above while attending another regionally accredited college or university will be accepted in transfer if the courses are comparable to the Holy Cross College curriculum. A

transfer course which does not have an equivalent course at Holy Cross College may be accepted if the course is suitable for elective credit. 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 transfer. 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.

#### **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. 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, after registration for a given semester, a student determines that it is necessary to withdraw or to be 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.***

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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 1<sup>st</sup> 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 the student, and the remaining balance owed (or estimated refund.) The preliminary semester bill can be accessed on the Student Portal at: [www.sis.hcc-nd.edu](http://www.sis.hcc-nd.edu).

Please note that all financial aid offered by or certified through the College will appear on the preliminary semester bill, including federal loans. **Any offered loan(s) on your financial aid notification will not be credited to your student account as a payment on your semester bills unless you opt in to the loan program on your Holy Cross Student Portal. You have the option of accepting all, some, or none of your offered loan(s).** Outside scholarships will appear on your account *after* the funds have been received by the College.

The College accepts payment in the form of cash, checks, Visa, MasterCard, 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. 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. Holy Cross College partners with two providers of monthly payment plans. Notre Dame Federal Credit Union (NDFCU) offers a short-term loan in the student's name, and the down payment must be paid to the College. Nelnet Commerce offers a monthly payment plan (not a loan) for a small enrollment fee. The down payment is made to Nelnet during the

enrollment process. Both providers have deadlines for enrollment and draw payment on the 5<sup>th</sup> of each month. More information is available on the College website. **NOTE: Families utilizing either option must pay the down payment and have their enrollment completed by the August 1/January 1 deadlines.**

## 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 has applied for a payment plan through Notre Dame Federal Credit Union or Nelnet Business Solutions and is waiting for verification of the amount and approval from Holy Cross College.
- 5.) 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 Vice President of Finance.

## 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)**

##### **Introduction to 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)**

##### **Introduction to 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.

### CREATIVE 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 a variety of different artists/designers apply basic design concepts into their work, and consider how images affect culture.

\*Estimated course materials cost: \$90

#### **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.

\*Estimated course materials cost: \$90

#### **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.

\*Estimated course materials cost: \$90

**ARTS 104 (3)****Graphic Design I**

*PREREQUISITE: none*

This course offers an introduction to the basics of digital graphic design. Students will learn the fundamentals of type design, computer illustration, image editing, marketing, and advertising. They will also develop a portfolio of graphic designs as they increase their knowledge and skills through studio assignments, projects, and class discussions.

\*Digital lab course fee: \$50

**ARTS 105 (3)****Art History I**

*COREQUISITE: ENGL 101*

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 107 (3)****3D Art**

*PREREQUISITE: none*

This course offers an introduction to three-dimensional art. Students will learn design basics with a focus on space, material, and meaning. They will also develop a portfolio of three-dimensional artworks and sculptures as they increase their knowledge and skills through studio assignments, projects, and class discussions.

\*Art fee: \$40

**ARTS 110 (3)****Intro to 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.

\*Digital lab course fee: \$50

\*\*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)

**ARTS 130 (3)****Film as Art and Communication**

*COREQUISITE: ENGL 101*

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 line 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 in 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 208 (3)**

**Art History II**

***COREQUISITE: ENGL 101***

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 205 (3)**

**Web Design**

***PREREQUISITE: None***

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 219 (3)**

**Special Topics in Visual Art**

***PREREQUISITE: None***

This intermediate-level special topics course in studio art offers students the opportunity for a focused and in-depth investigation of a specific technique or movement from Art History, Studio Art, or Graphic Design that is not already covered extensively in other Visual Arts courses. The focus of this class and its content will vary depending upon track rotation and semester.

\*Estimated course materials cost: \$90

**ARTS 220 (3)**

**Digital Illustration**

***PREREQUISITE: None***

This course offers an introduction to the basics of digital illustration. Students will learn about contemporary illustration techniques, current software, illustration aesthetics, and creative design expression through digital platforms. 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

**ARTS 301 (3)**

**Intermediate Studio**

***PREREQUISITE: ARTS 201 or Authorization from Department Chair***

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: \$90

### **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: \$90

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

#### **Senior Portfolio I**

*PREREQUISITE: Authorization from Department Chair*

*(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 Studio II**

*PREREQUISITE: Authorization from Department Chair*

*(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 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 121 (3)**

#### **Biological Science**

*PREREQUISITE: Proficiency in algebra at the level of an intermediate high school algebra course and successful completion of a high school or college course in chemistry.*

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

### **BIOL 121 (3)**

#### **Honors Biological Science**

*PREREQUISITE: GPA of 3.0 or higher*

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

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 explore next 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 education, liberal arts, and business majors.

### **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.

**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*

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**

Prerequisites: Successful completion of BIOL121, 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 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 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 256 (4)****Comparative Physiology**

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

Comparison of the mechanisms of physiological phenomena with an emphasis on nutrition, metabolism, gas exchange and transport, excretion, ionic and osmotic balance, temperature regulation, reception of stimuli, biological clocks, and neural versus hormonal control. The focus will be on human physiology, with similarities and differences among various animal phyla throughout.

**BIOL 309 (4)****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. Three hours of lecture and laboratory.

**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, 152, or PSYC 265 with a C or higher.*

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.

## **BUSINESS**

### **BUSI 203 (3)**

#### **American Law and the Legal System**

*PREREQUISITE: Completion of at least 15 credit hours*

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

### **BUSI 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)**

#### **Common Good and Corporate Social Responsibility**

*PREREQUISITES: ENGL 101*

The Common Good and Corporate Social Responsibility investigates the foundations of the obligations to internal and external stakeholders which are placed on organizations. This course examines the concept of the common good

and how it relates to contemporary concepts of the purpose of organizations and corporations. Topics will include investigating the historical development of the corporation, comparing the American version to contemporary foreign corporation concepts, and reviewing modern corporate social responsibility topics such as transparency, sustainability, and maintaining 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**

*PREREQUISITES: 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 course work.

### **BUSI 325 (3)**

#### **Supply Chain Management**

*PREREQUISITES: 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 326 (3)**

#### **Purchasing and Logistics**

*PREREQUISITES: BUSI 210 and BUSI 325*

This course explores procurement and analysis of the supply and resupply activities of logistics management, including purchasing policies, transportation planning, returns and inventory control. Attention is directed toward total cost minimization and the establishment of a sustainable competitive advantage based on procurement.

### **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: BUSI 310 and have completed 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 432 (3)****Productions and Operations Management**

*PREREQUISITES: BUSI 324 and BUSI 430*

This course reviews the management of operations in manufacturing, service, and other forms of business organizations. Topics include a review of the activities and responsibilities of operations management, the tools and techniques available to assist in running the operation, and the factors considered in the design of the system.

**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 the scientific method, 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, reaction mechanisms, and factors influencing them. 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.

## **COMPUTER APPLICATIONS**

**CPSC 107 (3)****Introduction to Computer Applications**

*PREREQUISITES: None*

CPSC 107 is designed to introduce the students to software packages common to the workplace. Students will be exposed to modules in Microsoft Office, Oracle, 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 and Spring.

**CPSC 217 (3)****Introduction to Data Analysis**

*PREREQUISITE: Successful proficiency in CPSC 107 or by passing a standardized exam, and MATH111 or higher*

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 Spring.

