

HOLY CROSS COLLEGE

at Notre Dame, Indiana



**Academic
Catalog**

2026-2027

Revised
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Mission Statement

The mission of Holy Cross College is to educate and form global citizens with the competence to see and the courage to act. Holy Cross is a Catholic college that advances the apostolic mission of the Brothers of Holy Cross. Our practical, experiential, liberal arts curriculum applies timeless truths to contemporary life and leads people to wholeness in the image of Christ.

General Information

History and Location

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

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

Holy Cross College opened in the fall of 1966 with its first class consisting of student brothers. Lay male students from the surrounding area were first admitted in the fall of 1967, and the College became coeducational in the fall of 1968. Since that time, enrollment has grown to include students from throughout the US and from around the world.

Holy Cross College is located just north of the city limits of South Bend, Indiana, adjacent to the campuses of the University of Notre Dame and Saint Mary's College. While Holy Cross College is an autonomous institution, its proximity to and historical connections with the University of Notre Dame and Saint Mary's College have the obvious advantage of

providing Holy Cross students an association with two other major Catholic centers of learning.

Philosophy

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

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

between faculty and students, learning opportunities in the local community, and discovering our shared humanity across all borders.

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

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

This College is a hospitable place for any student who wants sincerely to be part of an academic community with knowledge, skill, and hope in Christ. They are welcomed as people with intrinsic dignity, on a common path as “citizens of heaven,” such that the general reaction to the College will not be “see how much they know!” but also “see how they love one another!” (1 Jn. 4:12).

Faculty

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

Accreditation and Membership

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

The Higher Learning Commission
230 South LaSalle Street
Suite 7-500 Chicago, IL 60604
312-263-0456 / 800-621-7440
Fax: 312-263-7462

<https://www.hlcommission.org/>

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

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

Academic Advising

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

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

- Providing one-on-one guidance on academic-related issues, including major exploration, course planning and registration, transfer credit evaluations, and graduation requirements.
- Monitoring student academic progress and transitional challenges by evaluating student needs, providing early interventions, encouraging proactive solutions to academic challenges, and developing appropriate educational plans.
- Coordinating summer orientation sessions
- Collaborating with the University of Notre Dame through the Gateway and Driscoll programs.
- Maintaining a record of advising activities that take place during student interactions.

- Staying up-to-date on all information regarding academic advising policies and procedures.
- Collaborating with faculty and student-life staff in areas of academics, student affairs, and retention.
- Informing students about graduate pathway programs and recording interest.
- Embracing and advancing the Catholic, Holy Cross mission of the College by ensuring that all professional activities are consistent with that mission.

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

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

Academic Calendar

The academic year is divided into two semesters. The first semester (Fall) begins in late August and ends before the Christmas holidays. The second semester (Spring) begins in mid-January and ends in May. There is a one-week mid-semester break in October and March, and a short Thanksgiving and Easter recesses.

There is a summer break of approximately three months before the next academic year begins. The following page displays the Academic Calendar for the current year. *

Fall 2026

August

- 1** Fall semester tuition and fees due
- 20** Faculty-staff convocation
- 21** Faculty retreat
- 21-23** Welcome Weekend
- 24** Classes begin

September

- 1** Labor Day, classes in session;
Last day to add or drop a class
- 11** September 11 Memorial Event
- 19** Holy Cross Founders' Day
- 25** Upsilon Pi Epsilon Honor
Society Induction

October

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

November

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

December

- 1** Classes resume
- 9** December Graduation Reception
- 11** Last day of fall classes
Last day to Withdraw from the College
- 12-14** Reading days
- 15-19** Final exams
- 22** Final grades due

Spring 2027

January

- 1** Spring semester tuition and fees due
- 12** Classes begin
- 19** Martin Luther King Jr. Day of Celebration,
no classes
- 20** Last day to add or drop a class

February

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

March

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

April

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

May

- 1-3** Reading days
- 4-8** Final exams
- 7** Last day to Withdraw from the College
- 11** Final grades due
- 15** Baccalaureate Mass
- 16** Commencement Ceremony
- 20** MCI Commencement Ceremony

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

Academic Policies and Procedures

Academic Integrity

The academic culture of Holy Cross College is built on trust, which comes from the ongoing transparency, collegiality, and integrity of its members.

“Integrity” means that something works to maintain itself as an integrated whole. As an academic community, we expect everyone to be honest and transparent in all their academic work and to encourage and uphold the honesty and transparency of everyone else.

By registering for courses, students pledge the following:

“As a member of Holy Cross College, I acknowledge that it is my responsibility to learn and abide by the principles of academic integrity and pledge that I will neither participate in nor tolerate any form of academic dishonesty.”

Every faculty member has the responsibility to refer to this overall policy at the beginning of each semester in every course. Faculty have pledged to foster the honesty of their students by conducting each course in ways that discourage deceit, cheating, and plagiarism. Students should note that every member of the faculty is obligated to investigate thoroughly any potential violation of this policy.

The following offences constitute failures to maintain the above pledge and could result in grade penalty, disciplinary conference, probation, suspension, or dismissal.

Deceiving

Deceit includes lying and misrepresenting information, either about course work, attendance, or any other kind of record, in order to mislead or gain academic advantage.

Cheating

When a student submits any work for academic credit, the student makes an implicit claim that the work is wholly his or her own, completed without the assistance of any person or source not explicitly noted, and that the work (or any major portion of it) has not previously been submitted for academic credit in any other area. In the case of tests, quizzes, and examinations, the student also implicitly claims that he or she has obtained no prior unauthorized

information about them and that he or she will neither give nor obtain any assistance during their taking. Cheating includes, but is not limited to:

- copying another person’s answers;
- allowing someone to copy your work on assignments, quizzes, or tests, whether in paper or electronic format;
- supplying or receiving drafts or completed papers, outlines, or research for a grade by any person other than the student;
- supplying or receiving unauthorized information about the form or content of an examination prior to its administration;
- supplying or receiving, during an exam, partial or complete answers, or suggestions for answers, assistance in the interpretation of questions on any examination from any source not explicitly authorized;
- using unauthorized technologies (artificial intelligence, computer, calculator, cell phone, etc.) on examinations and assignments;
- altering any instructional materials or resources and thereby interfering with another student’s work;
- removing study or research materials and equipment intended for common use in assigned work without authorization.

Plagiarizing

Plagiarizing is presenting another’s words or ideas as one’s own either by repeating the language of the original exactly (“verbatim”) without proper citation or by mixing one’s language with that of an original sources in a way that obscures that origin.

- To avoid plagiarism, always cite when and where language or information comes from somewhere else. If you then quote the source verbatim, you must preserve the exact wording and punctuation, including any mistakes, and identify the original locations clearly and accurately by means of citation.
- Two main citation styles are used at the College. The first is the Chicago Style (CS), used in all Humanities courses. Within the CS are two possible formats: the Notes & Bibliography format and the Author-Date & Bibliography format. Professors at Holy Cross College typically prefer the Notes & Bibliography format. The second common style is “APA” style of the American Psychological Association, a style used also by other fields in the Social Sciences. You are well-

advised to learn both citation styles. Online resources are plentiful.

- Paraphrasing is the restating of an idea or argument in your own words. Paraphrasing is legitimate and useful, but a paraphrase might still include some form of plagiarism. Making small changes in the wording or arrangement of source material, for example, does not avoid plagiarism. Remember: when you bring forward a fact or datum that is not common knowledge, or when you present some observation, insight, or argument that comes from somewhere else, you must always cite its *original* source. Standard academic practice is to be dissatisfied with secondary sources: whenever possible, trace all sources of information and language back to their origins. If you do not use an established citation style, or misapply an established format, you expose your work to question and skepticism and will be given a warning or penalized.
- Group projects are often essential to the learning process. The submission of group work implies a collaboration of ideas and shared responsibility for producing written and oral materials. Therefore, the violations of academic integrity listed above hold for the group as well as individual group members.
- The availability of AI-assisted resources (e.g. ChatGPT) and online learning services (e.g. Chegg) provides a means of both enhancing and hindering student learning. Although you may use these resources when studying for this course, any graded assignments should be completed without the use of these resources unless an explicit exception is made by the instructor and is accompanied by proper citations. These assignments include but are not limited to homework, quizzes, projects, papers, and exams. If it appears that your work has been partially/fully generated by AI, you will go through the reporting procedure outlined below and your professor will decide on the penalty for the incident. In the case of first-time violations, your professor might ask you to redo and resubmit the work. However, if an acceptable submission is not received, you will receive a zero on the assignment. Any subsequent cheating attempts will be treated as student conduct violations and will be subject to the Student Conduct Process as outlined in the Student Handbook.ⁱ

Reporting and Consequences

Please be aware that the following reporting process is required of all faculty:

1. 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.
2. An Academic Integrity Incident Report is initiated outlining the violation, the resolution, and the agreed-upon penalty. The faculty member determines the appropriate penalty and records it on the Academic Integrity Incident Report.
3. The completed Academic Integrity Incident Report is then forwarded to the Dean of Faculty, whose Office keeps a record of all incidents. This information is kept confidential, shared only in the case of a repeated violation, at the request of the student or if the violation is deemed to be egregious by the Dean of Faculty. The Academic Integrity Incident Report is destroyed upon graduation.
4. An Honor Board composed of the Dean of Faculty, Dean of Student Engagement, faculty members, and students is called upon when there is an Academic Integrity Incident Report submitted to the Dean of Faculty, consisting of either a second academic offense by a student or a first-time offense that is deemed egregious in nature by the Dean of Faculty.
5. The Honor Board convenes within 2 weeks of the notice but not sooner than 24 hours after the submission of the notice. Deliberations of the Honor Board will follow the procedural format of the Administrative Hearings for the most serious Student Life Conduct Violations as outlined in the Student Handbook. The *decision* format will differ as follows.
6. The Honor Board determines by vote if the student is responsible for the alleged violation. If the Honor Board finds the student responsible by majority vote, a sanction is subsequently determined by the board. The sanction is determined entirely by the Board and can range up to and including suspension or expulsion from the College.

7. The Honor Board's decision then must be relayed in writing to the student within 3 days of the board decision.
8. Students have the right to appeal the Honor Board's decision. Decisions on the appeal will be made on the basis of new information that was previously unavailable to the Honor Board or substantive claims of flawed procedure. The appeal authority is the Provost. The procedure for the appeal follows the same format as the appeal process for Administrative Hearing decisions described in the Student Handbook.

Addendum for Students in Formal Transfer Programs with the University of Notre Dame

Gateway, Driscoll, and NPP students are expected to uphold the Academic Integrity Policy while enrolled at Holy Cross College. If a student is found responsible by an Academic Honor Board, the Honor Board's decision will be shared proactively with the University of Notre Dame. Other information is kept on file for one month after the student leaves and the College, and it will be made available if the University of Notre Dame requests information about the student's academic integrity.

Academic Probation & Dismissal

Policy Purpose & Philosophy

Holy Cross College's academic probation policy is designed to balance clear academic standards with comprehensive, individualized student support. This policy focuses on early intervention and student growth rather than punitive measures, recognizing that academic challenges are opportunities for development and progress.

The institution is committed to providing students with the resources, guidance, and support necessary to achieve academic success while maintaining rigorous educational standards. Through a tiered approach to academic standing, students receive appropriate interventions matched to their specific needs and circumstances.

Core Principles

- Early identification and intervention
- Individualized support and success planning
- Clear communication and expectations
- Comprehensive student services integration
- Opportunity for academic rehabilitation and growth

Academic Standing Classifications

Good Academic Standing

Criteria: Cumulative GPA of 2.0 or higher

Status: Full institutional privileges and access to all academic programs and activities.

Academic Warning

Criteria: First occurrence of semester or cumulative GPA below 2.0

Requirements:

- Mandatory advisor meeting within first two weeks of semester
- Academic success assessment and individualized success plan
- Access to personalized support resources

Duration: One semester with opportunity for improvement

Academic Probation

Criteria: Cumulative GPA remains below 2.0 after a semester on Academic Warning, or semester GPA falls below 2.0 while on Warning, or both semester and cumulative GPAs below 2.0 simultaneously

Required Actions:

- Limited course load (maximum 14 credits per semester at the discretion of assigned Success Coach)
- Mandatory academic success assessment and individualized success plan
- Mandatory meetings with assigned Academic Success Coach
- Utilization of required campus support services

Academic Dismissal

Criteria: Cumulative GPA below 1.5, or failure to meet probation requirements

Dismissal Triggers:

- Both Semester and Cumulative GPA falls below 1.5 while on academic probation
- Failure to complete required probation activities

- Cumulative GPA below 2.0 institutional threshold after probation period

Duration: Two consecutive semesters

Restrictions: No enrollment, no participation in official college activities, potential impact on financial aid and housing

Individualized Support Services

Academic Support

- Personalized academic success coaching
- Priority access to tutoring services
- Writing center assistance
- Study group facilitation
- Peer mentoring programs

Personal Support

- Counseling and mental health services
- Stress management resources
- Financial aid guidance and planning
- Career counseling and exploration

SAP Requirement	Standard
Cumulative GPA	2.0 or higher
Completion Rate	At least 67% of attempted credit hours
Maximum Timeframe	Complete degree requirements within 150% of program length

- Family engagement and communication

Early Intervention Strategies

The college employs proactive monitoring and intervention strategies to identify at-risk students before academic standing becomes critical:

- Proactive monitoring of students with GPAs between 2.0 – 2.5
- Early advisor outreach and structured mid-semester alerts
- Holistic assessment of academic and personal risk factors
- Integration of attendance and course engagement data

Appeals Process

Grounds for Appeal

- Documented medical emergencies or health conditions
- Newly identified learning differences or disabilities
- Significant financial hardship
- Family emergencies or personal crises

- Other extraordinary circumstances beyond student control

Appeal Procedure

Timeline: Appeals must be submitted within 10 business days of notification.

Required Documentation:

- Completed appeal form
- Personal statement explaining circumstances
- Supporting documentation (medical records, financial documents, etc.)
- Academic improvement plan developed with advisor (mandatory for suspension appeals)
- Support letters from faculty, staff, or professionals (encouraged)

Review Process: Academic Standing and Appeals Committee reviews within 15 business days and provides written response.

Special Considerations

Students with documented disabilities may request reasonable accommodation through the appeals process. Appeals based on discrimination concerns are handled through the Equal Opportunity Office.

Financial Considerations

Academic standing directly impacts financial aid eligibility. Students must maintain Satisfactory Academic Progress (SAP) to remain eligible for federal, state, and institutional financial aid.

Important Note: SAP status is evaluated each term and operates independently from but often coincides with academic standing determinations. Students may face both academic probation and financial aid suspension simultaneously.

Readmission After Dismissal

Readmission Requirements

- Formal petition for readmission submitted 4 weeks before semester start
- Documentation of academic preparation and improvement activities during suspension
- Required meeting with academic advisor
- Comprehensive academic success plan for return

Readmission Conditions

- Readmitted students return on probationary status
- Maximum course load of 14 credits upon return
- Must meet specific GPA requirements for continued enrollment

- Dismissal requires a minimum one-year separation from the college

Review Timeline: Readmission petitions are reviewed by the committee within 15 days of submission.

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

Honor Societies

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

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

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

Academic Honor Board

Starting in the Fall 2025 Semester, Holy Cross has an Academic Honor Board, “called upon when there is an academic integrity report submitted to the Dean of Faculty consisting of a second academic offense by a student or a first-time offense but egregious in nature.” This Board will include the Dean of Faculty, Dean of Students, three faculty members, one of whom is from the Faculty Senate Executive Committee, as well as two SGA appointed students. The new policy aims to make tangible a campus culture of academic integrity and mutual accountability to hold high our commitment to shared standards of academic scholarship.

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 details the four categories of academic standing at Holy Cross College:

Dean’s List

A student enrolled full time in a given semester may be placed on the Dean’s List if the student’s GPA from the preceding academic year placed in the top thirty percent of the student’s cohort (see below) and if the student was recommended as a Dean’s List member by the Director of the Office of Student Success or the student’s Department Chair.

The cohorts are: 1) baccalaureate students with undeclared majors; 2) students majoring in Business, Humanities, Natural & Quantitative Sciences, and Social Sciences; and 3) students in Holy Cross-Notre Dame undergraduate articulation programs.

Good Standing

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

Amnesty

Please refer to the **Semester of Academic Amnesty Section** of the Catalog.

Assignment of Credit Hours

Please refer to the **Semester Hours** section.

Athletic Eligibility

Student-athletes at Holy Cross College are governed by eligibility rules included in the *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 2nd 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 in 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 in the fourth season.

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

Student athletes are expected to attend all meetings of a class for which they are registered. The Athletics Department will provide the faculty with a schedule of games and departure times to facilitate excused

absences. However, it is the student-athlete's responsibility to inform the class instructor in advance of the missed class in order to make up assignments.

Auditing Classes

A student wishing to audit a class must have permission of the instructor. Audited courses do not count toward fulfilling degree requirements and are not included in the computation of grade point averages. Students who audit should not expect instructors to assess or comment on their work. Part-time students may audit classes. The cost for auditing a class is the same as the cost for taking the course for credit.

Students may change course registration from credit to audit or audit to credit only through the add/drop period indicated in the academic calendar. Students wishing to audit a course(s) for which they do not satisfy the listed prerequisites must obtain instructor permission.

Catalog Time 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. Faculty may consider attendance in determining course grades. It is the responsibility of each student to know the attendance policy for each course in which he or she is enrolled.

Classification of Students

A student with fewer than 30 total semester hours of credits is a "**First-Year Student**." A new student who has not previously enrolled at another college or university after high school graduation, and who has matriculated at Holy Cross with 30 or more outside credit hours, has sophomore standing but is considered a First-Year Student for the purpose of requirements and activities of the Office of Student Success. A student who attended another college or university after high school graduation with 10 or more transferable credit hours is a "**Transfer**

Student. A student in the second year at Holy Cross who has earned 30 or more credit hours but less than 60 credit hours is a “**Sophomore.**” A student who has declared a major and who has between 60 and 89 credit hours is a “**Junior.**” A student who has earned 90 or more credit hours is a “**Senior.**”

Completion of Core Curriculum Courses

Please refer to the **Academic Program** section.

Commencement Participation Eligibility

Students who complete all degree requirements in December or in May of the same academic year are eligible to participate in the May commencement ceremony held after the conclusion of the spring semester.

Students who have six (6) or fewer credits remaining at the end of the spring semester are also eligible to participate in the May commencement ceremony. These students are expected to complete their remaining requirements during summer.

If a student returns in the fall semester to complete outstanding degree requirements, they will be considered December graduates and will be eligible to participate in the following May commencement ceremony.

Consortium Agreements

Acadeum

Acadeum is an online course-sharing platform that permits full-time, degree-seeking Holy Cross College students to enroll in courses not offered on campus. This option is intended to support timely degree completion and maintain academic progress.

Acadeum provides year-round flexibility, including summer offerings, and access to a broader range of courses. All Acadeum courses are asynchronous.

Before requesting enrollment through Acadeum, students must first seek course availability through the Tri-Campus, where students are eligible to take one course per semester tuition free. Another option is N.I.C.E. (Northern Indiana Consortium for Education), which allows full-time, degree-seeking Holy Cross students to take a course at a participating area institution tuition free. For more information about N.I.C.E., please read the *Northern Indiana Consortium for Education* section of the catalog.

Enrollment in an Acadeum course offered through a CIC consortia institution will be reflected on the student's semester schedule, and the final grade will be factored into the Holy Cross College GPA. Each Acadeum course carries a flat fee of \$1,000, payable to Holy Cross College prior to the first day of class.

Procedures

1. The student must complete an online request on Moodle, under Academic Advising section after identifying a course they would like to take.
2. The registration request will be reviewed by the student's academic advisor. Once approved, the Registrar will search the Acadeum platform and identify a few viable options to satisfy the requirement. The Registrar will share those with the Academic Director of the relevant program to confirm equivalency. Once confirmed, the Registrar will share those options with the student. After the student makes a selection, the Registrar will process the request on Acadeum, which will be sent to the host institution for final approval.
3. Upon host institution approval, the student will be formally enrolled in the course through Acadeum, and the course will be added to the student's Holy Cross College transcript.
4. The student will receive communications from the host institution, including details on drop/add procedures and instructions for accessing the host institution's learning management system (LMS).
5. After the course concludes, the grade will be recorded on the student's Holy Cross College transcript.

Limitations

- Acadeum courses may be taken only when an equivalent course is not available through Holy Cross College or the Tri-Campus exchange.
- Students taking an Acadeum course during the regular fall or spring semester requires approval from both the academic director of the student's declared major and the department chair.
- Students may take one course during winter (between fall and spring semesters) and up to two courses during the summer when no classes are in session. Approval from the academic director and the department chair is not required.

- Acadeum courses may not be used to replace courses regularly offered at Holy Cross College unless the course is unavailable due to extenuating circumstances, such as course cancellations. Approval must be obtained prior to registration.

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

The Northern Indiana Consortium for Education (N.I.C.E.) is a handshake agreement among area institutions that have joined to share their educational strengths and facilities. In addition to Holy Cross College, consortium members are Bethel University, Goshen College, Indiana University at South Bend, Ivy Tech Community College, Purdue Polytech-South Bend, and Saint Mary's College. With approval and on a space-available basis, Holy Cross students may enroll in courses offered by other N.I.C.E. institutions that are not offered at Holy Cross College. The student wishing to enroll in a N.I.C.E. class submits the request to his/her advisor. After approval, the student obtains the form from the Office of the Registrar on the first-class day of the semester to be taken to the host institution. No additional tuition is charged to students in N.I.C.E. courses. (The student is responsible for any fees associated with the course, however.) Students at Holy Cross College must be enrolled full-time to participate and may take one class per semester from a N.I.C.E. institution. This program is not available during the summer.

Course Numbering

Courses numbered from 100 to 199 are designed as first-year courses. Courses numbered from 200-299 are considered sophomore courses, but first-year students may be admitted if course prerequisites have been satisfied. Courses numbered 300 and above are upper-division courses. Some upper-division courses

are open only to students admitted to certain major programs. Upper-division electives are open to all students who have satisfied the appropriate prerequisites.

Course Adjustments

Add/Drop

Adding, dropping, or changing courses must be completed by the date indicated in the academic calendar. Students may not enroll in a course after the add/drop period, unless a course has a starting

date different from the beginning of the semester. Dropping a course during this period removes the course from a student's permanent record.

Course Withdrawal

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

For more information, please see the **Withdrawal and Leave of Absence Policies** section.

Course Overload

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

Course Registration

Please refer to the **Registration** section.

Credit by Examinations

Advanced Placement Program (AP)

Advanced Placement Examinations are administered through a high school after an Advanced Placement course has been completed as part of the high school curriculum. College credit may be granted to a student who has achieved a satisfactory score of 3 or higher on the Advanced Placement Examination offered through the College Board. Credits for the corresponding courses at Holy Cross College will count towards the fulfillment of all degree requirements. AP Exam scores on a high school transcript are not accepted; official scores must be sent from the College Board directly to the College.

Advanced Placement Examinations (AP)			
Examination Title	Min. AP Score	Course Equivalence	Credits
Art 2D Design	3	ARTS 101	3
Art History	3	ARTS 105	3
Biology	3	BIOL 121	3
Biology	4	BIOL 151	4
Biology	5	BIOL 151 and BIOL 152	8
Calculus AB	4	MATH 151	4
Calculus BC	4	MATH 151 and 152	8
Chemistry	3	CHEM 121	3
Chemistry	4	CHEM 151	4
Chemistry	5	CHEM 151 and 152	8
Chinese Language	3	Humanities elective	3
Chinese Language	4	Humanities electives	6
Comparative Government and Politics	3	Political Science elective	3
Computer Science A	3	CS 150	3
Computer Science Principles	3	CS 107	3
English Language & Composition	4	ENGL 101	3
English Literature & Composition	4	English Literature elective	3
Environmental Science	3	Science elective	3
Environmental Science	5	BIOL 151	4
European History	3	HIST 101 or HIST 102	3
European History	5	HIST 101 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
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	ECON 202	3
Microeconomics	3	ECON 201	3
Music Theory	3	Music elective	3
Physics 1: Algebra-Based	3	Science elective	3
Physics 2: Algebra-Based	3	Science elective	3
Physics B	3	Science elective	3
Physics C – Mechanics	4	PHYS 151	4
Physics C – Electricity & Magnetism	4	PHYS 152	4
Pre-Calculus	4	MATH 125	3
Psychology	3	PSYC 101	3
Seminar	3	Elective credit	3
Spanish Language	3	SPAN 101	3
Spanish Language	4	SPAN 101 and 102	6
Spanish Language	5	SPAN 102 and 201	6
Spanish Literature	3	SPAN 235	3
Statistics	3	MATH 210	3
Studio Art: General	3	ARTS 101	3
U.S. Government and Politics	3	POLS 151	3
U.S. History	3	HIST 151 or HIST 152	3
U.S. History	5	HIST 151 and HIST 152	6
World History: Modern	3	HIST 101 or HIST 102	3
World History: Modern	5	Hist 101 or HIST 102	6

College Level Examination Program (CLEP)

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

Discipline	CLEP Examination	HCC Course Equivalence	Credits
Business	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
Composition & Literature	American Literature	Literature elective	3
	Analyzing and Interpreting Lit.	Literature elective	3
	English Literature	ENGL 220	3
	Humanities	Humanities elective	3
History & Social Sciences	American Government	POLS 151	3
	History of the United States I	HIST 151	3
	History of the United States II	HIST 152	3
	Human Growth and Development	PSYC 207	3
	Intro to Educational Psychology	Psychology elective	3
	Introductory Psychology	PSYC 101	3
	Introductory Sociology	SOCI 151	3
	Principles of Macroeconomics	ECON 202	3
	Principles of Microeconomics	ECON 201	3
	Social Science and History	Social Science elective	3
	Western Civilization I	HIST 101	3
	Western Civilization II	HIST 102	3
Science & Math	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
	Precalculus	MATH 125	3
World Languages	French Language: Levels 1 and 2	Humanities elective	6
	German Language: Level 1 and 2	Humanities elective	6
	Spanish Language: Levels 1 and 2	SPAN 101 and 102	6
	Spanish with 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.

IB Exam	Score Required	HCC Course Equivalence	Credits
Biology HL	5	BIOL 121	3
Biology HL	6	BIOL 151	4
Biology HL	7	BIOL 151 and BIOL 152	8
English A: Lang and Lit HL	5	ENGL 101	3
English A: Lang and Lit HL	6	ENGL 101 and English Lit elective	6
English A: Lang and Lit HL	7	ENGL 101 and English Lit elective	6
English A: Literature HL	5	ENGL 999 English Literature elective	3
Film HL	5	Humanities elective	3
Spanish HL	5	SPAN 101	3
Spanish HL	6	SPAN 101 and SPAN 102	6
Spanish HL	7	SPAN 102 and SPAN 201	6
All other foreign languages HL	5	Humanities elective	3
All other foreign languages HL	6	Humanities elective	6
All other foreign languages HL	7	Humanities elective	6
History Americas HL	5	HIST 151 or HIST 152	3
History Americas HL	6	HIST 151 and HIST 152	6
Math	5	Math elective	3
Math	6	Math elective	4
Math	7	Math elective	8
Psychology	5	PSYC 101	3

Credit Hours

Please refer to the **Semester Hours** section.

Declaration of Majors

Incoming students may declare a major at the time of application to the College. Following matriculation, students are encouraged to explore a range of academic disciplines through participation in the Academic Spotlight event, enrollment in introductory courses, and consultation with faculty advisors across departments.

Students who have not declared a major are required to do so by May 1 of the freshman year. The month of April is designated as Major Declaration Month at Holy Cross College, during which students' major declaration(s) will be formalized. During this month, students may also change their major from which they may have entered Holy Cross College, should they choose to. Upon declaration, a faculty member within the chosen discipline will be assigned as the student's academic advisor, while the student's

success coach continues to support throughout the student's college career at Holy Cross College.

All major declarations and changes are processed after the conclusion of the spring semester. Transfer students' major declarations may be processed after the completion of their first semester at Holy Cross College, regardless of the semester in which they entered. Any student wanting to change their major after their first year must discuss it with their intended faculty advisor and success coach to discuss how their academic plan will change.

Declaration of Minors

Students may choose to declare a minor once they have identified an area of secondary academic interest. Students are encouraged to consult with their faculty advisor and success coach to discuss how a minor aligns with their academic and professional goals. Minors can also be declared at any time after the student's major declaration has been formalized.

Transfer students' minor declarations may be processed after the completion of their first semester at Holy Cross College, regardless of the semester in which they entered.

Duplicate Diploma

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

FERPA

Please refer to the **Record Access / Release of student Information and FERPA** section.

Final Examinations

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

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

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

whether a calculator may be used; etc. Student proctors are not allowed when students are taking final examinations.

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

Grade Appeal

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

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

4. The Dean of Faculty will review the recommendation of the ad-hoc committee and the material provided by the student and the professor.
5. Within 30 working days of receiving the student's written appeal, the Dean of Faculty will render a decision and communicate the decision to the student, the professor, and the Registrar.

Grade Point Average

Two grade point averages are computed for each student each semester: a semester grade point average and a cumulative grade point average. The grade points of the letter grades earned in each course are multiplied by the semester hours of credit per course to determine the quality points earned in the course. The sum of the quality points earned divided by the sum of the credit hours attempted during the semester determines the semester grade point average. The cumulative grade point average utilizes the total quality points earned divided by the total number of credit hours attempted. Courses numbered under 100 level are not included in the computation of averages.

Grading System

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

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

Courses in which a grade of F has been assigned are counted among the attempted semester hours and are computed into the grade point average for the semester. Incomplete grades are granted only with the approval of the Dean of Faculty. Courses in which the grades of AD and W have been assigned are listed on the student's academic record but are not

computed into the semester hours of the grade-point average.

Graduation Requirements

Please refer to the **Academic Programs** section.

Guest Student

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

Leave of Absence

Please see the **Withdrawal and Leave of Absence Policies** section.

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 mid-semester 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.

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.

Students' education records may not be made available to unauthorized persons on campus, nor may they be given to any institution or individual off campus without the written authorization of the student. Contact the Office of the Registrar for more information regarding the Academic Information Release Authorization if a student wishes someone (student's parent or guardian, for example) to gain access to his/her academic information.

The College, without the student's written authorization, may release the following student directory information: name, address, email address, telephone listing, date and place of birth, curriculum and major field, dates of attendance, enrollment status (full-time/part-time), degrees received, the most recent previous educational agency or institution attended by the student, and athletic information (sport/position/height/weight). If a student does not wish the College to release any or all of the above information, she or he must inform the Registrar in writing no later than the close of the drop/add period of the first semester. New students entering the College other than in the fall semester must submit such a statement at the time of registration.

Registration

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

Repeating a Course

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

ROTC Programs

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

Semester Credit Hours

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

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

Semester of Academic Amnesty

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

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

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

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

Time Limit for Degree Completion

Please refer to the **Catalog Time Limit for Degree Completion** section.

Transcripts

Requesting an Official Holy Cross College Transcript

The Office of the Registrar offers official electronic transcripts through Parchment for efficient and timely transcript processing and delivery. As part of the process, a student creates an account with Parchment. Once a transcript order is placed, the student will receive order confirmation and other updates via email. An order may be placed through the following Parchment web link:

<https://www.parchment.com/u/registration/34415/institution>. Transcripts will not be released if the student has a financial indebtedness to the College or

has not fulfilled all specified policies and regulations of the College. A processing fee of \$8.00 is charged per electronic copy.

Transfer Core

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

Transfer Credit

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

Withdrawals

Please see the **Withdrawal and Leave of Absence Policies** section.

Academic Programs

Associate of Arts Degree

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

College Curriculum – Associate of Arts

For students who matriculate in Fall 2025

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

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

First Year

COLL 101 Mind and Heart Seminar (3 credits)

ENGL 101 Writing and Rhetoric (3 credits)

THEO 140 Ever Ancient Ever New (Creation, Covenant, and Christ) (3 credits)

First Year or Second Year

COLL 205 Pathways to Exploration and Discernment (1 credit)

MATH 111 or above (3 credits)

Choose one of the following:

Any BIOL course (3-4 credits)

Any CHEM course (3-4 credits)

Any PHYS course (3-4 credits)

Any SCIE course (3-4 credits)

Choose one of the following:

PSYC 101 Introduction to Psychology (3 credits)

Any POLS course (3 credits)

Choose one of the following:

BUSI 213 Personal Finance (3 credits)

ECON 201 Microeconomics (3 credits)

ECON 202 Macroeconomics (3 credits)

Second Year

COLL 201 College Seminar (3 credits)

PHIL 201 Introductory Philosophy (3 credits)

Any HIST course (3 credits)

College Curriculum – Associate of Arts

For students who matriculate prior to Fall 2025

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

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

ENGL 101 Writing and Rhetoric (3 credits)

PHIL 201 Introductory Philosophy (3 credits)

THEO 140 Ever Ancient Ever New (Creation, Covenant, and Christ) (3 credits)

IDST 250 Common Good Seminar and Practicum (3 credits)

Math 111 Discrete Mathematics or above (3 credits)

Any BIOL, CHEM, PHYS, or SCIE course at 100 level* (3 credits)

Any HIST course at 100 level (3 credits)

Choose one of the following:

Any Art course (3 credits)

Any Foreign Language course (3 credits)

Any Music course (3 credits)

Any ENGL 2XX or 3XX course (3 credits)

Choose one of the following:

PSYC 101 Introduction to Psychology (3 credits)

SOCI 151 Principles of Sociology (3 credits)

Choose one of the following:

ECON 201 Principles of Microeconomics (3 credits)

ECON 202 Principles of Macroeconomics (3 credits)

BUSI 213 Personal Finance (3 credits)

*Students intending to Major or Minor in science must choose one of the following:

BIOL 151 Principles of Biology (4 credits)

CHEM 151 Principles of Chemistry (4 credits)

Bachelor of Arts and Bachelor of Science Degree

Bachelor's degree programs consist of the College 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. The Bachelor of Arts/Science degree requirements are:

- Successful completion of the college/core curriculum standards as determined by year of matriculation
- Successful completion of major program requirements;
- Successful completion of a minimum of 24 credit hours of upper-level (300- and 400-level) courses within their major field of study;

- Successful completion of elective coursework;
- Successful completion of a minimum of 120 credit hours;
- Attainment of a minimum 2.0 cumulative grade point average among the total credits of coursework; and
- Attainment of a minimum 2.0 cumulative grade point average in the major requirements.

Second Bachelor's Degrees

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

College Curriculum

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

Core Curriculum*

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 competence to see and the courage to act." *Currently being phased out, to be replaced with the College Curriculum.

College Curriculum

For students who matriculate in AY 24-25 and after

The following courses are required for all students who matriculate with fewer than 24 transfer credits. Transfer credits may satisfy these requirements. Students who have more than 24 transfer credits may refer to the Transfer Core Curriculum in the Academic Catalog.