## COMPUTER SCIENCE

### CS 150 (4)

#### CS I – Python/MATLAB

*PREREQUISITE: Ready for MATH 113*

Concepts such as variable assignments, vector and matrix operations, plotting, conditionals, loops, and user defined functions will be covered using both MATLAB and 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.

### CS 160 (4)

#### Discrete Logic

*PREREQUISITES: MATH113 with a C or higher or ALEKS score of 65% or higher, ACT score of 23-24, or SAT score of 580 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 205 (3)

#### Cyber Ops

*PREREQUISITES: None*

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.

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

#### **CS II – Python/C++**

*PREREQUISITES: None*

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.

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

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

*PREREQUISITES:* Successful completion of MATH 151 with a C or better or equivalent; CS 250 Python. 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.

## **ECONOMICS**

### **ECON 110 (3)**

#### **Introduction to Economics**

*PREREQUISITES: None.*

This course is an introduction to economic concepts and basic economic theory. The course is split between the study of microeconomics and macroeconomics. Microeconomics analyzes the market behavior of individual consumers and firms in an attempt to understand the decision-making process of firms and households. In particular, microeconomics focuses on patterns of supply and demand and the determination of price and output in individual markets. On the other hand, Macroeconomics is the study of how economic decision makers affect the economy as a whole in terms of employment, price stability, and economic growth. Emphasis will be given to mechanisms of developing economic tools to analyze and evaluate public policies, poverty and welfare questions, and other applied economics topics related to promoting welfare of society.

### **ECON 201 (3)**

#### **Microeconomics**

*PREREQUISITES: None*

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

### **ECON 202 (3)**

#### **Macroeconomics**

*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 Indiana State Elementary Generalist Licensing test for teachers. Passage of the Pearson CORE test is required for the Holy Cross College Teacher Education Program and for licensing in Indiana. Course is not transferable nor does it satisfy degree requirements.

### **EDUC 100 (2)**

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

This course is a field experience that meets with EDUC101. Students will complete 4 hours per week in a k-6 classroom setting. The objective of this placement is for the HCC 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. HCC 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 HCC students to discern their desire and disposition for the vocation of education. Please note that students are responsible for their own transportation to field experience placements.

### **EDUC 101 (3)**

#### **Introduction to Teaching as a Vocation**

This course explores teaching as a vocation. Through lecture, readings, written assignments, and observations, students examine the personality traits and the functional skills necessary for success in elementary and secondary education classrooms. This course provides a structured approach to investigating one's interest in and suitability for a career in education. This course also provides an introduction to teaching as a profession in the American Education system. It offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. It includes background knowledge in the organizational structure of schools. This course will also include exploration of education as the "formation of the hearts of young people and the development of a positive response toward religion within them" (Blessed Basil Moreau). An embedded clinical field experience is included in this course where the roles, responsibilities and daily life of teachers, schools, and students will be examined. This course requires direct contact with children and therefore HCC students will be required to complete a criminal background check as requested by the partnering school.

### **EDUC 200 (2)**

#### **Educational Psychology: Teaching and Learning Theory**

In this course, students will explore several different theoretical perspectives on learning, cognition, cognitive development and teaching practices. No single theory can account for all aspects of human learning and cognition. By examining a variety of theories, students will identify a range of principles, perspectives, and tools that may be useful in understanding learning and teaching in a variety of contexts. Keep in mind that this course is essentially a survey of teaching and learning theories. There will be opportunities for students to delve deeper into their personal areas of interest. 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 experiences as a learner 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)**

Students will complete 4 hours per week in various a classroom setting observing and working with a mentor teacher and students. 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 203 (2)**

#### **Practicum 2F: (K-6 placement)**

This course is a field experience that corresponds with 200-level Education courses. Students will complete 4 hours per week in a classroom setting. 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 210 (3)****Equity Pedagogy: Teaching to Transform**

This class introduces students to equity literacy and cultural competence as necessary dispositions for 21st century educators in the US. For this course cultural competence is defined as having an awareness of one's own cultural identity and views about difference and having the ability to learn and build on the varying cultural and community norms of students and their families. Students will develop the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom. In this course Equity Literacy is defined as a framework for cultivating the knowledge and skills that enable educators to recognize and redress inequity in their spheres of influence. More than cultural competence or diversity awareness, equity literacy prepares educators to see even subtle ways in which access and opportunity are distributed unfairly across race, class, gender identity, sexual orientation, (dis)ability, language, and other factors. Topics include historic and modern systemic and institutional systems of oppression and privilege in the US related to ethnic and racial diversity, language diversity, socio-economic diversity, non-traditional family units, religious affiliation, and strategies for mitigating and disrupting inequity through instruction, advocacy, social action, and relationship building in partnership with students, families, and communities Education majors must pass with a C or higher.

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

Students will complete 4 hours per week in various a classroom setting observing and working with a mentor teacher and students. 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 220 (3)****Diverse Learners: Supporting Special Needs in the Classroom**

This course is an introduction to special education and special education law. Topics include all areas of exceptionally, including academic and social characteristics, along with educational implications for students with education disabilities and those acquiring English as a new language, and teaching strategies for these children. A field experience of at least 3 hours is required with this course. Students are responsible for their own transportation. 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.

**EDUC255 (3)****Integrating Computer Science and Technology in the K-6 Curriculum**

This course explores the foundations of computer science and computational thinking and how technology may be used as a tool in the 21st Century classroom to facilitate changes in the ways teachers teach and students learn, and ultimately to stimulate positive changes in education. It examines how educators can increase their own productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Students will examine the benefits and possible drawbacks of technology use in their classrooms and learn how to integrate technology effectively into their teaching to promote student learning and engagement. Through a variety of hands-on activities and coding language (Scratch and Code.org professional training) students will explore and learn how to teach computational thinking and coding in grades K-6 as a foundation for understanding computer science concepts. Students will learn how to incorporate the latest technology and software into the curriculum to support learning and creativity. This course addresses the National Educational Technology Standards for Teachers (NETST), developed by the International Society for Technology in Education (ISTE); National Council for Accreditation of Teacher Education (NCATE) & IDOE (Educator Preparation Standards in Technology and Computer Science. It also incorporates 21st Century Learning Skills. The

importance of ICT (information and communication technologies) literacy is emphasized. 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. This also counts toward fulfilling course requirements in the English program. Education majors must pass with a C or higher.

### **EDUC 300 (2)**

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

*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. 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 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. Background checks may require a small fee. Education majors must pass with a C or higher.

### **EDUC 301 (2)**

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

*PREREQUISITE: Admission to the Teacher Education Program*

This course provides opportunities to experience teaching and learning in an elementary classroom. Students will engage in activities with the classroom teacher and children to further their understanding of instruction, evaluation, and professional responsibilities. Placement will be one full day in 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. Background checks may require a small fee. 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 I. The emphasis will be on planning balanced instruction with an integration of the language arts into a literacy program. Literacy assessment and instructional practices for English language learners and struggling readers are included in the content. Students will participate in a field experience in conjunction with this course. 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 Arts standards (visual, dramatic, movement, and musical) for integration into curricular projects is the focus of the course. Students will participate in a field experience in conjunction with this course. 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**

*PREREQUISITE: Admission to Teacher Education Program*

This course examines historic and contemporary methods and practice of teaching K-6 Mathematics. Emphasis on student participation and demonstration will provide opportunities for students to engage in practical pre-service teaching experiences. Students will participate in a field experience in conjunction with this course. 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 provide a comprehensive understanding of principles of first- and second-language acquisition and development as applied to EL instruction and assessment. Emphasis will be placed on effective approaches and evidence-based EL instructional practices and implementation of technology-based, culturally representative, and developmentally appropriate resources in EL instruction and assessment. Students will participate in a field experience in conjunction with this course. Education majors must pass with a C or higher.

### **EDUC365: (3)**

#### **Understanding Language Acquisition**

*PREREQUISITE: Admission to Teacher Education Program*

This course will provide a comprehensive understanding of the components of language as applied to EL instruction. Emphasis will be placed on evidence-based EL instructional practices and how to promote English Learners' achievement of English language proficiency standards and academic content standards through data-driven instructional decision making and concepts and issues related to the equitable and appropriate language and content assessment of English Learners. Students will participate in a field experience in conjunction with this course. Education majors must pass with a C or higher.

### **EDUC 400 (2)**

#### **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 ½ 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. Background checks may require a small fee. Education majors must pass with a C or higher.

### **EDUC 420 (3)**

#### **Classroom Practices: Creating and Maintaining a Thriving Classroom Community**

*PREREQUISITE: Admission to the Teacher Education Program.*

This course examines the concept of the well-managed K-6 grade classroom. A major goal of this course is to help student teachers develop a framework for classroom practices by focusing on how K-6 grade students develop as human beings in a learning community. Student teachers will develop the skills needed to “co-create a classroom environment that is safe, affirming, learning-centered, innovative, intellectually challenging, and engaging to maximize students’ opportunities to learn in order to enhance their academic and social development... [and to] cultivate the type of classroom ethos of which students want to be a part”. (Cunningham & Milner) Through readings, discussion, assignments and practical classroom application in EDUC400 students will develop the mindset, beliefs, dispositions, practices, and tools that are “essential to understand in order to meet the diverse and complex needs of learners who are placed at the margins of teaching and learning”. (Cunningham & Milner) In preparation for their full-time student teaching the following semester, students will actively and intentionally explore and practice additional topics such as Restorative Justice, trauma-sensitive classroom practices, classroom physical design, development of a classroom management plan that includes routines and procedures, communicating and working with parents, families, and student support staff. Particular emphasis will be on developing strong and sincere relationships with students and families in the classroom and school community. 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 is designed to build upon earlier courses in the teacher education program and prepare students to become elementary school teachers who can integrate social studies into the classroom by teaching both ABOUT social justice and FOR social justice. This course will explore how teaching skills and classroom methods relate to the subject of social studies and social justice. This course has three aims: To learn about recent research and conceptual work in history and social studies education to help guide practice, to learn about a multicultural historical framework for social studies methods in the elementary classroom, and to share resources and lesson plans with classmates creating a repertoire of resources for teaching social studies and social justice in the elementary classroom. This course also presents ways to bring educational theory into practice and is intended to be both practical and reflective. This course is organized into many themes including: social justice education, differentiated instruction, lesson planning and assessment, historical thinking and inquiry, democratic citizenship, geography and the human world, teaching literacy in social studies, and other special topics in the social sciences. Through these themes students will strengthen their knowledge of social studies pedagogy. 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 practice 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**

*CO-REQUISITE: EDUC 491*

*PREREQUISITES: Completion of all courses and assessment requirements of the Teacher Education Program*

During the seminar, topics relating to student teaching, employment opportunities, and education issues will be discussed. Education majors must pass with a C or higher.

## **EDUC 491 (12)**

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

*CO-REQUISITE: EDUC 490*

*PREREQUISITES: Completion of all courses and assessment requirements of the Teacher Education Program*

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

## **ENGLISH**

### **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 110 (3)**

#### **Creative Writing**

*PREREQUISITES: ENGL 101 or IDST 110 with a grade of 'C' or higher*

An introduction to the writing of narrative, poetry, and creative nonfiction. Students will study published works in various media and work collaboratively as a writing studio to produce their first portfolio. The course will explore new forms of fiction, such as the nature and function of narrative in digital games.

### **ENGL 221 (3)**

#### **Survey: Myths and Origins**

*PREREQUISITES: None*

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

### **ENGL 222 (3)**

#### **Survey: Middle Ages Past and Present**

*PREREQUISITES: None*

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 223 (3)**

#### **Survey: Early Modern Literature**

*PREREQUISITES: None*

British literature from the Tudor period to 1689. This period of intense political and religious strife is known for the exceptionally high quality of stagecraft and poetry. Example authors: Malory, Tyndale, Southwell, Spenser, Bacon, Donne, and Milton.

### **ENGL 224 (3)**

#### **Survey: Literature of the Industrial Age**

*PREREQUISITES: None*

British and American literature from 1689-1917. The purpose of the course is to expose students to a broad survey of literature as the anglosphere became more urban and industrialized. Course units will be arranged topically and include examples of literary writing from multiple traditions and genres.

### **ENGL 225 (3)**

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

*PREREQUISITES: None*

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 227 (3)**

#### **Survey: Literature and Illustration**

*PREREQUISITES: None*

This survey explores stories and mythology that have shaped cultural imagination alongside centuries of visual and other arts that have illustrated, reimagined, interpreted, critiqued, and built upon them. The literature will focus on some of the foundational stories of Roman, Hebrew, Hindu, Christian, and British cultural identity. While we will especially emphasize painting and sculpture from the ancient to contemporary artists, we will also consider the ways that music, film, lyric poetry, and fan fiction have envisioned and re-envisioned cultural mythology.

### **ENGL 241 (3)**

#### **Writing for Media**

*PREREQUISITES: None*

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.

### **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 or IDST 110 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 294 (3)**

#### **Mysticism and Devotional Poetry**

*PREREQUISITES: None*

This course explores traditions of poets who plunge the great depths of devotion, Divine love, contemplation, and transcendence through their verse. While we will begin in the great age of devotional poetry during the reformations, it will quickly become clear that the experience of devotion defies historical categorization, and modern poets are in conversation with ancient sacred texts, from Mary Sidney Herbert's translations of the Psalms to John of the Cross's contemplative entry into the Song of Songs. Furthermore, while we will emphasize Catholic poets, we will see how mysticism opens a place for cross-confessional and inter-religious dialogue as we compare Catholic mystics to their Protestant, Muslim, Jewish, and Hindu counterparts. In the end, you will have the opportunity to engage in this conversation through your own poetry, prose, art, or music.

### **ENGL 299 (3)**

#### **Religion & Lit: The Catholic Novel**

*PREREQUISITES: ENGL 101 or IDST 110 with a grade of 'C' or higher, or by permission of the Program 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 or IDST 110 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 or IDST 110 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 315 (3)**

#### **Creative Writing II**

*PREREQUISITES: ENGL 101 or IDST 110 with a grade of 'C' or higher*

This is an advanced course designed for students who want to build on existing skills in creative writing. It will center around the peer writing workshop and allow students to pursue projects in the genres that are most interesting to them, blending seminar with independent study. Emphasis will be given to the core genres of fiction, creative nonfiction, and poetry, but new and emerging forms will also be studied.