Courses may also be double-counted to fulfill major, minor, or track requirements. Any of the following courses with an Honors designation will satisfy the respective requirements.

First Year

COLL 101 Mind and Heart Seminar (3 credits)
ENGL 101 Writing and Rhetoric (3 credits)
THEO 140 Ever Ancient Ever New (Creation, Covenant, and Christ) (3 credits)

First Year or Second Year

COLL 205 Pathways to Exploration and Discernment (1 credit)
MATH 111 or above (3 credits)

Choose one of the following:

Any BIOL course (3-4 credits)
Any CHEM course (3-4 credits)
Any PHYS course (3-4 credits)
Any SCIE course (3-4 credits)

Choose one of the following:

PSYC 101 Introduction to Psychology (3 credits)
Any POLS course (3 credits)

Choose one of the following:

BUSI 213 Personal Finance (3 credits)
ECON 201 Microeconomics (3 credits)
ECON 202 Macroeconomics (3 credits)

Second Year

COLL 201 Driscoll College Seminar (3 credits)
PHIL 201 Introductory Philosophy (3 credits)
Any HIST course (3 credits)

Third Year

COLL 301 Common Good Seminar (3 credits)
Any THEO course at 300 level (3 credits)

Choose one of the following:

PHIL 331 Ethics (3 credits)
PHIL 332 Business Ethics (3 credits)
PHIL 333 Bioethics (3 credits)

Third or Fourth Year

Any ENGL course at 200 or 300 level (3 credits)
ARTS XXX course (3 credits)
COLL 399 Internship (2 credits)

Fourth Year

COLL 49X Moreau Senior Seminar and Capstone (3 credits)
COLL 4XX Masterclass (1 credit)

College Transfer Curriculum

For students who transfer in AY 24-25 or later

The following courses are required for all students who transfer with 24 or more transferable credits. Transfer credits may satisfy these requirements. A qualifying course may fulfill no more than two requirements in the College Curriculum or in any major, minor, or track.

The following courses are listed in suggested order by year. However, this is flexible depending on how many transferable courses incoming students have completed and the semester in which they transfer to Holy Cross College.

First or Second Year

ENGL 101 Writing and Rhetoric (3 credits)
THEO 140 Ever Ancient Ever New (Creation, Covenant, and Christ) (3 credits)
COLL 205 Pathways to Exploration and Discernment (1 credit)
MATH 111 or above (3 credits)

Choose one of the following:

PSYC 101 Introduction to Psychology (3 credits)
Any POLS course (3 credits)

Choose one of the following:

Any BIOL course (3-4 credits)
Any CHEM course (3-4 credits)
Any PHYS course (3-4 credits)
Any SCIE course (3-4 credits)

Choose one of the following:

BUSI 213 Personal Finance (3 credits)
ECON 201 Microeconomics (3 credits)
ECON 202 Macroeconomics (3 credits)

Second Year

COLL 201 College Seminar (3 credits)
PHIL 201 Introductory Philosophy (3 credits)
Any HIST course (3 credits)

Third Year

COLL 301 Common Good Seminar (3 credits)
Any THEO course at 300 level (3 credits)

Choose one of the following:

PHIL 331 Ethics (3 credits)
PHIL 332 Business Ethics (3 credits)
PHIL 333 Bioethics (3 credits)

Third or Fourth Year

Any ENGL course at 200 or 300 level (3 credits)
ARTS XXX course (3 credits)
COLL 399 Internship (2 credits)
COLL 4XX Masterclass (1 credit)

Fourth Year

COLL 49X Moreau Senior Seminar and Capstone (3 credits)

Major Requirements For Bachelor of Arts

For successful completion of a B.A. or B.S., the major requirements specified below must be met in addition to the requirements for Bachelor of Arts and Bachelor of Science Degrees outlined above. Namely, successful completion of a minimum of 120 credits, a minimum of 24 credits at the 300 or 400 level in the student's chosen major, a cumulative 2.0 GPA in major requirements, and a cumulative 2.0 GPA.

Business (BUSI) PLUS AY 2025 forward

ACTG 201 Financial Accounting (3 credits)
 ACTG 202 Managerial Accounting (3 credits)
 BUSI 116 Public Speaking / Classic Rhetoric (3 credits)
 BUSI 120 Principles of Management (3 credits)
 ECON 201 Microeconomics (3 credits)
 ECON 202 Macroeconomics (3 credits)
 BUSI 210 Business Statistics (3 credits)
 BUSI 222 CSR and the Common Good (3 credits)
 BUSI 240 Organizational Behavior and Management (3 credits)
 BUSI 261 Applied Management (3 credits)
 BUSI 314 Business Law I (3 credits)
 BUSI 315 International Business (3 credits)
 BUSI 331 Marketing Management (3 credits)
 BUSI 360 Human Resources Management (3 credits)
 BUSI 316 Business Writing (3 credits)
 BUSI 440 Corporate Finance (3 credits)
 BUSI 480 Strategic Management / Decision Making (3 credits)
 BUSI 481 Strategic Simulation (3 credits)
 PHIL 306 Business Ethics (3 credits)

Choose four courses from the list below.

BUSI 213 Personal Finance (3 credits)
 BUSI 325 Supply Chain Management (3 credits)
 BUSI 353 Financial Markets & Institutions (3 credits)
 BUSI 361 International Business Law (3 credits)
 BUSI 362 Labor Relations or equivalent
 BUSI 411 Entrepreneurship and Innovation (3 credits) * Required for AY 2020 to 2024
 BUSI 420 Quality Management (3 credits)
 BUSI 430 Project Operations Management (3 credits)
 BUSI 492 Applied Business (3 credits)
 CS 217 Advanced Computer Applications (3 credits) or equivalent with permission of Program Director
 MKTG 333 Sales Management (3 credits)
 MKTG 341 Consumer Behavior (3 credits)
 POLS 252 Political Economy (3 credits)

Business Academic Director:

Prof. Linda Thorpe-Gordon, lthorpegordon@hcc-nd.edu

Communications (COMM)

COMM 101 Message Creation and Presentation (3 credits)
 COMM 102 Interpersonal Communication (3 credits)
 COMM 205 Mass Communication (3 credits)
 COMM 310 Nonverbal Communication (3 credits)
 COMM 320 Editing Theory and Processes (3 credits)
 COMM 330 Intercultural Communication (3 credits)
 COMM 405 Strategic Business Communication (3 credits)
 COMM XXX Fundamentals of Journalism (3 credits)

Choose four courses from the list below.

JED 30105 Ethics of Journalism
 JED 30112 Persuasion, Commentary, and Criticism
 JED 30132 Applied Multimedia for Journalism
 JED 30134 Investigative Journalism
 JED 30142 Principles of Science Communication
 JED 30143 Broadcasting the News
 JED 30149 Storytelling and Sport
 JED 30151 Game Day Media: Play by Play, Color Analysis, and News Conference

Communications Academic Director:

Prof. Laura Jackson, ljackson@hcc-nd.edu

Elementary Education (EDUC)

The major and licensure requirements for Elementary Education can be found at the end of the **Academic Programs** section.

Elementary Education Academic Director:

Dr. Ann Bingham, abingham@hcc-nd.edu

English (ENGL)

ENGL 280 Analysis and Interpretation (3 credits)
 ENGL 299 The Catholic Novel* (3 credits)
 ENGL 311/312 Shakespeare A/B (3 credits)
 ENGL 498 Senior Project (3 credits)
At least three of the following 200-level survey courses
 ENGL 205 British Literature I (3 credits)
 ENGL 206 British Literature II (3 credits)
 ENGL 207 American Literature I (3 credits)
 ENGL 208 American Literature II (3 credits)
At least four of the following 300-level survey courses
 ENGL 317 Science Fiction in Literature and Film (3 credits)
 ENGL 319 Myths and Origins (3 credits)
 ENGL 321 The Middle Ages (3 credits)
 ENGL 334 Twentieth-Century Literature (3 credits)
 ENGL 305 Jane Austen and Her World (3 credits)
 ENGL 333 Pax Americana: Modern American Literature (3 credits)
 ENGL 303 Poetics (3 credits)
 ENGL 370 Writing for the Public Sphere (3 credits)
 ENGL 371 Journalism and Digital Media (3 credits)

English Academic Director:

Br. Robert McFadden, C.S.C., Ph.D., rmcfadden@hcc-nd.edu

History (HIST)

HIST 101 OR 102 Western Civilization I or II (3 credits)
 HIST 151 US History I (3 credits)
 HIST 152 US History II (3 credits)
 HIST 301 Historical Methods (3 credits)
 HIST 351 Colonial America (3 credits)
 HIST 352 Age of Independence, 1756-1787 (3 credits)
 HIST 353 The Early Republic, 1815-1848 (3 credits)
 HIST 354 Civil War & Reconstruction, 1861-1877 (3 credits)
 HIST 355 Gilded Age & Progressive America, 1870-1920 (3 credits)
 HIST 356 Modern America, 1898-1945 (3 credits)
 HIST 357 The Cold War & Beyond (3 credits)
 HIST 358 Latin America, 1492-1780 (3 credits)
 HIST 422/THEO 422 Catholicism in America (3 credits)

Acting History Academic Director:

Dr. Thomas Spencer, tspencer@hcc-nd.edu

Liberal Studies (LIBS)

ENGL 300-level (3 credits)
ENGL 300-level (3 credits)
ENGL 300-level (3 credits)
HIST 300-level (3 credits)
HIST 300-level (3 credits)
HIST 300-level (3 credits)
PHIL 300-level or above* (3 credits)
PHIL 303 Logic (3 credits)
POLS 300-level (3 credits)
POLS 300-level (3 credits)
POLS 300-level (3 credits)
LIBS 499 Senior Thesis Seminar (3 credits)

Liberal Studies Academic Director:

Dr. David Lutz, dlutz@hcc-nd.edu

Philosophy (PHIL)

PHIL 303 Logic (3 credits)
PHIL 311 Ancient Philosophy (3 credits)
PHIL 312 Medieval Philosophy (3 credits)
PHIL 313 Modern Philosophy (3 credits)
PHIL 314 Contemporary Philosophy (3 credits)
PHIL 331 Ethics (3 credits)
PHIL 400 Philosophy of Nature (3 credits)
PHIL 401 Metaphysics (3 credits)
PHIL 402 Epistemology (3 credits)
PHIL 403 Philosophical Anthropology (3 credits)
PHIL 405 Natural Theology (3 credits)
PHIL 499 Senior Thesis Seminar (3 credits)

Philosophy Academic Director:

Dr. David Lutz, dlutz@hcc-nd.edu

Philosophy, Politics, and Economics (PPE)

ECON 201 Principles of Microeconomics (3 credits)
ECON 202 Principles of Macroeconomics (3 credits)
ECON 3XX / 4XX (3 credits)
ECON 3XX / 4XX (3 credits)
PHIL 202 Ethics (3 credits)
PHIL 303 Logic (3 credits)
PHIL 3XX / 4XX (3 credits)
PHIL 3XX / 4XX (3 credits)
POLS 240 Political Philosophy (3 credits)
POLS 252 Political Economy (3 credits)
POLS 309 Comparative Politics (3 credits)
POLS 3XX / 4XX (3 credits)
PPE 499 Senior Thesis Seminar (3 credits)

PPE Academic Director:

Dr. Edwige Tia, atia@hcc-nd.edu

Politics and Public Service (POLS)

POLS 151 Introduction to American Government (3 credits)
POLS 240 Political Philosophy (3 credits)
POLS 225 Issues in World Politics (3 credits)
POLS 450 Senior Seminar (3 credits)

Choose eight courses from the list below.

POLS 242 Modern Political Philosophy (3 credits)
POLS 252 Political Economy (3 credits)
POLS 255 State and Local Politics (3 credits)
POLS 260 Catholic Social Thought and Practice (3 credits)
POLS 270 Constitutional Law (3 credits)
POLS 271 Civil Liberties and Civil Rights (3 credits)
POLS 301 Ancient Political Philosophy (3 credits)
POLS 304 Medieval Political Philosophy (3 credits)

POLS 306 Politics and Literature (3 credits)
POLS 309 Comparative Politics (3 credits)
POLS 310 Congress and the Legislative Process (3 credits)
POLS 327 Jurisprudence (3 credits)
POLS 360 The American Presidency (3 credits)
POLS 365 Church and State in America (3 credits)
POLS 3XX Public Policy (3 credits)
POLS 3XX Special Topics (3 Credits)

POLS Academic Director:

Dr. Theodore Madrid, TMadrid@hcc-nd.edu

Psychology (PSYC)*

PSYC 101 Introductory Psychology (3 credits)
PSYC 205 Abnormal Psychology (3 credits)

Choose one of the following:

PSYC 207 Lifespan Development (3 credits)
PSYC 315 Child and Adolescent Development (3 credits)
PSYC 265 Statistics for Social Sciences (3 credits)
PSYC 275 Research Methods in Psychology (3 credits)
PSYC 325 Social Psychology (3 credits)
PSYC 390 Physiological Psychology (3 credits)
PSYC 399 Cognitive Psychology (3 credits)
PSYC 498 Senior Thesis/Research (3 credits)
* Prerequisite courses (PSYC 101, 205/265, and 275) must be met with a grade C or higher. Students must complete at least 30 credits of 300- and 400-level courses to fulfill the program requirements.

Choose one of the following:

BUSI 240 Organizational Behavior & Management (3 credits)
PSYC 245 Cross-Cultural Psychology (3 credits)
COMM 310 Non-Verbal Communications (3 credits)
PSYC 320 Gender Psychology (3 credits)
PSYC 330 Personality Psychology (3 credits)
BUSI 341 Consumer Behavior (3 credits)
PSYC 365 Test and Measures in Psychology (3 credits)
PSYC 401 Introduction to Clinical (3 credits)
PSYC 410 Neuroscience (4 credits)
PSYC 497 Special Topics: Conference (3 credits)
PSYC 499 Seminar in Psychology (3 credits)

Psychology Academic Director:

Dr. Hellen Kyler, hkyler@hcc-nd.edu

THEOLOGY (THEO)

THEO 140 Ever Ancient Ever New (Creation, Covenant, and Christ) (3 credits)

Choose one of the following courses:

THEO 240 Christ, Church, and Culture (3 credits)
THEO 242 (3 credits)
THEO 244 (3 credits)
THEO 246 (3 credits)
THEO 27X (1 or 3 credits)
THEO 301 Saints & Scholars: Leadership Formation (3 credits)
THEO 31X Scripture (3 credits)
THEO 33X Sacraments (3 credits)
THEO 350 Moral Theology (3 credits)
THEO 361 Guadalupe, Culture, & Evangelization (3 credits)

Choose one of the following:

THEO 320 Church History (3 credits)
THEO 422 Catholicism in America (3 credits)
THEO 394 Ecclesiology Practicum (3 credits)
THEO 44X Christology & the Trinity (3 credits)
THEO 494 Senior Thesis Seminar (3 credits)

Theology Academic Director:

Dr. Louis Albarran, lalbarran@hcc-nd.edu

Visual Arts (ARTS)

Visual Arts majors must declare a track and are required to complete those requirements in addition to major electives for a total of 48 credits.

ARTS 101 2D Art Fundamentals (3 credits)

ARTS 102 Drawing I (3 credits)

ARTS 200 Drawing II (3 credits)

ARTS 110 Photography (3 credits)

ARTS 105 Art History I (3 credits)

ARTS 208 Art History II (3 credits)

ARTS 403 Senior Portfolio I (3 credits)

ARTS 404 Senior Portfolio II (3 credits)

Choose one of the following tracks:

Studio Art Track

ARTS 103 Painting I (3 credits)

ARTS 201 Painting II (3 credits)

ARTS 301 Intermediate Studio (3 credits)

ARTS 401 Advanced Studio (4 credits)

Graphic Design Track

ARTS 104 Graphic Design I (3 credits)

ARTS 202 Graphic Design II (3 credits)

ARTS 205 Web Design (3 credits)

ARTS 209 Typography (3 credits)

ARTS 308 Graphic Design II (3 credits)

Catholic Media Track

ARTS 104 Graphic Design I (3 credits)

ARTS 112 Video Art (3 credits)

ENGL 370 Writing for the Public Sphere (3 credits)

ENGL 499 Editing and Publication (3 credits)

THEO 341 The Church:

Communion in the Mission and Ministry (3 credits)

THEO 361 The New Evangelization:

Media and Markets (3 credits)

Visual Arts Academic Director:

Prof. Angelo Martinez, MFA, amartinez@hcc-nd.edu

Major Requirements for Elementary Education (EDUC)

The following list outlines all courses required to fulfill the graduation requirements for an Elementary (K-6) Education Major.