### **ENGL 352 (3)**

#### **Seminar: Literature of Suffering**

*PREREQUISITES: ENGL 101 or IDST 110 with a grade of 'C' or higher*

This course follows major suffering figures in some of the most seminal works of western literary history, with particular emphasis on disease and death. Every week students will also excerpts from a contemporaneous philosopher or theologian as they seek to understand this fundamentally human struggle to make sense of pain.

### **ENGL 353 (3)**

#### **Seminar: Literature of Suppression**

*PREREQUISITES: ENGL 101 or IDST 110 with a grade of 'C' or higher*

Since antiquity, writing has been used as a means of lamentation, solidarity, and resistance for those suffering persecution for religious, political, and cultural causes. This class will explore some of the best literature that emerged within such suppression. We will begin with early Jewish and Christian literature during Babylonian and Roman rule and progress through other reformations, imperialisms, foreign missions efforts, and the twentieth century rise of fascism and communism. We will consider a range of themes and relate course readings to contemporary issues in the global community from terrorism to civil rights. Assignments will include essays, presentations, and a creative project.

### **ENGL 358 (3)**

#### **Seminar: World Literature in Translation**

*PREREQUISITES: ENGL 101 or IDST 110 with a grade of 'C' or higher*

An introduction to literatures outside the British Isles and North America. Exploring what the word 'global' has meant in the study of such literatures, students will read a changing selection of important works and secondary sources. Assignments will include essays and presentations.

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

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

*PREREQUISITES: ENGL 101 or IDST 110 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 498 (3)**

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

*PREREQUISITES: ENGL 101 or IDST 110 with a grade of 'C' or higher, or by permission of the Program 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*.



**ENGL 499 (3)****Senior Studio: Editing and Publishing**

*PREREQUISITES: ENGL 101 or IDST 110 with a grade of 'C' or higher, or by permission of the Program Director*

A writing-intensive studio for students serious about entering the many worlds of professional communication. In large part a continuation of ENGL 498, this course requires students to design, copyedit, and bring the College's annual publication, *Core Chronicles*, to publication.

## **ENGLISH AS A NEW LANGUAGE**

**ENLL 550 (3)****Culturally Responsive Teaching**

An online course that explores pedagogy grounded in cultural competence, a skill set for teaching in a cross-curricular or multi-cultural setting. Teachers applying this approach encourage each student to relate course content to his or her own cultural context. 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. This course will also review laws, policies, and regulations related to serving English Language Learners.

**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 relative to acquiring a new language. Teaching resources and curriculum will be explored for appropriateness and relevance.

**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 relative to acquiring a new language. Teaching resources and curriculum will be explored for appropriateness and relevance. 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 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 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 creating questions, developing assessments, monitoring student understanding, and reflecting on the process. This will culminate with a project that will demonstrate student progress, next steps, and future planning for use of this process.

## **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**

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**

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**

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. Upon completing this course, students will have a better sense of how these and other developments helped shape the U.S. into the nation it is today. Successful completion of this course and HIST 152 is required for graduation with a major in history.

### **HIST 152 (3)**

#### **United States History, 1877 to Present**

This introductory course begins with Reconstruction (1865-77) and proceeds to chronicle the history of the United States up through the twentieth century and into our own time. Along the way, we will consider the Spanish-American War, U.S. involvement in World Wars I and II, the 1920s economic boom, the Great Depression, Civil Rights, Vietnam, the emergence of the counter-culture, the rise and legacy of Ronald Reagan, and globalization in the modern metropolis. Since the twentieth century has been extensively documented, the class will enjoy a collection of visual material to complement the reading. In sum, the course seeks to deepen students' understanding of the major developments and historical figures in the United States 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 302 (3)**

#### **Holocaust and its Legacies (cross listed with the University of Notre Dame)**

*PREREQUISITE: HIST 102*

In the wake of the Holocaust, the German author Gunther Grass concluded that we now finally knew ourselves. The Holocaust changed everything. Nazi Germany murdered more than six million men, women, and children in a systematic effort to exterminate the Jews of Europe. Its shocking and spectacular barbarism shattered comfortable ideas about European civilization and called into question the essential goodness of humanity. It compelled scholars to search for new ideas about evil, new words like "genocide" simply to place and comprehend the scale of the slaughter and devastation. Politics, art, culture, and even religions would be fundamentally and irrevocably transformed by the Holocaust.

This course will investigate why Nazi Germany attempted to systematically exterminate the Jews of Europe, explore why so many Germans either participated in or accepted this act of mass violence, and consider why other Europeans so often assisted them. It will investigate the legacies of the Holocaust; how survivors and their families attempted to rebuild their lives in the wake of horror, how Germans variously struggled to come to terms with what they, their countrymen, or their ancestors had done, and how various understandings of the Holocaust have shaped political, cultural, and social discourses around the world. 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 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 336 (3)**

#### **European Police State**

*PREREQUISITE: HIST 102*

Police seem natural to modern society. It often seems difficult to imagine society without them. But Police and policing have histories. Modern police forces are a comparatively new phenomenon, and have evolved rapidly in the two centuries since they first emerged in Western Europe.

This course will investigate the development of modern policing and how it has reflected societal values and the organization of power. Themes will include policing and the construction of gender, how policing and colonial power mutually constructed each other, the role of police forces in fascist and communist states, and efforts in postwar Western European states to regulate speech and expression.

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 337 (3)**

#### **Islam in Europe**

*PREREQUISITE: HIST 102*

In 2014 a fringe German movement began to demonstrate in the streets of Dresden under the banner of PEGIDA; Patriotic Europeans Against the Islamization of the Occident. The name betrays a basic assumption held by its members and shared by many Europeans: That Islam is somehow foreign to Europe. It is not.

This course will explore the history of Islam in Europe, beginning with the emergence of the new religion in seventh century Arabia and ending with the realignments in European politics related to surging migration from North Africa and Southwest Asia in 2015. It will investigate how Islam and Muslims shaped European civilizations. It will consider how Christian and Muslim societies encountered, conflicted, coexisted, and transformed each other. It will interrogate how Islam shaped European modernity. 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 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 Europeans are upon the scene, starting with St. Augustine (1565), the course focuses on native and European relations, and the ensuing fight for America among rival European powers, culminating in the Seven Years' War (1756-1763). The course also discusses the environmental effects that European settlement entailed, the importation of African slaves, the differences in regional economies, and the role of religion in early settlement, European and native. The course draws upon sources written in the colonial period as well as analytical works written by later historians. Judicious use of films pertinent to the period will also be featured.

### **HIST 352 (3)**

#### **Age of Independence, 1756-1787**

*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. These and many other themes will be explored through primary sources generated by contemporaries; through monographs and scholarly articles, and a select number of films.

### **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. These and other themes will be discussed through historical monographs, scholarly articles, a major novel, and a select number of films.

### **HIST 354 (3)**

#### **Civil War & Reconstruction, 1861-1877**

*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)**

**America Since 1945**

**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, novels, and select films.

**HIST 425 (3)**

**Renaissance and Baroque Rome**

**PERMISSION OF THE INSTRUCTOR REQUIRED.**

**PREREQUISITES:** ENGL 101 and ARTS/HIST 325

Rome is not simply one city, but many, a metropolis whose roots stretch back well over 2500 years and whose secular and religious monuments, art, and architecture reflect the many different epochs of the often-turbulent history it witnessed and over which it frequently presided.