Course	Major Credits	Course Credits
EDUC 099 Indiana K-6: Teaching License Prep	0	0
EDUC 100 Practicum 1F: K-6 Placement (optional, not required)	2	2
EDUC 101 Introduction to Teaching as a Vocation	3	3
EDUC 200 Teaching & Learning Theory	3	3
EDUC 201 Practicum 1S: K-6 Placement (optional, not required)	2	2
EDUC 203 Practicum 2F: K-6 Placement	2	2
EDUC 210 Equity Pedagogy: Teaching to Transform	3	3
EDUC 211 Practicum 2S: K-6 Placement	2	2
EDUC 220 Diverse Learners: Supporting Special Needs in the Classroom	3	3
Choose one of the following: EDUC 250 Child & Adolescent Development for Educators PSYC 315 Child and Adolescent Development PSYC 207 Lifespan Development	3	3
EDUC 265 Children's Literature	3	3
EDUC 300 Practicum 3F: ENL Placement	3	3
EDUC 301 Practicum 3S: ENL Placement	3	3
EDUC 310 Reading/Language Arts Methods I: Developmental Foundations	3	3
EDUC 311 Reading/Lang. Arts Methods II: Planning, Instruction, Assessment & Evaluation	3	3
EDUC 320 Teaching Methods: Assessment, Evaluation, Planning & Instruction	3	3
EDUC 330 Art Methods: Integrating the Arts	3	3
EDUC 345 Health & PE Methods: Integrating Wellness	1	1
EDUC 350 Math Methods I: Teaching Math Developmentally (fall) 3 3	3	3
EDUC 351 Math Methods II: Teaching Math Developmentally (spring) 3 3	3	3
EDUC 360 ENL Methods (fall) 3 3	3	3
EDUC 365 Language Acquisition (spring) 3 3	3	3
EDUC 400 Practicum 4F: Student Teaching Placement (fall) 4 4	3	3
EDUC 420 Classroom Practices: Creating & Maintaining a Thriving Classroom Community (fall) 3 3	3	3
EDUC 425 Social Studies Methods: Teaching Social Studies for Social Justice (fall) 3 3	3	3
EDUC 430 Science Methods (spring) 3 3	3	3
EDUC 490 Senior Seminar & Capstone*	0*	3*
EDUC 491 Practicum 4S: Student Teaching Internship*	9*	12*

*These courses satisfy the requirements of the College Core Curriculum.

Additional Elementary Education Major Requirements

Phase 1

Acceptance into the Teacher Education Program. Apply in February of Year 2 (Sophomore)

Phase 2

Interview for Student Teaching. Interview in February of Year 3 (Junior)

Phase 3*

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)

*While the items listed in **Phase 3** are required to obtain an Indiana Teaching License, they are **not required to graduate** from Holy Cross College with an Education Major

In order to obtain an Indiana State Teaching License, students must complete all coursework listed above AND pass all the Indiana State Licensing Exams listed to the right. For ENL Licensing Endorsement, students must pass the additional English Learners Exam. For more information on the Indiana State Licensure Exam Requirements, please see the following website:

<http://www.in.nesinc.com/Home.aspx>

Indiana State Licensing Exams

Elementary Education K-6, Praxis Exams:

- Principles of Teaching (5622)
- Humanities: Read, Lang Arts, Social Studies (5007)
- STEM: Math and Science (5008)

Optional ENL Endorsement:

- English Learners (5362)

Major Requirements For the Bachelor of Science

BIOLOGY (BIOL)

BIOL 151 Principles of Biology I + Lab (4 credits)

Choose one of the following:

MATH 141 Elements of Calculus I (4 credits)

MATH 151 Calculus I for Science (4 credits)

BIOL 152 Principles of Biology II + Lab (4 credits)

BIOL 213 Microbiology + Lab (4 credits)

BIOL 215 Biostatistics + Lab (4 credits)

BIOL 254 Physiology + Lab (4 credits)

BIOL 309 Genetics + Lab (5 credits)

BIOL 315 Ecology + Lab (4 credits)

BIOL 320 Advanced Cell Biology (3 credits)

CHEM 151 Principles of Chemistry I + Lab (4 credits)

CHEM 152 Principles of Chemistry II + Lab (4 credits)

CHEM 211 Organic Chemistry I + Lab (4 credits)

CHEM 212 Organic Chemistry II + Lab (4 credits)

Choose one of the following:

PHYS 131 Physics for Biology Majors I + Lab (4 credits)

PHYS 151 Physics for Science Majors I + Lab (4 credits)

Choose one of the following:

PHYS 132 Physics for Biology Majors II + Lab (4 credits)

PHYS 152 Physics for Science Majors II + Lab (4 credits)

Choose a minimum of 16 credit hours of the following.*

BIOL 107 Principles of Fitness (3 credits)

BIOL 206 Topics in Environmental Science (3 credits)

BIOL 227 Zoology (4 credits)

BIOL 228 Botany (3 credits)

BIOL 230 Public Health (3 credits)

BIOL 325 Epidemiology (3 credits)

BIOL 255 Human Anatomy + Lab (4 credits)

BIOL 308 Molecular Biology (3 credits)

BIOL 310 Environmental Sociology (3 credits)

BIOL 313 Medical Microbiology (3 credits)

BIOL 315 Environmental Sociology (3 credits)

CHEM 330 Biochemistry (3 credits)

CHEM 399 Chemistry Research (1 credit)

BIOL 409 Biology Research (1 credit)

BIOL 415 Aquatic Ecology (4 credits)

*Selections must include two courses at the 100 or 200 level and two courses at the 300 or 400 level. Biology elective courses beyond those listed here may be completed but require prior approval from the Academic Director of the Biology program.

Biology Academic Director:

Dr. Elaine Mokrzan, emokrzan@hcc-nd.edu

COMPUTER SCIENCE (CS)

CS 150 Introduction to Programming (4 credits)

CS 160 Discrete Logic (3 credits)

CS 200 Introduction to Web Development (3 credits)

CS 205 Introduction to Cybersecurity (3 credits)

CS 217 Introduction to Data Analytics (3 credits)

CS 227 Introduction to AI and Machine Learning (3 credits)

CS 250 Object-Oriented Programming (4 credits)

CS 280 Data Structures (3 credits)

CS 350 Computer Organizations and Structure (4 credits)

MATH 151 Calculus I for Science (4 credits)

MATH 152 Calculus II for Science (4 credits)

MATH 252 Differential Equations and Linear Algebra (4 credits)

PHYS 151 Physics I for Science (4 credits)

PHYS 152 Physics II for Science (4 credits)

Choose one of the following tracks:

Web Development

ARTS 205 Web Design (3 credits)

CS 210 Server-side Web Programming (3 credits)

CS 360 Full-stack Web Development (3 credits)

COLL 399 Internship in Web Development (2 credits)

Approved CS Elective from another track or another school (3 credits)

AI and Machine Learning

CS 317 Machine Learning (3 credits)

CS 327 Computer Vision (3 credits)

CS 407 Quantum Computing (3 credits)

COLL 399 Internship in AI and Machine Learning (2 credits)

Approved CS Elective from another track or another school (3 credits)

Research

CS 299 Research Methods I (2 credits)

CS 400 Algorithms and Automata (3 credits)

CS 499 Research Methods II (1 credit)

MATH 220 Cryptography (3 credits)

COLL 399 Internship in Research (2 credits)

Approved CS Elective from another track or another school (3 credits)

Computer Science Academic Director:

Dr. Kyle Sherbert, ksherbert@hcc-nd.edu

MATHEMATICS (MATH)

MATH 151 Calculus I for Science (4 credits)

MATH 152 Calculus II for Science (4 credits)

MATH 251 Calculus III (4 credits)

MATH 252 Linear Algebra & Differential Equations (4 credits)

MATH 320 Intro to Algebraic Structures (4 credits)

MATH 340 Intro to Real Analysis (4 credits)

MATH 305 Mathematical Methods (4 credits)

MATH 499 Senior Research Seminar in Math (3 credits)

MATH 3XX-4XX Upper-Level Mathematics Course (3/4 credits)

PHYS 151 Physics I for Science (4 credits)

Choose at least 15 credits from the following or choose a track:

MATH 210 Introduction to Statistics and Probability (4 credits)

MATH 220 Cryptography (3 credits)

MATH 300 Mathematical Discovery (4 credits)

MATH 310 Probability Theory (4 credits)

MATH 350 Graph Theory (4 credits)

MATH 355 Intro to Combinatorics (3 credits)

MATH 360 College Geometry (4 credits)

MATH 370 Elementary Number Theory (3 credits)

MATH 380 Complex Variables (4 credits)

MATH 400 Topics in Mathematics (4 credits)

MATH 410 Topology (4 credits)

MATH 420 Modern Algebra (4 credits)

MATH 440 Real Analysis I (4 credits)

MATH 450 Real Analysis II (4 credits)

CS 150 Computer Science I (Python/Matlab) (4 credits)

Math Academic Director:

Dr. Deborah Arangno, darangno@hcc-nd.edu

Minor Requirements

BIOLOGY (BIOL)

BIOL 151 Principles of Biology I + Lab (4 credits)
BIOL 152 Principles of Biology II + Lab (4 credits)
CHEM 151 Principles of Chemistry I + Lab (4 credits)

Choose 10-12 credits from the list below. At least one course must be a lab course:

BIOL 206 Topics in Environmental Science
BIOL 213 Microbiology + Lab
BIOL 215 Biostatistics + Lab
BIOL 227 Zoology
BIOL 228 Botany
BIOL 230 Public Health
BIOL 254 Physiology + Lab
BIOL 255 Human Anatomy + Lab
BIOL 256 Comparative Physiology + Lab
BIOL 308 Molecular Biology
BIOL 309 Genetics + Lab
BIOL 313 Medical Microbiology
BIOL 315 Ecology + Lab
BIOL 320 Cell Biology
BIOL 325 Epidemiology
BIOL 415 Aquatic Ecology + Lab

The following courses may be applied toward a minor in Biology, pending approval from the Academic Director.

IDST 400 Internship in Biology
BIOL 409 Research

Biology Academic Director:

Dr. Elaine Mokrzan, emokrzan@hcc-nd.edu

Business (BUSI)

ACTG 201 Financial Accounting (3 credits)
BUSI 314 Business Law I (3 credits)
ECON 202 Macroeconomics (3 credits)

Choose one of the following:

BUSI 222 CSR and the Common Good (3 credits)
PHIL 255 Business Ethics (3 credits)

Choose three courses from the list below.

ACTG 202 Managerial Accounting (3 credits)
BUSI 116 Public Speaking (3 credits)
BUSI 213 Personal Finance (3 credits)
BUSI 240 Organizational Behavior (3 credits) OR BUSI 261 Applied Management
BUSI 316 Business Writing (3 credits)
BUSI 440 Principles of Corporate Finance (3 credits)
BUSI 360 Human Resources Management (3 credits)
BUSI 411 Entrepreneurship & Innovation (3 credits)
BUSI 420 Quality Management (3 credits)
CS 150 or Above Computer Science Elective (3 credits)
MKTG 331 Marketing Management (3 credits)
MKTG 341 Consumer Behavior (3 credits)
POLS 252 Political Economy (3 credits)
BUSI XXX Acceptable Alternative 300-level or above
BUSI 490 Independent Study by Permission Only

Business Academic Director:

Prof. Linda Thorpe-Gordon, lthorpegordon@hcc-nd.edu

Communications (COMM)

COMM 101 Message Creation and Presentation (3 credits)
COMM 102 Interpersonal Communication (3 credits)
COMM 205 Mass Communication (3 credits)

Choose three courses from the list below.

COMM 310 Nonverbal Communication (3 credits)
COMM 320 Editing Theory and Processes (3 credits)
COMM 330 Intercultural Communication (3 credits)
COMM 405 Strategic Business Communication (3 credits)

Communications Academic Director:

Prof. Laura Jackson, ljackson@hcc-nd.edu

COMPUTER SCIENCE (CS)

CS 150 Introduction to Programming (4 credits)
CS 160 Discrete Logic (3 credits)
CS 250 Object-Oriented Programming (4 credits)
Choose six credit hours from the list below.
CS 200 Introduction to Web Development (3 credits)
CS 205 Introduction to Cybersecurity (3 credits)
CS 210 Server-side Web Programming (3 credits)
CS 217 Introduction to Data Analytics (3 credits)
CS 227 Introduction to AI and Machine Learning (3 credits)
CS 280 Data Structures (3 credits)
CS 317 Machine Learning (3 credits)
CS 327 Computer Vision (3 credits)
CS 350 Computer Organizations and Structure (4 credits)
CS 360 Full-stack Web Development (3 credits)
CS 407 Quantum Computing (3 credits)
CS 400 Algorithms and Automata (3 credits)

Computer Science Academic Director:

Dr. Kyle Sherbert, ksherbert@hcc-nd.edu

Economics (ECON)

ECON 201 Principles of Microeconomics (3 credits)
ECON 202 Principles of Macroeconomics (3 credits)
PSYC 265 Statistics for Social Science (3 credits)
2 x 3XX or Higher-Level Economics Courses (6 credits)
Any additional Economics Course 3XX-level or higher (3 credits)

Economics Academic Director:

Dr. Edwige Tia, atia@hcc-nd.edu

Elementary Education (EDUC)

EDUC 101 Introduction to Teaching as a Vocation (3 credits)
EDUC 200 Teaching and Learning Theory (3 credits)
EDUC 203 Practicum 2F: (K-6 Placement) (2 credits)
EDUC 210 Equity Pedagogy: Teaching to Transform (3 credits)
EDUC 211 Practicum, 2S: (K-6 Placement) (2 credits)

Choose one of the following:

EDUC 250 Child and Adolescent Development (3 credits)
PSYCH 315 Child and Adolescent Development (3 credits)

Choose one course from the list below.

EDUC 220 Diverse Learners: Supporting Special Needs in the Classroom (3 credits)
EDUC 265 Children's Literature (3 credits)
EDUC 330 Art Methods: Integrating the Arts (3 credits)

Elementary Education Academic Director:

Dr. Ann Bingham, abingham@hcc-nd.edu

English (ENGL)

ENGL 280 Literary Analysis (3 credits)
ENGL 299 The Catholic Novel (or equivalent 290-level course) (3 credits)
ENGL 311 Shakespeare A (3 credits)

Choose three courses from the 200-300 level courses below. One of these must be a 200-level survey course.
ENGL 205 British Literature I (3 credits)

ENGL 206 British Literature II (3 credits)
 ENGL 207 American Literature I (3 credits)
 ENGL 208 American Literature II (3 credits)
 ENGL 317 Science Fiction in Literature and Film
 (3 credits)
 ENGL 319 Myths and Origins (3 credits)
 ENGL 321 The Middle Ages (3 credits)
 ENGL 334 Twentieth-Century Literature (3 credits)
 ENGL 305 Jane Austen and Her World (3 credits)
 ENGL 333 Great Novels of the Pax Americana (3 credits)
 ENGL 303 Poetics (3 credits)
 ENGL 370 Writing for the Public Sphere (3 credits)
 ENGL 371 Journalism and Digital Media (3 credits)

English Academic Director:

Br. Robert McFadden, C.S.C., Ph.D., rmcfadden@hcc-nd.edu

Environmental Science (EVSC)

BIOL 151 Biology I with Lab (4 credits)
 BIOL 152 Biology II with Lab (4 credits)
 CHEM 151 Chemistry I with Lab (4 credits)

Choose ten to eleven credit hours from the list below.

BIOL 130 Human Ecology (3 credits)
 BIOL 206 Topics in Environmental Science (3 credits)
 BIOL 228 Botany (4 credits)
 BIOL 310 Environmental Sociology (3 credits)
 BIOL 315 Ecology (4 credits)
 BIOL 415 Aquatic Ecology (4 credits)
 THEO 244 (Honors) Christ, Church, and Science
 (2/1 credits)

Environmental Science Academic Director:

Dr. Katherine Barrett, kbarrett1@hcc-nd.edu

History (HIST)

HIST 151 United States History I (3 credits)
 HIST 152 United States History II (3 credits)

Choose four courses from the list below.

HIST 101 Western Civilization I (3 credits)
 HIST 102 Western Civilization II (3 credits)
 HIST 325 Rome Through the Ages (3 credits)
 HIST 335 Church History (3 credits)
 HIST 351 Colonial America (3 credits)
 HIST 352 Age of Independence (3 credits)
 HIST 353 Republican America (3 credits)
 HIST 354 Civil War and Reconstruction (3 credits)
 HIST 355 Gilded Age and Progressive America (3 credits)
 HIST 356 Modern America (3 credits)
 HIST 357 The Cold War & Beyond (3 credits)
 HIST 358 Latin America (3 credits)
 HIST 359/THEO 359 Catholic Church in America
 (3 credits)

Acting History Academic Director:

Dr. Thomas Spencer, tspencer@hcc-nd.edu

Liberal Studies (LIBS)

ENGL 300+ Any 300+ Level English Course (3 credits)
 ENGL 300+ Any 300+ Level English Course (3 credits)
 HIST 300+ Any 300+ Level History Course (3 credits)
 HIST 300+ Any 300+ Level History Course (3 credits)
 PHIL 300+ Any course
 POLS 300+ Any 300+ Level Politics and Public Service Course
 (3 credits)

Liberal Studies Academic Director:

Dr. David Lutz, dlutz@hcc-nd.edu

Marketing (MKTG)

MKTG Marketing Management (3 credits)
 MKTG 341 Consumer Behavior (3 credits)

Choose one of the following:

MKTG 315 Writing for Marketing & Advertising (3 credits)
 ENGL 367 Writing for the Public Sphere (3 credits)

Choose four courses from the list below.

ARTS 101 2-D Art Fundamentals (3 credits)
 ARTS 102 Drawing I (3 credits)
 ARTS 104 Graphic Design I (3 credits)
 ARTS 110 Introduction to Photography (3 credits)
 ARTS 205 Web Design (3 credits)
 BUSI 116 Public Speaking (3 credits)
 COMM 205 Introduction to Mass Communication (3 credits)
 MKTG 220 Introduction to Public Relations (3 credits)
 MKTG 233 Personal Selling & Negotiations (3 credits)
 COMM 330 Intercultural Business Communication & Management
 (3 credits) or PSYC 245 Cross-Cultural Psychology (3 credits)
 MKTG 333 Sales Management (3 credits)
 MKTG 423 Digital & Social Media Marketing (3 credits)
 BUSI 310 Non-Verbal Communication (3 credits) OR Equivalent
 MKTG 490 Independent Study by Permission Only (3 credits)
 MKTG XXX Acceptable Alternative 300-Level or Above (3 credits)

Marketing Academic Director:

Professor Linda Thorpe Gordon, lthorpegordon@hcc-nd.edu

Mathematics (MATH)

Choose one of the following:

MATH 151 Calculus I for Science (4 credits)
 MATH 141 Elements of Calculus I (4 credits)

Choose one of the following:

MATH 152 Calculus II for Science (4 credits)
 MATH 142 Elements of Calculus II (4 credits)

MATH 251 Calculus III for Science (4 credits)

Choose one of the following:

MATH 252 Linear Algebra and Differential Equations
 (4 credits)
 MATH 255 Differential Equations (4 credits)
 MATH 275 Linear Algebra (4 credits)

Choose one of the following:

MATH 305 Mathematical Methods or CS 160 Discrete
 Logic (4 credits)
 BIOL 215 Biostatistics (3 credits)
 MATH 210 Introduction to Statistics and Probability
 PSYC 265 Statistics for Social Science (3 credits)

Mathematics Academic Director:

Dr. Deborah Arangno, darangno@hcc-nd.edu

PHILOSOPHY (PHIL)

PHIL 201 Introductory Philosophy (3 credits)
 PHIL 303 Logic (3 credits)
 PHIL 331 Ethics (3 credits)

Choose three courses from the list below.

POLS 240 Political Philosophy (3 credits)
 POLS 242 Modern Political Philosophy (3 credits)
 POLS 301 Ancient Political Philosophy (3 credits)
 POLS 304 Medieval Political Philosophy (3 credits)

PHIL 311 Ancient Philosophy (3 credits)
 PHIL 312 Medieval Philosophy (3 credits)
 PHIL 313 Modern Philosophy (3 credits)
 PHIL 314 Contemporary Philosophy (3 credits)
 PHIL 332 Business Ethics (3 credits)
 PHIL 333 Bioethics (3 credits)
 PHIL 400 Philosophy of Nature (3 credits)
 PHIL 401 Metaphysics (3 credits)
 PHIL 402 Epistemology (3 credits)
 PHIL 403 Philosophical Anthropology (3 credits)
 PHIL 405 Natural Theology (3 credits)
 PHIL 499 Senior Thesis Seminar (3 credits)

Philosophy Academic Director:
 Dr. David Lutz, dlutz@hcc-nd.edu

PHYSICAL SCIENCES (PHSC)

Choose one of the following:

MATH 151 Calculus I for Science (4 credits)
 MATH 141 Elements of Calculus I (4 credits)

Choose one of the following:

MATH 152 Calculus II for Science (4 credits)
 MATH 142 Elements of Calculus II (4 credits)

PHYS 151 Physics I (4 credits)
 CHEM 151 Chemistry I (4 credits)

Choose one of the following:

PHYS 152 Physics II (4 credits)
 CHEM 152 Chemistry II (4 credits)

XXXX XXX Astrology (4 credits)*

XXXX XXX Geology (4 credits)*

* Course completed at a partner institution (University of Notre Dame or Saint Mary's College)

Physical Sciences Academic Director:
 Dr. John Biddle, jbiddle@hcc-nd.edu

POLITICS, PHILOSOPHY AND ECONOMICS PUBLIC SERVICE (PPE)

PHIL 303 Logic (3 credits)
 POLS 260 Catholic Social Thought and Practice (3 credits)
 Any 300- or 400-level Economics Course (3 credits)

Choose three courses from the list below.

Any 300- or 400-level Economics Course (3 credits)
 Any 300- or 400-level Economics Course (3 credits)
 Any 300- or 400-level Economics Course (3 credits)

PPE Academic Director:
 Dr. Edwige Tia, atia@hcc-nd.edu

POLITICS AND PUBLIC SERVICE (POLS)

POLS 151 Introduction to American Government (3 credits)
 POLS 240 Political Philosophy (3 credits)

Choose four courses from the list below.

BUSI 203 American Law and the Legal System (3 credits)
 HIST 352 Age of Independence (3 credits)
 POLS 200+ Level Any upper-level POLS elective (3-12 credits)
 THEO 351 Justice, Peace and the Gospel of Life (3 credits)
 THEO 422 Catholicism in America (3 credits)

POLS Academic Director:
 Dr. Theodore Madrid, tmadrid@hcc-nd.edu

PSYCHOLOGY (PSYC)

Clinical

PSYC 401 Introduction to Clinical Psychology
 PSYC 499A Child and Adolescent Psychopathology
 PSYC 499B Adult Psychopathology
 IDST 400 Internship in Clinical Psychology

Choose one of the following:

PSYC 330 Personality Psychology
 PSYC 365 Tests and Measures in Psychology
 PSYC 410 Neuroscience

Neuroscience

BIOL 254 Physiology + Lab
 PSYC 410 Neuroscience + Lab
 IDST 400 Internship in Neuroscience

Choose one of the following:

PSYC 499 A Child and Adolescent Psychopathology
 PSYC 499B Adult Psychopathology

School Psychology

PSYC 365 Tests and Measures in Psychology
 PSYC 320 Gender Psychology
 IDST 400 Internship in School Psychology
 +Either PSYC 401 Introduction to Clinical Psychology or PSYC 499A

Child Psychopathology

+Either EDUC 200 Teaching and Learning Theories, or EDUC 201 Education Practicum, or EDUC 220 Diverse Learners: Supporting Students with Special Needs and EDUC 211 Education Practicum Social Work

SW 202 Introduction to Social Work*
 SW 235 Human Behavior in the Social Environment*
 SW 238 Peace Studies*
 SW 334 Social Welfare Policy and Service*
 SW 340 Working with Diverse Populations*
 COLL 399 Internship in Social Work*

* Course completed at a partner institution (Saint Mary's College)

Psychology Academic Director:
 Dr. Hellen Kyler, hkyler@hcc-nd.edu

Public Health (PUBH)

BIOL 230 Public Health (3 credits)
 BIOL 325 Epidemiology (3 credits)

Choose one of the following courses:

BIOL 215 Biostatistics (3 credits)
 MATH 210 Introduction to Statistics and Probability (4 credits)
 PSYC 265 Statistics for Social Science (3 credits)

Choose nine to ten credits from the list below.

BIOL 213 Microbiology (3 credits)
 BIOL 310 Environmental Sociology (3 credits)
 BIOL 313 Medical Microbiology (3 credits)
 ENGL 350 Writing & the Public Sphere (3 credits)
 LEAD 201 Principles of Leadership (3 credits)
 PHIL 333 Bioethics (3 credits)
 PSYC 245 Cross-Cultural Psychology (3 credits)
 PSYC 320 Gender Psychology (3 credits)

Public Health Program Director:
 Dr. Katherine Barrett, kbarrett@hcc-nd.edu

SPANISH (SPAN)

SPAN 201 Intermediate Spanish I (3 credits)
 SPAN 202 Intermediate Spanish II (3 credits)
 SPAN 220 Spanish Grammar & Composition (3 credits)
 SPAN 235 Introduction to Hispanic Literatures (3 credits)

Choose one of the following courses:

SPAN 234 Introduction to Hispanic Cultures (3 credits)

HIST 358 Latin America (3 credits)

Spanish Academic Director:

Dr. Christopher Scheirer, csheirer@hcc-nd.edu

SPORT, CULTURE AND FORMATION (SPOR)

SPOR 220 Beyond the Arena: Principles of Sport Management (3 credits)

SPOR 235 Coaching with Heart: Coaching Theory & Practice (3 credits)

SPOR 270 God, Guts, and Glory: Contemporary Issues in Sports (3 credits)

Choose three of the following courses:

LEAD 201 or LEAD 211

SPOR 260 The Jurisprudence of Sport: Sports Law (3 credits)

SPOR 333 Sport, Strategy, and Storytelling: Sport Marketing & Communications (3 credits)

SPOR 340 The Face and Soul of Sport: The Development of Sport in America (3 credits)

Sport, Culture, and Formation Academic Director:

Dr. André Polaniecki, spolaniecki@hcc-nd.edu

THEOLOGY (THEO)

THEO 140 Ever Ancient Ever New (Creation, Covenant, and Christ) (3 credits)

Choose one of the following courses:

THEO 240 Christ, Church, and Culture (3 credits)

THEO 242 Christ Church, & Marketplace (3 credits)

THEO 244 Christ, Church, & Science (3 credits)

THEO 246 Christ, Church, & Imagination (3 credits)

THEO 247 Christ, Church, & Cinema (3 credits)

THEO 27X (1 or 3 credits)

THEO 301 Saints & Scholars: Leadership Formation (3 credits)

Choose two of the following courses:

THEO 31X Scripture (3 credits)

THEO 33X Sacraments (3 credits)

THEO 350 Moral Theology (3 credits)

THEO 361 Guadalupe, Culture, & Evangelization (3 credits)

Choose one of the following courses:

THEO 320 Church History (3 credits)

THEO 422 Catholicism in America (3 credits)

THEO 394 Ecclesiology Practicum (3 credits)

THEO 44X Christology & the Trinity (3 credits)

THEO 494 Senior Thesis Seminar (3 credits)

Theology Academic Director:

Dr. Louis Albarran, lalbarran@hcc-nd.edu

Visual Arts (ARTS)

ARTS 101 2D Art Fundamentals (3 credits)

ARTS 105 Art History I (3 credits)

ARTS 208 Art History II (3 credits)

Choose one of the following courses:

ARTS 102 Drawing I (3 credits)

ARTS 103 Painting I (3 credits)

ARTS 104 Graphic Design I (3 credits)

ARTS 110 Photography (3 credits)

ARTS 112 Video Art (3 credits)

ARTS 114 Digital Illustration (3 credits)

ARTS 115 Digital Animation (3 credits)

ARTS 119 Comic Art: Lives of the Saints (3 credits)

ARTS 121 Sacred Art (3 credits)

ARTS 130 Film as Art and Communication (3 credits)

ARTS 200 Drawing II (3 credits)

ARTS 201 Painting II (3 credits)

ARTS 202 Graphic (3 credits)

ARTS 205 Web Design (3 credits)

ARTS 209 Typography (3 credits)

ARTS 231 Sacred Art Research (3 credits)

ARTS 232 Picturebook Design Research (3 credits)

ARTS 240 Encountering Sacred Art in Rome (3 credits)

ARTS 301 Intermediate Studio (3 credits)

ARTS 308 Graphic Design III (3 credits)

ARTS 401 Advanced Studio (3 credits)

ARTS 408 Graphic Design IV (3 credits)

EDUC 330 Art Methods: Integrating the Arts (3 credits)

Visual Arts Academic Director:

Professor Angelo Martinez, lalbarran@hcc-nd.edu

Track Requirements

BIOLOGY (BIOL)

Exercise Science

BIOL 255 Human Anatomy + Lab
 Exercise Physiology + Lab*
 Kinesiology/Biomechanics*
 BIOL 131 Nutrition
 BIOL 107 Principles of Fitness
 PSYC 101 Introductory Psychology
 IDST 400 Internship related to Exercise Science

*** Course completed at a partner institution**

Integral Ecology

Required Course:

THEO/BIOL 244H Christ, Church & Science: Tri-Campus
 Theology & Integral Ecology Course

+ Choose ANY of the following courses to earn 12 more credits

BIOL 180 Human Ecology
 BIOL 206 Topics in Environmental Science
 BIOL 310 Environmental Sociology
 BIOL 117/415 Aquatic Ecology
 BIOL 228 Botany
 BIOL 227 Zoology
 BIOL 310 Environmental Sociology
 IDST 272 Care for Our Common Home (This course may be offered in THEO in the future)
 COLL 301 with Field Lab: Food Justice and Regenerative Farming
 COLL 301 with Field Lab: Saint Joseph Riverwatch
 COLL 301 with Field Lab with Laudato Si' Action Platform/Integral Ecology Site
 COLL 399 approved integral ecology internship
 PHIL 399 Philosophy of Nature
 THEO 350 Moral Theology
 THEO 394 Ecclesiology Practicum with Integral Ecology Site Placement
 POLS 260 Catholic Social Tradition
 ECON 301 Applied Microeconomics: Addressing Contemporary Social and Economic Issues
 ENGL 300 Science Fiction in Literature & Film
 Theology Saints & Scholars Summer Course Integral Ecology Track Mentor (3, 2, or 1)
 Theology Saints & Scholars Dual-Enrollment Relevant Track (3, 2, or 1)
 Relevant University of Notre Dame course offering with Fr. Terrence Ehrman, CSC; Sr. Damien-Marie Savino, FSE; Fr. Emmanuel Katongole; Philip Sakimoto, or other pre-approved faculty from ND, SMC, or other area Colleges.

Neuroscience

BIOL 254 Physiology + Lab
 PSYC 410 Neuroscience + Lab
 IDST 400 Internship in Neuroscience
+ Choose one of the following elective courses:
 PSYC 499A Child and Adolescent Psychopathology
 PSYC 499B Adult Psychopathology

Physical Therapy

BIOL 255 Human Anatomy + Lab
 Exercise Physiology + Lab*
 Medical Terminology*
 PSYC 101 Introductory Psychology
 PSYC 207 Lifespan Development
 IDST 400 Internship related to Physical Therapy

*** Course completed at a partner institution**

Public Health

BIOL 230 Public Health
 BIOL 325 Epidemiology
 IDST 400 Internship related to Public Health
+ Choose three of the following elective courses:
 PHIL 333 Bioethics
 PSYC 245 Cross-Cultural Psychology
 BIOL 310 Environmental Sociology
 BIOL 313 Medical Microbiology
 BIOL 415 Aquatic Ecology + Lab

BUSINESS (BUSI)

Accounting

ACTG 201 Financial Accounting
 ACTG 202 Managerial Accounting
 ACTG 301 Intermediate Accounting I
 ACTG 302 Intermediate Accounting II
 ACTG 402 Auditing (or Equivalent)
 ACTG 406 Federal Taxation (or Equivalent)
***Note: ACTG 201 and ACTG 202 meet your BUSI requirements. Only ONE course beyond ACTG 201 and ACTG 202 may also count towards your business electives. The Accounting Track must be attached to the Business Major or Business Plus Major. Additional courses may be taken after the track requirements are met; check with your advisor for applicable courses.**

Entrepreneurship

BUSI 222 Common Good & CSR
 BUSI 240 Organizational Behavior and Management **OR**
 BUSI 261 Applied Management
 BUSI 411 Entrepreneurship
 BUSI 480 Strategic Management
 MKTG 233 Personal Selling & Negotiation
 PHIL 306 Business Ethics (or Ethics)

+ Choose TWO:

MKTG 331 Marketing Management
 BUSI 314 Business Law
 BUSI 325 Supply Chain Management
 BUSI 420 Quality Management
 BUSI 481 Business Simulation
 BUSI XXX Acceptable 300 or 400-level elective

***Note: If you are a Business Major, you must take 15 credit hours outside of your business requirements.**

Personal Selling and Sales Management

BUSI 120 Principles of Management
 BUSI 240 Organizational Behavior and Management **OR**
 BUSI 261 Applied Management
 PHIL 355 Business Ethics
 MKTG 233 Personal Selling & Negotiation
 MKTG 333 Sales Management
 MKTG 341 Consumer Behavior

+ Choose ONE:

One 300 or 400-level management course

Small Business Management

ACTG 201 Financial Accounting
 ACTG 202 Managerial Accounting
 BUSI 222 Common Good & CSR
 BUSI 240 Organizational Behavior and Management
 BUSI 360 Human Resource Management
 PHIL 306 Business Ethics (or Ethics)

+ Choose TWO:

BUSI 314 Business Law
 BUSI 411 Entrepreneurship
 BUSI 420 Quality Management
 BUSI 480 Strategic Management
 MKTG 331 Marketing Management

CLASSICS (CLAS)

Classical Literature and Classical Civilization

Required Course

HIST 101 Western Civilization I

+ Choose four of the following elective courses:

ENGL 319 Survey: Myth and Origins

HIST 325 Renaissance and Baroque Rome

LATN 101 Introductory Latin I

LATN 201 Introductory Latin II

LATN 310 Medieval Latin

PHIL 311 Ancient Philosophy

PHIL 312 Medieval Philosophy

POLS 301 Ancient Political Philosophy

POLS 304 Medieval Political Philosophy

***Any Course offered by the University of Notre Dame's Classics Department**

Computer Science (CS)

Web Development

ARTS 205 Web Design (3 credits)

CS 210 Server-side Web Programming (3 credits)

CS 360 Full-stack Web Development (3 credits)

COLL 399 Internship in Web Development (2 credits)

Approved CS Elective from another track or another school (3 credits)

AI and Machine Learning

CS 317 Machine Learning (3 credits)

CS 327 Computer Vision (3 credits)

CS 407 Quantum Computing (3 credits)

COLL 399 Internship in AI and Machine Learning (2 credits)

Approved CS Elective from another track or another school (3 credits)

Research

CS 299 Research Methods I (2 credits)

CS 400 Algorithms and Automata (3 credits)

CS 499 Research Methods II (1 credit)

MATH 220 Cryptography (3 credits)

COLL 399 Internship in Research (2 credits)

Approved CS Elective from another track or another school (3 credits)

English (ENGL)

Catholic Media

ARTS 104 Graphic Design I

ARTS 112 Video Art

ENGL 370 Writing for the Public Sphere

ENGL 371 Journalism and Digital Media

THEO 341 The Church: Communion in the Mission and Ministry

THEO 361 The New Evangelization: Media and Markets

IDST 400 Internship

HISTORY (HIST)

Museum Studies

HIST XXX – Two HIST courses in addition to the Core requirement

ARTS 105 Art History I

ARTS 208 Art History II

IDST 400 Internship related to Museums or Curatorial Internship

+ Choose two of the following elective courses:

ACTG 201 Financial Accounting

LEAD 311 Leadership in a Non-Profit Organization

ARTS 205 Web Development

Leadership (LEAD)

Leadership

Required Courses:

LEAD 201 Principles of Leadership

LEAD 211 Leadership in Institutions

+ Choose two of the following elective courses:

LEAD 2XX or 3XX Executive Leadership Courses

BUSI 222 Common Good and CSR

BUSI 240 Organizational Behavior and Management

PHIL 332 Business Ethics

ENGL 370 Writing for the Public Sphere

POLS 360 or POLS 260 Politics and Literature or Catholic

Social Thought and Practice

THEO 361 The New Evangelization: Media and Markets

Mathematics (MATH)

Applied Math and Data Analytics

CS 150 Computer Science I

CS 217 Intro to Data Analytics

CS 280 Algorithms and Data Structures

MATH XXX TBD with Advisor

Computer Science

CS 150 Computer Science I

CS 250 Computer Science II

CS 280 Algorithms and Data Structures

CS XXX TBD with Advisor

Driscoll Track*

*Track only open to Driscoll Scholars. Engineering courses taken at the University of Notre Dame.