Art 425 is an interdisciplinary course on Roman history and culture, secular and religious, which prepares students for an eight day, on site, visit to the City's most important historic, religious, and artistic monuments and shrines during the Spring vacation.

While the material to be covered in the semester will include the history of Rome in all of its stages – ancient, medieval and modern – it's primary focus will be directed to Renaissance and Baroque periods and the particular artistic expressions and contributions to the City by its best known and most respected geniuses: Michelangelo, Raphael, Bernini, Borromini and Caravaggio.

All day onsite visits in Rome will take students to those sites in the City where can be found the architectural and artistic works and monuments commissioned by Rome's papal "great builders": Popes Julius II, Sixtus V, Paul V, Urban VIII, and Alexander VII in the Renaissance and Baroque epochs.

While Art 425 students will participate in some of the itineraries of the Rome Through the Ages course a part of their time in Rome will be spent following itineraries designed specifically for them taking them to art collections not included in the HIST 325 itinerary.

## **INTERDISCIPLINARY STUDIES**

### **IDST 105 Cornerstone for Success (1)**

*PREREQUISITES: NONE*

IDST 105 Cornerstone for Success is a required one credit course for all first semester freshmen. It will foster success in all aspects of a students' experience at Holy Cross College including academics, various relationships, personal growth, and spirituality as students begin their journey to become better scholars, citizens, leaders, and disciples. Through reflections, group discussions, and activities, often based on presenters from the college community, students will be expected to assimilate a variety of new skills and strategies for use outside of the classroom and become knowledgeable about resources available to them in their transition to college life and beyond. Over the course of the semester questions will be probed such as: What makes a good student? What responsibilities does a student have? What opportunities are available to me? Who can I reach out to and where do I go if I have a question? What type of community am I in, where is my place in it, and how do I contribute to it?

### **IDST 110 College Seminar (3)**

*PREREQUISITES: NONE*

IDST 110 College Seminar meets a Core Curriculum requirement. It is designed for first year students and continues to focus on the skills necessary for academic work centered around a small group seminar. It is intended to introduce students to new approaches to interdisciplinary learning that create new awareness of possibilities necessary for addressing the challenges in the world, locally and globally. This course is intended to prompt new questions and engaging academic conversations whereby students will develop critical thinking skills in oral and written communion. Questions such as: What is important and relevant about what we are studying? What other information or perspectives should we consider? Are we listening to voices not heard? Are we exploring possibilities? What insights do we gain from the connections we believe to be true? How important and relevant are those insights? What other ways might we interpret those connections? will become the regular dialogue partners in the seminars.

### **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)**

*PREREQUISITE: IDST 110*

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**

*PREREQUISITE: IDST 110*

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)**

*PREREQUISITE: IDST 110*

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)**

*PREREQUISITE: IDST 110*

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)**

*PREREQUISITE: 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)**

*PREREQUISITE: 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)**

*PREREQUISITE: 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)**

*PREREQUISITE: 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)**

*PREREQUISITE: 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)**

*PREREQUISITE: 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 400 Career Internship (3)**

*PREREQUISITE: 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**

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)**

#### **Medieval Latin: Thomas Aquinas**

*PREREQUISITE: LATN 201*

This course will introduce students to medieval Christian literature in the original Latin by focusing on medieval Latin literature, especially that of St. Thomas Aquinas.

## **LEADERSHIP AND MANAGEMENT**

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

#### **Principles of Leadership**

*PREREQUISITE: None*

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

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

#### **Leadership and Theology**

*PREREQUISITES: Completion of at least 15 credit hours*

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.

### **LEAD 301 (3)**

#### **Contemporary Issues in Leadership**

*PREREQUISITES: Completion of at least 15 credit hours*

In this course, students will become familiar with different ways of exercising leadership and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical. This course offers a comprehensive review of contemporary issues and perspectives on leadership. This course recognizes the critical need for effective leadership in government, not-for-profit organizations, business, military, education, and social movements. The course draws upon a wide variety of journals and authors from the United States and abroad for ideas, opinions, and perspectives.

### **LEAD 311 (3)**

#### **Leadership in Non-Profit Organizations**

*PREREQUISITES: Completion of at least 15 credit hours*

The course is designed to help students understand how non-profit organizations practice leadership in society. This course explores theory, policy, and management of non-profit organizations. This course seeks to help students develop an understanding of non-profit organizations. Particularly, this course explores topics such as community led strategic planning and implementation, collaborations and mergers and adaptive leadership in non-profit organizations.

### **LEAD 312 (3)**

#### **Leadership in Business Organizations**

*PREREQUISITES: Completion of at least 15 credit hours*

The purpose of this course is to understand leadership and in the context of business organizations. This course elaborates on leadership theories and concepts and applies them to current issues, problems, and opportunities involved in contemporary business organizations. In addition, this course analyzes how leadership influences business organizations and how leadership shapes the development of an organization's vision, values, mission, goals and culture.

**LEAD 313 (3)****Leading Change**

*PREREQUISITES: Completion of at least 15 credit hours*

This course examines the theoretical concepts and practices of leading change in organizational, community, political, social action/social movement, and global contexts and seeks to connect the concepts and theories of leading change to practices by applying them to real-life change initiatives and cases.

**LEAD 401 (3)****Profiles in Leadership (3)**

*PREREQUISITES: LEAD 201 and LEAD 211 and LEAD 311 and LEAD 312 and completion of at least 90 credit hours*

This course examines the life and work of various historical figures and fictional characters in light of the information learned in other LEAD courses. Particular attention is given to a Catholic understanding of the human person.

## **LIBERAL STUDIES**

**LIBS 499 (3)****Senior Thesis Seminar**

*Permission of the Instructor is Required.*

This course provides an opportunity for Liberal Studies 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 all sources.

## **MATHEMATICS**

**MATH 111 (3)****Discrete Mathematics**

*PREREQUISITES: Minimum SAT score of 540*

Formerly MATH 105 Mathematics for Liberal Arts

*RESTRICTIONS:* this course is not open to students who have successfully completed College Algebra, Finite Mathematics, or 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 110 or MATH 111, ALEKS score of 46-64%, 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 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 65-69%, 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 70% 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 76% 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*

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*

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. The concepts of linear algebra can be used in solving differential equations and systems of equations.

**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.

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 350 (4)****Graph Theory***PREREQUISITES: MATH 111 and MATH 252 or MATH 275*

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)****Introduction to Real Analysis***PREREQUISITES: MATH 111 and MATH 251*

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.

**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 course work.

### **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**

*PREREQUISITE: 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.

### **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**

MSL 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 and community members for credit or audit. 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 and community members for credit or audit. 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 (1)**

#### **Liturgical Choir**

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

### **MUSI 114 A/B (1 or 2)**

### **Voice**

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

### **MUSI 115 (3)**

#### **World / Classical Music**

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

### **MUSI 116 (3)**

#### **American Music**

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

## **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 101 (3)****Introductory Philosophy**

*PREREQUISITE: IDST 110*

This course examines the nature and purposes of philosophy, treating some fundamental philosophical questions: logic, metaphysics, human knowledge, law, morality, and the human ability to know God.

**PHIL 202 (3)****Ethics**

*PREREQUISITE: PHIL 101*

Ethics is the study of good and evil in human beings, specifically, the morality of human acts and human character. This course focuses primarily on the tradition of virtues and natural law, including Plato, Aristotle, St. Thomas Aquinas, and more recent contributors to the tradition. Two of the most important traditions of modern philosophy, Immanuel Kant's deontology and John Stuart Mill's utilitarianism, are also examined.

**PHIL 210 (3)****Philosophy of Religion**

*PREREQUISITE: PHIL 101*

Philosophy of religion is the rational analysis of religious phenomena. This course examines the cosmological, ontological, and teleological arguments for the existence of God, as well as the problem of evil. Issues such as immortality, morality, miracles, science and religion, and religious pluralism are also examined. All these philosophical issues are related to real-life experience. Emphasis is placed on attentive reading and discussion of the important points underlined in class discussions and an in-depth understanding and evaluation of philosophical problems.

**PHIL 211 (3)****World Religions**

*PREREQUISITE: PHIL 101*

Getting to know the great traditions of humanity is like travelling the world in thought. Students will broaden their understanding and will enrich their culture through knowing about other faiths. We will examine the basic teachings

of the major traditions of humankind: Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. The emphasis will be on the inner rather than institutional dimensions of these religions. We will address questions such as: What could be the unique appeal of each tradition to its believers? What are the gifts of each tradition to humanity? What could be the contribution of religions to human hearts and imaginations? Hopefully, this course will be a means to developing a more peaceful and tolerant world.

### **PHIL 230 (3)**

#### **Bioethics**

*PREREQUISITE: PHIL 101*

This course is a brief introduction to ethical theory and then a survey of bioethics. It covers a range of topics, including patient autonomy and paternalism, research and informed consent, truth-telling and confidentiality in medicine, the ethics of clinical trials, access to experimental drugs, advance directives, genetic testing and therapy, eugenics, reproductive control, cloning, surrogacy, abortion, impaired infants, euthanasia, organ transplants, scarce medical resources, and justice in healthcare systems.

### **PHIL 255 (3)**

#### **Business Ethics**

*PREREQUISITE: PHIL 101*

This course is an introduction to ethics and application of ethical theory to some of the greatest ethical challenges in business. It addresses issues such as the ethical implications of capitalism and socialism, the nature of the firm, the purpose of business, the relationship between principal and agent, and corporate governance. Students analyze cases involving the ethics of production, finance, accounting, marketing, and human resource management.

### **PHIL 303 (3)**

#### **Logic**

*PREREQUISITE: PHIL 101*

Logic is the study of correct reasoning. This course is an introduction to both traditional and modern logic, including a discussion of how logic has changed over the centuries. Students learn how to distinguish valid and invalid arguments.

### **PHIL 499 (3)**

#### **Senior Thesis Seminar**

*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 all 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 Lec/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 Lec/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**

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**

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**

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 250 (3)**

#### **American Political Thought**

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**

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 301 (3)**

#### **Ancient Political Philosophy**

*PREREQUISITE: POLS 240*

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.

## **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 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: How to Take Over the World: The Impact of Media and Manipulation of the Masses
- B: Psychopaths, Sociopaths, and Serial Killers
- C: How Much Brain Do You Need?
- D: Psychology in Education
- E: Behavioral Addictions
- 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*

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 310 (3)****Nonverbal Communications**

*PREREQUISITE: BUSI 116*

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

**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: None*

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, PSYC 275, and PSYC 390*

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**

*PREREQUISITE: 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 one 300-level PSYC course*

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 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.

## **SOCIOLOGY**

### **SOCI 151 (3)**

#### **Principles of Sociology**

*PREREQUISITES: None*

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

### **SOCI 410 (3)**

#### **Social Stratification**

*PREREQUISITES: None*

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

## **SPANISH**

### **SPAN 101 (3)**

#### **Beginning Spanish I**

*PREREQUISITES: None*

Spanish 101 is a first semester Spanish course for students with little or no previous exposure to the Spanish language. The purpose of the course is to equip students with the skills they need to communicate in Spanish outside of the classroom with an eye towards building an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world.

### **SPAN 102 (3)**

#### **Beginning Spanish II**

*PREREQUISITE: Grade of C in SPAN 101, placement examination, or permission of instructor*

Spanish 102 is a second semester introductory Spanish course, the sequel to Spanish 101. The purpose of the course is to continue to equip students with the skills they need to communicate in Spanish outside of the classroom with an eye towards building an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world.

### **SPAN 201 (3)**

#### **Intermediate Spanish I**

*PREREQUISITE: Grade of C in SPAN 102, placement examination, or permission of instructor*

Spanish 201 is an intermediate Spanish course designed for students with a foundation in the Spanish language. The purpose of the course is to build on students' skills to communicate in Spanish outside of the classroom with an eye towards furthering an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world.

### **SPAN 202 (3)**

#### **Intermediate Spanish II**

*PREREQUISITE: Grade of C in SPAN 201*

Spanish 202 is a second-semester intermediate Spanish course, the sequel to Spanish 201. The purpose of the course is to continue to equip students with the skills they need to communicate in Spanish outside of the classroom, with an eye towards furthering an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world.

**SPAN 220 (3)****Spanish Grammar & Composition**

*PREREQUISITE: SPAN 202*

SPAN 225 is an advanced intermediate Spanish course designed for students with a strong grammatical foundation in the Spanish language. The purpose of the course is to build on students' written communication skills with an eye towards furthering an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world.

**SPAN 225 (3)****Conversational Spanish**

*PREREQUISITE: SPAN 202*

SPAN 220 is an advanced intermediate Spanish course designed for students with a strong grammatical foundation in the Spanish language. The purpose of the course is to build on students' oral communication skills, with an eye towards furthering an understanding of the cultural practices and perspectives of Spanish-speaking peoples throughout the world.

**SPAN 234 (3)****Introduction to Hispanic Cultures**

*PREREQUISITE: SPAN 202*

Introduction to Hispanic Cultures is a three-credit course introducing the geography, history, customs and identity of the peoples of Latin America, including early civilizations, the conquest and colonization, and the political and economic problems of the area, incorporating readings, discussions, guest speakers, films and local excursions. Objectives: to develop a basic knowledge of the past and an awareness of present conditions in Latin America. The course also counts as history.

**SPAN 235 (3)****Introduction to Hispanic Literature**

*PREREQUISITE: SPAN 220*

SPAN 235 introduces students to the practices of reading and analyzing literary works in Spanish, with special emphasis on the development of the students' oral and written skills in Spanish. Students will study and implement a basic literary terminology and a method of textual analysis; read, comment and analyze a variety of representative short texts in Spanish belonging to different time periods, geographic regions, and literary genres.

## **SPORTS MANAGEMENT**

**SPOR 220 (3)****Principles of Sport Management**

*PREREQUISITES: None*

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

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

*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. It is supportive of other classes in the sports minor program.

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

*PREREQUISITE: Completion of at least 15 credit hours.*

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

the study of and participation in a mock sport labor contract negotiation. This also counts toward fulfilling course requirements in the Business program.