Physical Science

PHYS 151 Physics for Science I

PHYS 152 Physics for Science II

CHEM 151 Principles of Chemistry I

STEM Elective, for example:

CS 150 Computer Science I

MATH 220 Cryptography

CHEM 211 Organic Chemistry I

Pre-Law (PLAW)

Pre-Law

POLS 151 Introduction to American Government

POLS 270 Constitutional Law

PHIL 303 Logic

+ Choose three of the following elective courses:

BUSI 116 – Public Speaking & Rhetoric

BUSI 314 – Legal Environment of Business

BUSI 361 – International Business Law

HIST 151 – US History to 1877

HIST 352 – Age of Independence, 1756-1787

POLS 240 – Political Philosophy

POLS 250 – American Political Thought

POLS 260 – Catholic Social Thought and Practice

POLS 271 – Civil Liberties and Civil Rights

POLS 304 – Medieval Political Philosophy

POLS 310 – Congress and the Legislative Process

POLS 327 – Jurisprudence

POLS 350 – The American Presidency

POLS 365 – Church and State in America

SPOR 260 – The Jurisprudence of Sport: Sport Law

Psychology (PSYC)

Clinical

PSYC 401 Introduction to Clinical Psychology

PSYC 499A Child and Adolescent Psychopathology

PSYC 499B Adult Psychopathology

IDST 400 Internship in Clinical Psychology

+ Choose one of the following elective courses::

PSYC 330 Personality Psychology
PSYC 365 Tests and Measures in Psychology
PSYC 410 Neuroscience

Neuroscience

BIOL 254 Physiology + Lab
PSYC 410 Neuroscience + Lab
IDST 400 Internship in Neuroscience

+ Choose one of the following elective courses:

PSYC 499 A Child and Adolescent Psychopathology
PSYC 499B Adult Psychopathology

School Psychology

PSYC 365 Tests and Measures in Psychology
PSYC 320 Gender Psychology
IDST 400 Internship in School Psychology
+Either PSYC 401 Introduction to Clinical Psychology or
PSYC 499A Child Psychopathology
+Either EDUC 200 Teaching and Learning Theories pr
EDUC 201 Education Practicum, or EDUC 220 Diverse
Learners: Supporting Students with Special Needs and
EDUC 211 Education Practicum

Social Work

SW 202 Introduction to Social Work*
SW 235 Human Behavior in the Social Environment*
SW 238 Peace Studies*
SW 334 Social Welfare Policy and Service*
SW 340 Working with Diverse Populations*
COLL 399 Internship in Social Work*
* Course completed at a partner institution (Saint Mary's
College)

Theology (THEO)

Catholic Media

ARTS 104 Graphic Design I
ARTS 112 Video Art
ENGL 370 Writing for the Public Sphere
ENGL 371 Journalism and Digital Media
THEO 341 The Church: Communion in the Mission and
Ministry
THEO 361 The New Evangelization: Media and Markets
IDST 400 Internship

Guadalupe

HIST 358 Latin America
THEO 361 Guadalupe, Culture, & Evangelization
THEO 394 Ecclesiology Practicum
THEO 422 Catholicism in America
ACTG 201 Financial Accounting*
*Or, in consultation with the HC Theology and Business
Advisors, a comparable course from the Center for
Leadership and Professional Excellence
HIST 358 Latin America
THEO 422 Catholicism in America
**Expectation of Spanish: Recognizing that proficiency in
language out to transcend the spoken word and include
signs/symbols, food, culture, and aesthetics, this track
assumes some proficiency in Spanish
grammar/composition and conversational Spanish.
Students in need of more help reaching proficiency are
welcome to take additional courses in the tri-campus
community or the wider college community.

Integral Ecology

Required Course:

THEO/BIOL 244H Christ, Church & Science: Tri-Campus
Theology & Integral Ecology Course

+ Choose ANY of the following courses to earn 12 more
credits

BIOL 180 Human Ecology
BIOL 206 Topics in Environmental Science
BIOL 310 Environmental Sociology
BIOL 117/415 Aquatic Ecology
BIOL 228 Botany
BIOL 227 Zoology
BIOL 310 Environmental Sociology
IDST 272 Care for Our Common Home (This course may be
offered in THEO in the future)
COLL 301 with Field Lab: Food Justice and Regenerative
Farming
COLL 301 with Field Lab: Saint Joseph Riverwatch
COLL 301 with Field Lab with Laudato Si' Action
Platform/Integral Ecology Site
COLL 399 approved integral ecology internship
PHIL 399 Philosophy of Nature
THEO 350 Moral Theology
THEO 394 Ecclesiology Practicum with Integral Ecology
Site Placement
POLS 260 Catholic Social Tradition
ECON 301 Applied Microeconomics: Addressing
Contemporary Social and Economic Issues
ENGL 300 Science Fiction in Literature & Film
Theology Saints & Scholars Summer Course Integral
Ecology Track Mentor (3, 2, or 1)
Theology Saints & Scholars Dual-Enrollment Relevant
Track (3, 2, or 1)
Relevant University of Notre Dame course offering with Fr.
Terrence Ehrman, CSC; Sr. Damien-Marie Savino, FSE; Fr.
Emmanuel Katongole; Philip Sakimoto, or other pre-
approved faculty from ND, SMC, or other area Colleges.

Social Work

SW 202 Introduction to Social Work*
SW 235 Human Behavior in the Social Environment*
SW 238 Peace Studies*
SW 334 Social Welfare Policy and Service*
SW 340 Working with Diverse Populations*
COLL 399 Internship in Social Work*
* Course completed at a partner institution (Saint Mary's
College)

Visual Arts (ARTS)

Catholic Media

ARTS 104 Graphic Design I
ARTS 112 Video Art
ENGL 370 Writing for the Public Sphere
ENGL 371 Journalism and Digital Media
THEO 341 The Church: Communion in the Mission and
Ministry
THEO 361 The New Evangelization: Media and Markets
IDST 400 Internship

Graphic Design

ARTS 202 Graphic Design II
ARTS 308 Graphic Design III
ARTS 205 Web Development
ARTS 209 Typography

Studio Art

ARTS 103 Painting I

ARTS 104 Painting II

ARTS 301 Intermediate Studio

Studio Art

ARTS 103 Painting I

ARTS 104 Painting II

ARTS 301 Intermediate Studio

Admissions Policies and Procedures

Applicants to Holy Cross College may submit an online application, available at www.hcc-nd.edu. All completed admissions files are reviewed by the College's Admissions Committee. The Admissions Committee may choose to accept, reject, or defer an admissions decision for any applicant for admission.

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

Campus Visits

Prospective students are encouraged to visit the campus either before or after applying for admission. During a personalized campus visit, prospective students can tour the College, have an opportunity to meet with an admission counselor, sit in on classes, talk with an academic advisor or faculty member, meet financial aid staff, and enjoy a meal in the dining hall. Formal visit days, such as Preview Days, are held throughout the academic year and offer prospective students the same opportunities as a personalized campus visit. Appointments should be made through the registration form on the college website at least 48 hours in advance for visits Monday through Friday and 72 hours in advance for Saturday visits.

Scholastic Record

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

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

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

Placement Testing

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

Admissions Procedures for

First-Year Students

Applicants for admission as degree-seeking students may apply to Holy Cross College at any time. However, to allow ample time for review and processing, applications should be submitted prior to July 31 for the subsequent fall semester and December 15 for the subsequent spring semester.

Students applying for on-campus housing should submit their applications for admission as early as possible because of space limitations. On-campus housing is allocated based on the date of residence application, and students may submit a residence application only after they are admitted to the College.

A completed admission application file for a degree-seeking student includes the following items:

1. An application
 - a. The Common Application; or
 - b. The Scholars to Saints Application
2. An official high school transcript (please refer to High School Diploma/GED Validation Policy for additional information found on pages 6-7.)

Holy Cross has a rolling admission policy. That means we accept qualified applicants in the order in which they apply, with admission decisions typically released two to three weeks after all required documents are received. While academic ability and high school record are at the forefront of admission decisions, the College also considers activities, community involvement, leadership, and recommendations.

Students who receive offers of admission will be asked to confirm their intention to enroll at Holy Cross College with a \$200 confirmation deposit, which is non-refundable after May 1. Students who intend to live on campus will also be asked for a \$200 housing deposit at the time of confirmation. Enrolling students must submit an official, final high school transcript showing a graduation date. The final

transcript should be submitted to Holy Cross College as soon as it becomes available and no later than the first day of classes at Holy Cross.

Admissions Procedures for Transfer Students

Holy Cross College welcomes transfer students from other regionally accredited colleges and universities. Students applying for transfer admission should submit the Common Application for transfer students, an official final high school transcript, official transcripts from all previously attended colleges and universities, and the College Report (available for download from the Common Application website) from the most recently attended college or university.

If a transfer applicant is attending another college at the time of application, the final transcript should be forwarded at the conclusion of the semester.

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

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

Admissions Procedures for International Students

International students applying to Holy Cross College must satisfy all application requirements before a Form I-20 will be issued to study in the United States. The application process for international students is the same as for other students, with the addition of the following:

1. Each student for whom English is not a first language must submit results regarding their English proficiency from one of the following exams: Test of English as a Foreign Language (TOEFL) - minimum score of 530 on the paper examination or 71 on the internet-based test, International English Language Testing System Exam (IELTS) - minimum score of 6.0, Pearson Test of English Language (PTE Academic) - minimum score of 54, Duolingo English Test - minimum score of 95. International applicants may also be exempt

from an English proficiency exam score if their last three years of education were conducted primarily in English.

2. Before an offer of admission can be made, international students are required to submit proof that sufficient financial resources are available to cover educational expenses while attending Holy Cross College. The Certification of Finances is available for download from www.hcc-nd.edu/international-students. Supporting documentation should be signed, in English, and include amounts converted to U.S. dollars. Applicants should be prepared to show proof of full funding before any Holy Cross scholarship (merit aid, athletic scholarship) is applied. The Certification of Finances, therefore, does not necessarily represent a student's out-of-pocket expenses.
3. A photocopy of the passport identification page is also required before an I-20 can be issued.

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

Admissions Procedures for Readmission and Reinstatement

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

Students who were dismissed due to academic reasons or disciplinary action or withdrew from all classes in the last semester of attendance may apply for reinstatement immediately following a dismissal or for any subsequent semester. Applications for Reinstatement is located on the College website and include a request for a written statement explaining the circumstances leading to the dismissal, as well as a proposed plan to remedy past difficulties. Additional information such as medical documentation, letters of reference, and recommendations etc., may be submitted to further explain the circumstances.

All applications for reinstatement are subject to review by the Dean of the Faculty and/or the Dean of Student Engagement or their appointees.

An interview with the Dean(s) may be required. The Dean(s) will make a recommendation to the Admissions Committee regarding situations of academic or disciplinary dismissals.

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

Enrollment Process

A student who is accepted to the College will receive notification of acceptance after review of the completed admissions file by the Admissions Committee. A student who is accepted will be asked to follow these procedures:

1. Submit your \$200 enrollment deposit to confirm your intent to attend Holy Cross. Pay online through your Holy Cross Applicant Portal. The deposit will be applied directly to your tuition bill. The \$200 enrollment deposit is refundable up to May 1st.
2. Apply for housing as soon as possible (beginning in May) to reserve a room in one of our residence halls. A \$200 housing deposit is required along with a completed Housing Preference/Roommate Survey and Residence Life Contract. Pay your housing and enrollment deposits together or separately through your Holy Cross Applicant Portal.
3. All deposited students will be required to participate in Saints Orientation, Advising, and Registration (SOAR) to register for classes with an academic adviser and learn about campus resources over the summer to successfully transition to the academic and student life at the College.
4. All new students are also required to complete the Health Background, Immunizations, and Health Insurance form for your safety, health, and well-being. This online form is also accessible through your Holy Cross Applicant Portal.
5. Make plans to attend new student orientation during Welcome Weekend. New students will arrive the Friday before the first day of classes for three action-packed days. You will be acquainted with classmates and the campus as you learn about academic, social, and service opportunities available to Holy Cross students.

High School Diploma and GED Validation Policy

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

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

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

- Contacting the state where the school is located.
 - Determining if the school has previously been identified as a high school diploma mill, via internet research and existing lists the school maintains.
 - Determining if the diploma or transcript was purchased online with little work expected by the student, or if it was earned via a brick and mortar traditional high school.
- Ultimately, if Holy Cross College is not reasonably certain that a high school diploma or G.E.D. is valid, the student will not be admitted (or must pass an ATB test). Holy Cross College's decision relative to the validity of a particular high school diploma or G.E.D. is final, and not subject to appeal.

Course Description

Accounting

ACTG 201 (3)

Financial Accounting

Prerequisites: None

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

ACTG 202 (3)

Managerial Accounting

Prerequisites: ACTG 201

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

Visual Arts

ARTS 101 (3)

2D Art Fundamentals

PREREQUISITE: None

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

*Course fee: \$90

This fee covers all required materials for the course.

ARTS 102 (3)

Drawing I

PREREQUISITE: None

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

*Course fee: \$90

This fee covers all required materials for the course.

ARTS 103 (3)

Painting I

PREREQUISITE: None

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

*Course fee: \$90

This fee covers all required materials for the course.

ARTS 104 (3)

Graphic Design I

PREREQUISITE: None

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

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

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

ARTS 105 (3)

Art History I

PREREQUISITE: None

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

ARTS 110 (3)

Photography

PREREQUISITE: None

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

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

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

ARTS 112 (3)

Video Art

PREREQUISITE: None

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

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

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

ARTS 114 (3)**Digital Illustration**

PREREQUISITE: None

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

*Digital lab course fee: \$100

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

ARTS 115 (3)**Digital Animation**

PREREQUISITE: None

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

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

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

ARTS 119 (3)**Comic Art: Lives of the Saints**

PREREQUISITE: None

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

*Course fee: \$90

This fee covers all required materials for the course.

ARTS 121 (3)**Sacred Art**

PREREQUISITE: None

This course introduces the basics of creating two-dimensional Christian sacred art. Students will learn how to make sacred images in various media, including egg-tempera, oil paint, and block printing while learning how to use their creative practice as an extension of their faith life. Students will also learn a brief history and theology of Christian sacred art while studying sacred images from the Roman catacombs, Byzantine iconography, Medieval art, Renaissance art, and Baroque art. Throughout this course, students will develop an understanding of artmaking as a form of prayer, discipleship, and evangelization, providing a foundation for each student to continue making self-guided sacred art projects.

*Course fee: \$90

This fee covers all required materials for the course.

ARTS 123 (3)**Landscape Painting: Observing the Goodness of God's Creation**

PREREQUISITE: None

This course introduces the basics of landscape painting while observing and celebrating the goodness of God's natural creation. Inspired by St. Francis of Assisi's *Canticle of Creation*, students will develop an understanding of landscape painting as a form of prayer and worship through creative projects and readings, while increasing their technical painting skills (in watercolor and oil paint) and creating a portfolio of artworks. (All skill levels welcome!)

*Course fee: \$90

This fee covers all required materials for the course.

ARTS 130 (3)

Film as Art and Communication

PREREQUISITE: None

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

ARTS 200 (3)

Drawing II

PREREQUISITE: ARTS 102

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

*Estimated course materials cost: \$90

ARTS 201 (3)

Painting II

PREREQUISITE: ARTS 103

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

*Estimated course materials cost: \$90

ARTS 202 (3)

Graphic Design II

PREREQUISITE: 104

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

*Digital lab course fee: \$50

ARTS 205 (3)

Web Design

PREREQUISITE: none (ARTS 104 Graphic Design I suggested)

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

*Digital lab course fee: \$50

ARTS 208 (3)

Art History II

PREREQUISITE: None

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

ARTS 209 (3)

Typography

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

This course offers an introduction to the basics of typography, the art of creating and arranging typefaces and fonts for visual communication. Students will learn a brief history of typography, develop an understanding of how the various attributes of type influence legibility and voice, and progress in their ability to choose and employ appropriate fonts for graphic design purposes. They will also develop a portfolio of typographic designs as they increase their knowledge and skills through studio assignments, projects, and class discussions.