### **SPOR 330 (3)**

#### **Contemporary Issues in Sport**

*PREREQUISITES: None*

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

### **SPOR 333 (3)**

#### **Sport Marketing & Communications**

*PREREQUISITES: None*

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

### **SPOR 340 (3)**

#### **Foundations of Sport**

*PREREQUISITES: None*

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

## **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, build peace, and defend human life in society today.

### **THEO 242 (3)**

#### **Christ, Church and Marketplace**

*PREREQUISITE: THEO140.*

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**

*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 St. 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 will course will meet in classroom once a week (rotating at each of the 3 campuses). On the first 5 Friday afternoons of the semester, we will also have a field trip to see course topics in action. Cumulative GPA of 3.0 is required. This course can count toward science requirement.

### **THEO 246 (3)**

#### **Christ, Church, and Imagination**

*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 310 (3)**

#### **Old Testament: Accepting God as Yahweh**

*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 effect such a transformation?

**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)****Introduction to Moral Theology**

*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**

*PREREQUISITE: 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: Media & Markets**

***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) Spirituality**

***PREREQUISITE: THEO 140***

Each semester, a one 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. 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***

These courses provide the opportunity for independent study for students with occasional special program needs. They examine specific topics not covered or only briefly covered in other classes and are taught at the initiative of the individual student and with the consent of the faculty member, the permission of the Dean of the College and the approval of the department chair.

**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 (3)**

**Eucharist**

***PREREQUISITE: THEO 140 & THEO 24X***

This course will cover the historical development of the theology, celebration and devotion to the Eucharist. Special Attention will be given, first, to the early development of the celebration of the Eucharist, most specifically to the



Eucharistic Prayer; secondly, to the development of Eucharistic devotions; third, to the Theology of the Eucharist and the reform of the Liturgy as envisioned by Vatican II; fourth, to controversies, past and present surrounding the theology and celebration of the Eucharist; and fifth, to the modern theology of the Eucharist.

### **THEO 440 (3)**

#### **The Mystery of God**

*PREREQUISITE: THEO 140 & 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-relationship. This course will begin by exploring the testimony of the first Christians in Scripture through the development of Trinitarian doctrine during the early Church councils. The contemporary images of the Triune God as “God-For-Us” (LaCugna) and “God as Blessed Community” (Boff) will engage the mystery of God present and active in human history. To this end, this course will involve the interpretive discovery of understanding classical Christological and Trinitarian theology in light of the Christian call to promote human dignity in the contemporary global context.

### **THEO 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*

These courses provide the opportunity for independent study for students with occasional special program needs. They examine specific topics not covered or only briefly covered in other classes and are taught at the initiative of the individual student and with the consent of the faculty member, the permission of the Dean of the College and the approval of the department chair.

### **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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Courses listed below are offered to Moreau College Initiative participants only.

### 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 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 122 (1)**

#### **Special Topics in Biology**

Special Topics in Biology: Cell Biology, Genetics, Evolution, and Microbiology is a one credit study of the structural and functional eukaryotic cellular and molecular components and their relationship to viral replication and disease. The class meets for five hours of lecture per week for a four-week period.

### **BIOL 128 (4)**

#### **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 devolvment 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 260 (3)**

#### **Novel Boundaries: Navigating and Marketing Postcolonial Fiction**

Like the geopolitical world, novels are divided by boundaries—blank pages and headings marking off front and back matter, breaks dividing chapters, and punctuation marks separating clauses, sentences, and discourses—not to mention the covers that enclose them. This course introduces students to a theoretical apparatus for naming and examining such novel boundaries. Students will learn to discuss how such boundary markers, often crossed thoughtlessly, impact a novel's significance. The course focuses on postcolonial novels, so that the study of novel boundaries may come into conversation with the drawing and redrawing of political boundaries in the context of colonization and decolonization. Furthermore, we will examine publishers' contributions to such materials and how covers, titles, and front and back matter impact novels' relationships with those who read them. How do signs on novel's boundaries impact a novel's meaning? How do they impact its ability to cross geopolitical borders and become a piece of world literature?

### **ENGL 292 (3)**

#### **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 303 (3):**

#### **The Lyric Poem**

This course offers an introduction to poetry through intensive study of several lyric poets writing in English. Through close reading of selected poems, students will become familiar with central literary devices, including rhythm and meter, image, metaphor, symbol, paradox, and irony. Poems studied will range from the Renaissance to the twenty-first century, and may include Shakespeare's Sonnets and Keats' Odes, along with the works of other major poets such as Herbert, Dickinson, Hopkins, Eliot, and Stevens.

### **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-fiction stories by Jules Verne, J. R. R. Tolkien, and Octavia Butler.

### **ENGL 320 (3)**

#### **The Postcolonial Bildungsroman**

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

### **ENGL 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 414 (3)**

#### **Novels of American Naturalism**

In this course, we will undertake a comparative survey of twentieth-century American naturalist novels. Throughout the course, we will be working with major critical essays that describe the key problems and questions of the genre, and students will respond to these essays in their critical writing, with the goal of developing original arguments about the place of specific works within the genre. This is a reading- and writing-intensive course designed to

introduce students to forms and concerns of a major genre in American literary history. Students will leave the course with a more nuanced understanding of the beastly things of American naturalism, and how these things might be read, pressured, and made visible in literary scholarship.

### **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.

## **GREAT BOOKS SEMINAR**

### **GBHS 200 (3)**

#### **Life's Great Questions: Great Texts Approach**

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

## **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 335 (3)**

#### **"The Mind-Forg'd Manacles I Hear": Enlightenment in Europe and the Americas**

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

### **HIST 359 (3)**

#### **Slavery, Freedom, and Work: Laboring in the US to 1877**

This course explores the history of work, workers, and ideas about work in the first century of American independence. From 1776 on, Americans fought over the meanings of national and personal freedom, and central to those contests were the place of work and the status of workers within the republic. Those struggles culminated in the cataclysmic Civil War, which destroyed slavery but invited new questions about free labor within a rapidly industrializing country. Through an investigation of both scholarly and primary sources, students will learn how earlier generations debated enduring questions central to the American experiment: What should be the rights of those who work for others? Should there be any limits to those who possess property? What is the proper relationship between government and the economy?

### **HIST 360 (3)**

#### **Labor & America Since 1945**

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families - and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace -- an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor



since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, modern conservatism, and the fortunes of individual freedom more broadly? What is globalization, and what has been its impact upon American workers? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and many others. It will also address the prospects for working people and labor unions in the twenty-first century.

### **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.

### **HIST 363 (3)**

#### **Gender at Work in U.S. History**

Gender has been fundamental to the organization of nearly all human societies, but what gender has meant in terms of identity, opportunity, and economic activity has varied widely across time and space. This course will explore gender at work in US history, taking a chronological approach to show gender's evolution and ongoing intersections with class, race, age, religion, region, and sexuality from 1776 to the near present. The term "gender at work" expresses a double meaning here -- first, it connotes that this is a labor history course, with an emphasis on the ways gender has operated at the workplace; second, it suggests the ubiquity of gender in shaping Americans' lives, experiences, and imaginations not only at the workplace, but also in formal politics, informal communities, and every space in between. By exposing students to the ways gender has been both omnipresent and contingent throughout US history, the course should help them better understand -- and perhaps act upon -- seemingly intractable contemporary conundrums involving questions of equal opportunity and pay, household division of labor, work-life balance, and the proper relationships among employers, workers, households, and government.

### **HIST 402 (1)**

#### **Community History Research Project**

The Community History Research Project, CHiRP for short, represents a joint effort of the Department of History and the Higgins Labor Program of the Center for Social Concerns to produce engaged history connecting the classroom and the wider community. CHiRP enlists students to research and write untold stories of our community's past (where community may be defined as South Bend, the broader Michiana region, or Notre Dame's relationship to either of those two). CHiRP is a 1-credit course graded on a satisfactory/unsatisfactory basis. The expectation is that students will work roughly 5 hours per week during the middle ten weeks of the semester, producing an 8-10 page research report before the final weeks of the semester (deadline to be determined).

### **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 273 (3)

#### The World in Pandemic

In 1905, George Santayana famously quipped, “Those who cannot remember the past are doomed to repeat it.” As the world is currently gripped by the struggle with COVID-19 and its fallout, it is increasingly clear that the impact of pandemic is not only geographically widespread, but touches almost every part of life and every field of study. In consequence, this groundbreaking Global Studies course will take a broad, interdisciplinary approach to helping students, through understanding how previous generations have responded to global pandemics – namely, the Black Death in the 14th century and the 1918 Spanish flu – to better contextualize the current COVID-19 crisis. How do diseases become pandemics? How has science developed to better address the threat of pandemics? How do governments and economies formulate effective responses and balance important tensions? How do societies weather both the disease and the measures implemented to stop its spread? What will it take to end the current crisis, what will we have learned, and how will the world be different afterwards? To answer these questions, students will engage with an intensive slate of readings, videos, and podcasts from current experts across various fields, then synthesize the material through seminar-style discussion sessions. In the end, students will receive critical insights into their current context and develop an understanding of the challenge of global solidarity within a culturally diverse world.

### 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 multi-national corporations, NGO's and humanitarian movements along with the efforts of the United Nations and Catholic Relief Services in the development of a global society dedicated to equality and human dignity.

### IDST 278 (1)

#### Global Encounter

Subject/activity varies.

## 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\*

## MUSIC

### MUSI 320 (3)

#### Opera and Ideas

This course offers methods and tools to study opera from Handel to Gershwin in its own sake and in context by focusing on intersections between opera and the broader history of culture and ideas. This course fulfills the Fine Arts requirement.

## 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 280 (3)

#### The Science of Life: Historical and Philosophical Perspectives

*REQUIRED: This course is linked with BIOL128. Students must take both concurrently.*

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

### 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 225 (3)**

##### **Issues in World Politics**

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

#### **POLS 230 (3)**

##### **American Politics: Promise and Reality**

This course covers the creation and development of American national political institutions. We will examine the Constitution's establishment and the institutions it created, Congress, the presidency and the federal courts. We will survey the political processes of elections and interest group lobbying. Throughout the semester the course will emphasize the recurring political struggle to achieve the promises of the Declaration of Independence and the Constitution. We shall use three books. The first, by Kernell, Jacobson, Kousser and Vavrek, *The Logic of American Politics* is an excellent and sophisticated textbook on American politics. The second, Christopher

Burkett's (ed.) *50 Core American Documents*, gives us a number of significant historical documents that are central to the evolution of American government and politics. Finally, Robert Penn Warren's *All the King's Men* is the greatest novel about American politics. Through its story of a fictional Southern governor, we will learn a great deal about political culture and political leadership. Students are expected to attend class regularly and participate in discussion. In each class session, students will have a short quiz or a brief writing assignment covering the readings assigned for that class. Students will be assigned four papers during the semester and we shall have two exams, a midterm and a final.

### **POLS 241 (3)**

#### **American Government and Politics: Promise and Problems**

This course covers the creation and development of American national political institutions. We will examine the Constitution's establishment and the institutions it created, Congress, the presidency, and the Supreme Court. And we will trace the political process through which Americans attempt to influence government. Finally, we shall focus on the struggles throughout our history to achieve the Constitution's promises of freedom and equality.

### **POLS 300 (3)**

#### **Civil War**

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

### **POLS 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 360 (3)**

#### **The American Presidency**

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

### **POLS 410 (3)**

#### **American Public Policy**

Many of us have studied American politics as a process of competition over power. Now we turn to how that power IS used, once it is won. This semester we shall study government by examining its “output,” the policies it creates and the problems they address. This approach begins with fundamental questions: What is government’s purpose? Why do some kinds of societal problems, but not others, require government’s intervention? What tools (or means) does government possess for solving problems? What are American government’s successes and failures in problem solving? On the one hand, we will consider philosophic questions about what is fairness and justice and how these values apply to public policy making? Then we will also study the institutions and instruments through which public policies are created and implemented. A large PORTION of the semester will be given over to studying the creation and application of policies in specific problem areas, such as health care, criminal justice, banking, and consumer safety. We shall use two books, Clark Cochrane, et al, American Public Policy: An Introduction (10<sup>th</sup> ed.), and a Deborah Stone, Policy Paradox: The Art of Political Decision Making (3<sup>rd</sup> ed.). As well there will be some shorter readings distributed in the form of a course packet. Tentative writing requirements include three in-class exams, four five page papers, and frequent, very short in class writing assignments.

*This course is particularly recommended for students who have already taken a course in American politics. At the least, students enrolling in it should have had a social science course such as sociology, economics, or international relations.*

### **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.

### **SCIE 210 (3)**

#### **Biological Anthropology**

This course approaches human evolution from a theoretical point of view that combines both biological and cultural processes into a cohesive bio-cultural model. It begins by tracing the development of modern evolutionary theory and the place of evolutionary studies in anthropology, especially in the sub-field of bioanthropology. These concepts provide the framework for understanding the many lines of evidence that anthropologists use to explore and explain human evolution. These include studies of our primate relatives, through the intricacies of the fossil record, to archaeological evidence for the invention of material culture from the simplest stone tools to the complex cultural world that we live in today. Modern human variation can only be explained as the result of evolutionary forces acting on the complex interplay of biology and culture over millions of years. We continue to be affected by these forces, and this course not only provides information about where we came from, it also provides the scientific backgrounds to help us understand where we might be going as our species continues to evolve.

## **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.

### **SOCI 210 (3)**

#### **Inequality in America**

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

### **SOCI 225 (3)**

#### **Minority Experience American Education**

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

### **SOCI 375 (3)**

#### **Urban Education: Policy and Practice**

This seminar course explores the intersection of the physical realities of urban environments, race, and education. As a group, we will work to answer a cluster of questions surrounding the course topic in a systematic, interdisciplinary format. Questions include: What does place have to do with belonging and meaning making? How does the physical landscape/structure of schools and neighborhoods matter to urban education? How do school choice policies like charter schools, open enrollment, and vouchers change this landscape? How does race manifest as a factor in children's lives? What are the geopolitical implications of urban environments on educational systems? How do high concentrations of poverty and/or racial segregation impact curriculum, school culture, and neighborhoods? How do early childhood programming, college preparatory programs, athletics, and after school programs factor into the landscape of urban education? What are "best practices" involved with teaching in urban environments? The final question we will work on as a group will be: What are the implications of what we know about space/place, race, and urban landscapes in propelling positive micro and macro level changes for our educational system? This course demands a high level of class participation and student initiative.

## **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.

## **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 327 (2)**

#### **Monks and Mystics for the New Millennium**

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.

### **THEO 230 (3)**

#### **Reading the Bible Reasonably**

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

### **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.