*Digital lab course fee: \$50

ARTS 231 (1)

Sacred Art Research

PREREQUISITE: ARTS 121

This 1-credit research course will expand upon the knowledge and skills learned in ARTS 121 to further develop proficiency in creating sacred art. Students will work with Professor Martínez throughout the semester to create self-guided projects, assisting in developing painting processes and researching the symbolic, theological, and historical aspects of Christian artwork. Students are allowed to work in any Christian sacred art tradition, including Byzantine (Eastern) iconography, Renaissance/Baroque naturalism, illuminated manuscripts, block printing (in the tradition of the Catholic Worker), etc.

There is no scheduled class time, as each student will work with the professor to individually schedule at least 1 hour per week, throughout the semester, that they will work in the classroom on their sacred artworks. This will be a dedicated time for support, feedback, and sharing progress on research projects. This course may be repeated up to four times.

ARTS 232 (1)

Picturebook Design Research

PREREQUISITE: *Approval from Professor Barany*

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

ARTS 240 (3)

Encountering Sacred Art in Rome: Pilgrimage to the Eternal City

PREREQUISITE: *Approval from the Program Director*

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

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

ARTS 301 (3)

Intermediate Studio

PREREQUISITE: ARTS 201 or Approval from the Program Director

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

*Estimated course materials cost: \$100

ARTS 308 (3)

Graphic Design III

PREREQUISITE: ARTS 202

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

*Digital lab course fee: \$50

ARTS 401 (3)

Advanced Studio

PREREQUISITE: ARTS 301

This advanced course will expand upon the knowledge and skills learned in ARTS 301 to further develop studio art practices (painting, drawing, or 3D art), increase technical skills, engage contemporary conceptual issues, and establish artistic professionalism. Students will create a sketchbook and portfolio of paintings as they develop self-guided studio assignments and projects that focus on technical craft, personal research, and the construction of meaning in visual art through the use of metaphor and symbolism.

*Estimated course materials cost: \$100

ARTS 403 (3)

Senior Portfolio I

PREREQUISITE: Approval from the Program Director

(Only open to Visual Arts Majors in their Senior year).

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

professional sketchbook and portfolio of work as they develop self-guided studio/design assignments and projects that focus on technical craft, research, and professional presentation.

*Estimated course materials cost: \$100

ARTS 404 (3)

Senior Portfolio II

PREREQUISITE: Approval from the Program Director

(Only open to Visual Arts Majors in their Senior year).

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

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

*Estimated course materials cost: \$100

ARTS 408 (3)

Graphic Design IV

PREREQUISITE: ARTS 308

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

*Digital lab course fee: \$50

Air Force ROTC

(University of Notre Dame)

AS 10101 (1)

Heritage and Values of the United States Air Force: DAF Professionalism

AS 10101 is the first course in the two-semester sequence for AS 100. AS 100 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AS 10102 (1)

Heritage and Values of the United States Air Force

"Heritage and Values of the United States Air Force," is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force.

AS 11101L-11102L (0)

Leadership Laboratory

Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and operations flight commander. The focus LLAB objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. As a complement to AS 200 cadets will attend Field Training Preparation (FTP) directly before Leadership Laboratory. The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment.

AS 20101 (1)

Team and Leadership Fundamentals

"Team and Leadership Fundamentals," focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate.

AS 20102 (1)

Team and Leadership Fundamentals

"Team and Leadership Fundamentals," focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate.

AS 21101L-21102L (0)

Leadership Laboratory

Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and operations flight commander. The focus LLAB objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. As a complement to AS 200 cadets will attend Field Training Preparation (FTP) directly before Leadership Laboratory. The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment.

AS 30101 (3)

Leading People and Effective Communication

"Leading People and Effective Communication," teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors.

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

Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and operations flight commander. The focus LLAB objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. As a complement to AS 200 cadets will attend Field Training Preparation (FTP) directly before Leadership Laboratory. The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment.

AS 40101 (3)
National Security Affairs/Preparation for Active Duty

"National Security Affairs/Preparation for Active Duty," is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare cadets for Active Duty.

AS 40102 (3)
National Security Affairs/Preparation for Active Duty

"National Security Affairs/Preparation for Active Duty," is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare cadets for Active Duty.

AS 41101L/41102L (0)
Leadership Laboratory

Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and operations flight commander. The focus LLAB objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. As a complement to AS 200 cadets will attend Field Training Preparation (FTP) directly before Leadership Laboratory. The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment.

Biology

BIOL 107 (3)
Principles of Fitness
Prerequisites: None

The objective of this class is to present to you the numerous areas of study within the kinesiology/sport performance umbrella. The information that will be provided in this class merely scratches the surface on the numerous sub-disciplines. This course is designed to introduce you to each of the major biophysical subdisciplines of kinesiology: anatomy, biomechanics, exercise physiology, motor control, and sport and exercise psychology. This course is designed to provide you with an integrated study of human movement that we will apply to human performance and physical activity throughout the lifespan.

BIOL 117 (4)**Aquatic Ecology**

Prerequisites: None

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

BIOL 121 (3)**Biological Science**

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

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

BIOL 125 (3)**Human Biology**

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

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

BIOL 130 (3)**Human Ecology**

Prerequisites: None

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

BIOL 131 (3)**Nutrition**

Prerequisites: None

An introduction to human nutrition and metabolism. This course will equip students to understand introductory aspects of how nutrients are absorbed and transported throughout the body to support optimal health throughout the life cycle. Course topics will introduce weight control, performance nutrition, eating disorders, and common issues in nutrition, the professional role of dietitians, and scope of practice boundaries.

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

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

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

BIOL 152 (4)

Principles of Biology II- Lecture and Laboratory

Prerequisites: 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

Prerequisites: 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 BIOL 121, 125, or 151 and MATH 113, or a 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.

We live in a world that is densely populated with data, and we rely on statistics to summarize, interpret, and communicate the meaning of diverse sets of data with multiple stakeholders. This course provides students with an introduction to the basic principles of statistical analysis, including the management and summarizing of data, probability, statistical inference, analysis of variance, correlation, regression, and non-parametric approaches, with relevant applications in a variety of biological datasets. This course's lab is a 3-hour tutorial in which students learn the R programming language to apply statistical concepts as well as gain practical experimental design experience. This course is required for biology majors.

BIOL 227 (4)

Zoology

Prerequisites: Successful completion of BIOL 152 with a C or better

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

BIOL 228 (4)

Botany

Prerequisite: Successful completion of any college-level Biology course or Advanced Biology at the high school level.

Botany is designed to provide students with a foundational understanding of the principles and concepts related to plants. This course will cover topics including plant anatomy, physiology, taxonomy, ecology, and evolution. Through lectures, lab work, and field observations, students will explore the diversity of plant life, their structure and function, how they interact with their environment, and their importance in ecosystems and in human societies. Emphasis will be placed on developing observational and analytical skills as well as critical thinking and problem-solving abilities. Weekly course schedule includes two 50-minute lectures and a 90-minute laboratory period.

BIOL 230 (3)

Public Health

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

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

BIOL 254 (4)

Physiology

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

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

BIOL 255 (4)

Human Anatomy

Prerequisites: 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 308 (5)

Molecular Biology

Prerequisites: Successful completion of BIOL 152 with a C or higher grade.

Molecular Biology provides an introduction to molecular cellular biology, molecular genetics, and nucleic acid biochemistry. Topics include nucleic acid structure and DNA topology, nucleic-acid protein interactions, cell and molecular pathways that lead to cancer progression and development, epigenetics, principles of cloning, and biotechnology such as CRISPR-cas9 used for genomic editing. The course is designed to satisfy one of the electives for biology majors. The class meets twice per week for 75 minutes.

BIOL 309 (5)

Genetics – Lecture and Laboratory

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

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

BIOL 310 (3)

Environmental Sociology

Prerequisites: Any BIOL course AND at least ONE ECON/BUSI or PHIL or POLS

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

Prerequisites: 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.

Ecology introduces core concepts in studies of community structure, demography, competition, species diversity, succession and disturbance, landscape ecology, and conservation biology. The lab, through high-impact field trips to local natural places and a multi-weeklong experiment concerning plant interactions, emphasizes natural history, experimental design, data collection, analysis, and synthesis, within the larger topic of descriptive ecology. Students will come to understand the complex, reciprocal interplay between organisms and environment as well as develop an appreciation for the biodiversity of our immediate campus and the local flora and fauna contained within nearby ecosystems. This course is required for biology majors.

BIOL 320 (3)

Advanced Cell Biology

Prerequisites: Successful completion of BIOL 152 with a C or higher. Recommended to take this course in the junior or senior year.

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

BIOL 325 (3)

Epidemiology

Prerequisites: Successful completion of BIOL 121, 125, or 151, and BIOL 215, MATH 210, or PSYC 265.

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

BIOL 415 (4)

Aquatic Ecology

Prerequisites: BIOL 315 with a C or better

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

BIOL 409 (4)

Biology Research

Prerequisites: Successful completion of BIOL 151 and BIOL 152

1. Circadian Clock Regulation of Type II Diabetes and Implications for Treatment. Circadian clock and its dysfunction, causing increased risk for type II diabetes development is investigated. It involves students working as a team to write one manuscript (paper) that is divided into approximately eight different sections. Each student leads in the writing of at least one section and provides input in the other sections of the manuscript. A comprehensive review of the literature on related research topics will be conducted, and new avenues/perspectives will be explored. We will focus on creating comprehensive figures that illustrate the topics discussed in this manuscript. Also, we will focus on refining it and adding all the references using EndNote.

2. Natural Levels of Melatonin and Cortisol in a Daily Cycle. In this project, students will conduct experimental research involving enzyme linked immunosorbent assays (ELISAs) to measure the amount of naturally produced circulating melatonin and cortisol in human saliva. Using the data collected, our research lab will investigate cause/effect relationships of melatonin and cortisol. This hands-on research will introduce students to a real research experience and provide them with basic skills necessary to conduct work later in graduate schools, medical schools, professional degree programs, and research related jobs. Later, we will give exogenous low-dose (3mg) of melatonin daily for about 5 weeks and measure melatonin and cortisol levels. Also, we will provide social stress after oral dosing of melatonin to determine whether melatonin mitigates stress. The main goal of this course is to motivate students do research and expand their learning horizons beyond what they see in the classroom.

Business

BUSI 116 (3)

Rhetoric and Public Speaking

Prerequisites: None

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.

BUSI 120 (3)

Principles of Management

Prerequisites: None

This course offers a comprehensive exploration of management, blending historical perspectives with contemporary theories to provide students with a robust understanding of organizational leadership. Drawing inspiration from management pioneers like Mary Parker Follett and Peter Drucker, we will examine the core principles that define effective management and organizational success. Students will investigate the four main functions of management: planning, organizing, leading, and controlling with an eye towards cultivating efficiency and effectiveness across organizations. By engaging with both theoretical concepts and practical applications, participants will gain insight into the complexities of modern management challenges and the strategies employed to navigate them successfully. Upon completion, students will possess a nuanced appreciation for management as both an art and a science, equipping them with the analytical tools and knowledge base necessary to critically assess management practices and their impact on organizational outcomes.

BUSI 213 (3)

Personal Finance

Prerequisites: None

This course is an introduction to the concepts, tools, and applications of personal finance and investments. It assumes little or no prior knowledge of the subject matter and works on helping the participants to understand the process of financial planning and the logic that drives it. Classes are focused toward developing an intuitive understanding of the system, including the process of financial planning. Practical applications and examples will be studied that concentrate on the fundamentals and underlying principles of personal finance rather than the memorization of equations.

Course topics include the Financial Planning Process, Understanding the Time Value of Money, Tax Planning and Strategies, Managing Your Money, Cash or Liquid Asset Management, Using Credit Cards, the Role of Planned Borrowing, the Home and Automobile Decision, Life & Health Insurance, 401k choices, and an overview in stocks, bonds and mutual funds.

BUSI 222 (3)

Corporate Social Responsibility and Common Good

Prerequisites: ENGL 101 and PHIL 201

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

BUSI 240 (3)

Organizational Behavior & Management

Prerequisites: BUSI 116 and BUSI 222

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)

Business Law

Prerequisites: ECON 201, ACTG 201, BUSI 222

This course in business law encompasses 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)**Business Writing**

Prerequisites: ENGL 101

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

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

PREREQUISITES: ACTG 201 and ACTG 202 concurrent

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

BUSI 350 (3)**Principles of 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 360 (3)**Human Resource Management**

Prerequisites: 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 316 and completion of at least 60 credit hours

In today's commercial environment, no business is purely domestic. Even the smallest local firms are impacted by global competition and world events. Focusing on three major forms of doing business in a foreign country: trade, licensing of intellectual property, and foreign direct investment, this course will examine the related cultural,

political, economic, and ethical issues faced by global business managers. From the legal relationship between parties in an international business transaction to managing risk and learning the special challenges of conducting business in emerging economies, students will be exposed to the most common practices and critical issues in global business law. International areas such as commercial disputes, sale of goods, import and tariff law, unfair trade practices, and licensing of intellectual property will be considered.

BUSI 410 (3)

Strategic Business Communication

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

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

BUSI 411 (3)

Entrepreneurship and Innovation

Prerequisites: ECON 202, ACTG 202

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 businesses 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 202 or permission of instructor.

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 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 Gantt charting, costing, and approval. This will be accomplished through the use of research homework, the group project, and individual case analysis.

BUSI 440 (3)

Principles of Corporate Finance

Prerequisites: ECON 201 and MATH 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 480 (3)

Strategic Management

Prerequisites: BUSI 350 or BUSI 440; Senior standing required

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 481 (3)

Strategic Simulation

Prerequisites: Previous or concurrent enrollment in BUSI 450 or BUSI 480

This course is a live international business simulation that mobilizes student decision-making through exercises in the analysis of real-time international market trends and consumer preferences, product research and design, operational capacity and supply-chain constraints, as well as opportunity forecasting and financing which result in a profit or loss over an eight-year timeframe. Student teams practice, then compete in class and with other schools across the globe running the simulation concurrently. Successful students will leave the course with a memorable experience of how strategic decisions contribute to margins and profitability and retain a vivid understanding of how market dynamics and strategic decision-making affect the creation of shareholder value.

BUSI 492 (3)

Applied Business

Prerequisites: ACTG 202, Math 210

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 laws. Students will also develop an understanding of how those concepts are relevant to 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, and pre-engineering students. Among the topics covered in CHEM151 are the following: types of chemical reactions, stoichiometry, solution properties, quantum mechanical structure of atoms, models of chemical bonding, thermochemistry, and gas law. Through laboratory and research, students develop skills in making observations, applying scientific methods, analyzing data, and improving math competencies. The course consists of three hours of lecture and three hours of laboratory per week.

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

Prerequisites: 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 the 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**

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

This course explores the fundamental principles of organic chemistry. This course is the first semester of a two-semester sequence offered in organic chemistry. CHEM 211 is required for the biology major. Among the topics covered in this course are the following: organic nomenclature, the relationship between structure and reactivity, stereochemistry and isomerism, reaction types (including substitution, addition, and elimination), and reaction mechanisms for alkanes, alkenes alkynes, and alcohols. Through the 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**

Prerequisites: 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 the 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 of lecture and three hours of weekly lab are required.

CHEM 330 (3)**Biochemistry**

Prerequisites: 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.

CHEM 399 (1)**Chemistry Research**

Prerequisites: CHEM 152 and Instructor Approval

This course engages students in hands-on research addressing local environmental and public health issues, with a focus on lead contamination. Students will explore two core themes: (1) emerging analytical techniques for detecting lead in churches, and (2) applying data science methods to environmental contaminant data from the South Bend area.

Through field visits, students will design and conduct original studies, collect and analyze samples, and communicate their findings in professional formats, including a letter to church leaders. The course emphasizes experimental design, data analysis, science communication, and collaboration with community stakeholders.

Course Goals:

- Understand lead contamination and its public health implications
- Apply analytical techniques to test lead in paint, dust, soil, and water
- Collaborate with local organizations and professionals
- Analyze and interpret environmental data
- Develop skills in scientific writing and public communication
- Reflect on the role of science in service to the common good

College Curriculum

COLL 101 (3)

The Mind and Heart Seminar

Prerequisites: None

*This course is taken in the Fall Semester of the student's first year.

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

COLL 201 (3)

College Seminar

Prerequisites: ENGL 101

*This course is taken in the Spring Semester of the student's sophomore year. A student who transfers in after sophomore year is strongly encouraged to take this course but not required to do so.

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

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

COLL 205 (1)

Pathways for Discernment

Prerequisites: None

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

COLL 301 (2 Credit Seminar + 1 Credit Field Work)

The Common Good Seminar

Prerequisites: None

*This course is taken either semester of the student's junior year.

In this course, students will be educated into the Catholic Church's tradition of common goods and will explore how this shapes our imagining of - and participation in - our shared life together. The class will also consider how this tradition is distinct from other rival conceptions of the common good operative today. Special attention will be given in this course to understanding the Catholic principle of subsidiarity, as well as the fostering of vocational discernment and growth in virtues for the common good such as practice of solidarity, prudence, cooperation, and the Biblical virtues of hospitality, neighborliness and righteousness (sometimes translated "justice"). Students will study a wide range of common readings that includes Sacred Scripture, texts from the Catholic Social Tradition, CSC documents, and a variety of works by other authors.

The study and seminar conversation in this course is coupled with community-based learning site placements where students learn to discover common goods and become protagonists through apprenticeship, engagement, and practice. The assignments and seminar discussions aim at forming and informing students for this work but also provide an arena for students to ask questions about - and integrate lessons from - their field work as they consider together what is intrinsic to becoming "social poets" (Pope Francis) who take up the "the work of resurrection" (Bl. Basil Moreau) who care for and strive to regenerate their communities. Students will either participate in faculty-led 1-credit immersion field courses or supervised regular/weekly community site work.

COLL 399 (2)

Internship

Prerequisites: COLL 250

This independent study is a two-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, Coll 399 provides a professional opportunity to help guide their career development. 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.

COLL 499 (2)

Senior Capstone Seminar

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).

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 to 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).

Communications

COMM 101 (3)

Message Creation and Presentation

Prerequisites: None

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

COMM 102 (3)

Interpersonal Communications

Prerequisites: None

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

COMM 205 (3)

Mass Communication

Prerequisites: ENGL 101 and COMM 101 or COMM 102

Communication 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.

COMM 310 (3)

Nonverbal Communications

Prerequisites: ENGL 101 and COMM 101 or COMM 102

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

COMM 320 (3)

Intercultural Communications

Prerequisites: ENGL 101 and COMM 101 or COMM 102

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 intercultural communication skills.

COMM 410 (3)

Strategic Business Communication

This course is a study of communication in human relationships in the workplace. Topics covered will include business nonverbals, organizational communication, conflict management, listening, and leadership skills

Computer Science

CS 150 (4)

Introduction to Programming

Prerequisites: None

This course will introduce you to computer science concepts using the Python programming language and development environments. You will study computer systems and the history and evolution of information technology. You will implement your own algorithms using variables, expressions, assignments, file input/output, control structures, functions, parameters, arguments, pre/post conditions, and invariants. You will learn best practices in data validation, error handling, debugging, and documentation.

CS 160 (3)

Discrete Logic

Prerequisites: None

Mathematics is foundational to computer science. In this course, you will learn how to describe concepts and relationships in the real world through the mathematical frameworks of propositional logic, set theory, and functions. You will learn how to model rhetorical claims mathematically and then apply algebraic techniques and formal proofs to explore their consequences. All the while, we will study how computers make use of these same techniques to internalize and manipulate information about the real world.

CS 200 (3)

Introduction to Web Development

Prerequisites: None

This course provides you with the skills to create your own web site. No prior coding experience is expected. You will gain a solid foundation in how the web works: HTML for structure, CSS for presentation, and JavaScript for behavior. By the end of the semester, you will be able to create, from scratch, sophisticated web pages incorporating advanced layout, custom user interaction, and form submission and handling, all while meeting industry best practices in security and accessibility.

CS 205 (3)

Introduction to Cybersecurity

Prerequisites: None

This course covers concepts, terminology, management, and technologies of today's cybersecurity landscape. You will understand the major cyber threats in an electronic age where billions of devices are interconnected in a network of networks. You will study web attacks, Unix file permissions, spyware, network defense, security appliances, VPNs, and password use. You will conduct real world malware case studies. You will be introduced to some of the latest cyber defense tools available to a cybersecurity analyst.

CS 210 (3)**Server-side Web Programming**

Prerequisites: CS 150 and CS 200 with a C or higher

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

CS 217 (3)**Introduction to Data Analytics**

Prerequisites: CS 160 with a C or higher

This computer skills course offers an integrated approach to using computers in a business environment. Concentration will focus on advanced Spreadsheet and Database features, including Structured Query Language (SQL). You 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.

CS 227 (3)**Introduction to AI and Machine Learning**

Prerequisites: CS 160 with a C or higher

Recommended: MATH 152

What does it mean for a machine to be intelligent? In this course, we will explore philosophical, historical, and ethical perspectives of artificial intelligence. All the while, you will develop a working understanding of how popular artificial intelligence tools process information by exploiting computational and mathematical techniques such as rules-based learning, search and optimization, and natural language processing.

CS 250 (4)**Object-oriented Programming**

Prerequisite: CS 150 with a C or higher

Object-oriented Programming builds on what you learned in Introduction to Programming, this time using C++, a compiled programming language. You will gain additional insights into appropriate problem-solving techniques and how to develop data structures that work well with your algorithms. You will implement object-oriented programming techniques using classes, inheritance and polymorphism. You will understand the trade-offs in choosing from among various languages. You will learn additional methods of software development and data analysis, including implementation, debugging, documentation of programs, file input/output, data validation, and error handling.

CS 280 (3)**Data Structures**

Prerequisites: CS 160 and CS 250 with a C or higher

Algorithms are central to computer science. The design and analysis of algorithms require a combination of creativity and mathematical precision. It is both an art and a science. This course surveys the basic approaches for analyzing and designing algorithms and data structures. You will implement specialized data structures for organizing information – including linked lists, binary search trees, heaps, and hash tables – and you will examine the efficiency and run-time of algorithms and sorting strategies which utilize these different data structures. Additionally, you will explore a variety of ways to model and solve problems that arise in computer science, biology, operations research, networking, etc., using strategies such as recurrence, divide and conquer, dynamic programming, greedy algorithms, and randomized algorithms.

CS 299 (2)**Research Methods I**

Prerequisites: CS 280 and CS 350 with a C or higher

This seminar is designed to introduce students to the process of reading and writing research in the computer science literature. You will practice reading scholarly journal articles and summarizing their premises and takeaways. You will also learn practical techniques for navigating and contributing to scientific literature.

CS 317(3)**Machine Learning**

Prerequisites: CS 227 with a C or better

Recommended: MATH 252

This course immerses students in the mathematical methods a computer uses to draw useful information from raw data. You will develop both a theoretical and practical understanding of distinct learning problems such as classification and regression, and how the techniques of training, testing, and validation can be used to improve the accuracy and generalizability of a machine learning model. Students will apply this knowledge to real-world data in order to recommend actionable business decisions. This course will apply mathematical tools borrowed from calculus, linear algebra, and statistics.

CS 327 (3)**Computer Vision**

Prerequisites: CS 280 with a C or higher

Recommended: MATH 252

This course will cover the journey from raw electronic images (as arrays of pixels) to increasingly abstract derivatives such as edges, corners, shapes, objects, written symbols, faces, and image understanding. Classical image processing will serve as the foundation for more recent algorithms based on machine learning for tasks like classification, search, and navigation. Image synthesis will also be covered briefly, using both classical algorithms (such as ray tracing) and ML algorithms.

CS 350 (4)**Computer Organization**

Prerequisites: CS 250 with a C or higher

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

CS 400 (3)**Algorithms and Automata**

Prerequisites: CS 280 with a C or higher

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

CS 407 (3)

Introduction to Quantum Computing

Prerequisites: CS 280 with a C or higher

Recommended: MATH 252

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

CS 497 (3-4)

Special Topics in Computer Science

Prerequisites: Consent of Instructor

Course content varies with each topic. In-depth study of contemporary computer science issues. May be offered for 3 credits, or 4 credits if the topic includes a lab component. May be repeated for credit provided a different topic is covered.

Economics

ECON 201 (3)

Principles of Microeconomics

Prerequisites: ALEKS score $\geq 61\%$ or MATH 113

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

ECON 202 (3)

Principles of Macroeconomics

Prerequisites: ECON 201

Macroeconomics is the study of how economic decision makers affect the economy as a whole in terms of employment, price stability, and economic growth. Emphasized topics include measurement of economic performance; national income and price determination; economic growth; and international finance, exchange rates, and balance of payments.

ECON 352 (3)

Money, Banking, Financial Markets and the Economy

Prerequisites: ECON 202

This course examines the roles of money, banking, and financial markets in the economy. Money and monetary policy are studied with an emphasis on the exploration of major alternative monetary theories and their respective empirical evidence. The structure and history of banks, central banks, and financial institutions are examined in the context of the last 100 years in the United States. Interest rates are studied in detail as they comprise the major linkages between financial markets, money, banking and the economy. The course provides the opportunity to develop valuable skills to analyze the links between financial markets and the economy. The study of current events and policies vitalizes the real-world application of the material in the course. To expand knowledge of financial markets and institutions, students will explore individual financial instruments and markets.

Elementary Education

EDUC 099 (0)

Indiana K-6 Teaching License Prep

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

EDUC 100 (2)

Practicum 1F: (K-6 Placement)

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

EDUC 101 (3)

Introduction to Teaching as a Vocation

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

EDUC 200 (3)

Educational Fundamentals: Teaching and Learning Theory

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

EDUC 201 (2)

Practicum 1S: (K-6 placement)

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

EDUC 202 (3)

AICSN Practicum 2F

Prerequisites: Admission to the Teacher Education Program or approval

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

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

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

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

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

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

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

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

Prerequisites: Admission to the Teacher Education Program or approval

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

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

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

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

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

EDUC 265 (3)

Children's Literature

Drawing on children's reading interests and needs as a basis for evaluation, this course will focus on the selection and role of children's literature in the elementary and middle school curriculum. Genre study, cross-curricular instructional development, and language development are critical themes interwoven in course exploration. The course will immerse participants in all aspects of children's literature from the lens of equity pedagogy. This also counts toward fulfilling course requirements in the English program. Education majors must pass with a C or higher.

EDUC 300 (3)

Practicum 3F

Prerequisites: Admission to the Teacher Education Program or approval

This course provides opportunities to experience the practices and processes of teaching and learning in a K-6 classroom. Students will engage in activities with the classroom teacher and children to further their understanding of instruction, evaluation, and professional responsibilities. Placement will be one full day in the assigned classroom. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Education majors must pass with a C or higher.

EDUC 301 (3)

Practicum 3S: (ENL placement)

Prerequisites: Admission to the Teacher Education Program

This course provides opportunities to experience the practices and processes of teaching and learning in a K-6 classroom. Students will engage in activities with the classroom teacher and children to further their understanding of instruction, evaluation, and professional responsibilities. Placement will be one full day in the assigned classroom. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Education majors must pass with a C or higher.

EDUC 310 (3)

Reading and Language Arts Methods I: Developmental Foundations

Prerequisites: Admission to the Teacher Education Program

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

EDUC 311 (3)

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

Prerequisites: EDUC 310 and Admission to Teacher Education Program

This course is a continuation of Reading and Language Arts Methods I. To that end, you will expand on major concepts learned in that course and you will learn how to organize daily reading and writing instruction and

practice in a classroom context so that it supports language arts development within a cohesive literacy block. You will also have opportunities to practice literacy assessment and instructional strategies that support English language learners and struggling readers. Students will participate in a field experience in conjunction with this course. Education majors must pass with a C or higher.

EDUC 320 (3)

Teaching Methods: Assessment, Evaluation, Planning & Instruction

Prerequisites: Admission to the Teacher Education Program

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

EDUC 330 (3)

Art Methods: Integrating the Arts

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

EDUC 345 (1)

Health and PE Methods: Integrating Wellness

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

EDUC 350 (3)

Math Methods: Teaching Math Developmentally I

Prerequisites: Admission to the Teacher Education Program

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

EDUC 351 (3)

Math Methods: Teaching Math Developmentally II

Prerequisites: EDUC 350 and Admission to the Teacher Education Program

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

experience in conjunction with this course. This course will support students in passing the STEM Praxis exam. Education majors must pass with a C or higher.

EDUC 360 (3)

ENL Methods for Instruction and Assessment

Prerequisites: Admission to the Teacher Education Program

This course will examine the skills and knowledge necessary to teach in an ENL classroom. Emphasis will be placed on practical skills and the theoretical foundations associated with ENL instruction, with a comprehensive review of the SIOP framework. This course includes an integrated classroom application component in which students will be observed in the field as they implement new ENL strategies they have been taught. Education majors must pass with a C or higher.

EDUC 365: (3)

Language Acquisition

Prerequisites: Admission to the Teacher Education Program

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

EDUC 400 (5) (ENL PLACEMENT)

Practicum 4F: Student Teaching Placement

Prerequisites: Admission to the Teacher Education Program

This course provides opportunities to experience teaching and learning in a classroom. Students will engage in activities with the classroom teacher and children to further their understanding of instruction, evaluation, and professional responsibilities. Students will spend 1.5 days per week in a K-6 classroom. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Students will attend a one-hour seminar each week, and the completion of various projects aligned to program competencies is expected. Education majors must pass with a C or higher.

EDUC 401 (3)

AICSN Practicum

Prerequisites: Admission to the Teacher Education Program or approval

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

EDUC 420 (3)

Classroom Practices: Creating & Maintaining a Thriving Classroom Community

Prerequisites: Admission to the Teacher Education Program.

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

completion of this course, students will create an authentic classroom management plan to be used in their future classrooms. Education majors must pass with a C or higher.

EDUC 425 (3)

Social Studies Methods: Teaching Social Studies for Social Justice

Prerequisites: Admission to the Teacher Education Program

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

EDUC 430 (3)

Science Methods: Teaching Science Through Inquiry and Investigation

Prerequisites: Admission to the Teacher Education Program

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

EDUC 490 (3)

Senior Seminar and Capstone

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

During the seminar, topics relating to student teaching, employment opportunities, and education issues will be discussed. Students will prepare and deliver their final capstone presentation, demonstrating their command of program competencies and the Holy Cross pillars of scholar, leader, citizen, and disciple. Education majors must pass with a C or higher.

EDUC 491 (12)

Practicum 4S: Student Teaching Internship

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

Student teaching is the culminating experience of the formal teacher preparation program. During this internship semester, student teachers are given the opportunity to fully integrate and apply the knowledge, skills, and dispositions they have acquired from their college courses and related experiences. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by their placement host. Background checks may require a small fee. Education majors must pass with a C or higher.

EDUC 492 (3)

Practicum 4S: Transition to Teaching Student Teaching Internship

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

Student teaching is the culminating experience of the Transition to Teaching program. During this internship semester, student teachers are given the opportunity to fully integrate and apply the knowledge, skills, and dispositions they have acquired from their courses and related experiences. Students are responsible for their own transportation to field experience placements and must complete background checks and training as required by

their placement host. Students currently working as full-time teachers may complete their internship as the teacher of record. Background checks may require a small fee. Education majors must pass with a C or higher.

ENGLISH

Advanced Grammar and Editing

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

ENGL 101 (3)

Writing and Rhetoric

Prerequisites: Placement

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

ENGL 205 (3)

British Literature I

Prerequisites: None

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

ENGL 206 (3)

British Literature II

Prerequisites: None

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

ENGL 207 (3)

American Literature I

Prerequisites: None

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

ENGL 208 (3)

American Literature II

Prerequisites: None

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

ENGL 280 (3)**Literary Analysis**

Prerequisites: None

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

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

Prerequisites: ENGL 101 with a grade of 'B' or higher

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

ENGL 295 (1)**A Time to Mourn: The Gods and Grief**

Prerequisites: None

C.S. Lewis writes that “no one ever told me that grief felt so like fear.” And yet, despite being afraid of this kind of pain, human beings still seek to mourn, because they wish to love those whom they lose forever. Indeed, human beings will even rail against the gods and/or God, if they perceive that a loved one has been taken away unjustly. In the Greco-Roman world, individuals, especially literary authors, considered thoughtfully the role of mourning and the opportunities and challenges posed by the divine in terms of grief. Therefore, we will in this class critically examine the relationship between mourning and the gods and/or God. As we read from these ancient authors and modern authors who appropriated them, we will consider questions such as what is the relationship between fear and grief, what role do the gods and/or God play in mourning, and how is mourning a sign of love? Particular attention in this course will be given to women and their experience of grief as we read from epic poems, tragedies, and novels. In the pursuit of understanding the mystery of mourning, we will remember that literature allows us to unravel those deep human questions that plague our hearts, since human beings see their relationships in terms of stories. As we try to understand our own stories, we will strive to see how mourning is a form of human and divine love. This course will count for the Classical Literature and Classical Civilization Track.

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

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

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

ENGL 303 (3)**Poetics**

Prerequisites: ENGL 101 with a grade of 'C' or higher

Can “artificial intelligence” produce verse? Yes. Can it produce poetry, or anything “poetic”? How we go about answering that question has to do with how we understand *poiesis*, an ancient Greek word for the process of creating and making something new. How have we understood the process of creating “the poetic” over time? Why, and in what terms, have we acknowledged its value? Students in this course will not only study the history of poetics — its major theories, principles, techniques, and vocabularies — they will also be asked to describe and reflect in writing on their experience of the poetic, from their reading a broad range of texts to their hearing spoken language and popular song. In so doing, students will come to understand poetics in both its objective (formal) and subjective (relational) dimensions.

ENGL 306 (3)**Latin American Lit**

Prerequisites: ENGL 101 with a grade of 'C' or higher

Course introduces the identity of the peoples of Latin America, incorporating translations of Latin American authors, discussions, films and museum excursions. Authors include Paz, García Márquez, Fuentes, Rulfo, Borges, Asturias, Neruda, Amado. Classes and readings are in English.

ENGL 307 (3)**Jane Austin and Her World**

Prerequisites: ENGL 101 with a grade of 'C' or higher

The novels of Jane Austen (1775-1817) have remained touchstones for readers and writers around the world because they create sharply observed social worlds that remain insightful about our own. In this course, students will encounter Austen's novels in light of where they came from and what they were responding to. Because the aim of a survey is exposure, students will read a wide variety of excerpted fiction and non-fiction from the period 1721-1855, focusing mainly on writing from Georgian and Regency England (1760-1832). Along the way, students will reflect with Austen on love, spirit, money, networking, advancement, marriage, and various energies that lie below the surface of social structures and civil societies.

ENGL 311 (3)**Shakespeare A**

Prerequisites: ENGL 101 with a grade of 'C' or higher

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

ENGL 312 (3)**Shakespeare B**

Prerequisites: ENGL 101 with a grade of 'C' or higher

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

ENGL 317 (3)**Science Fiction in Literature and Film**

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

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

ENGL 319 (3)**Myths and Origins**

Prerequisites: ENGL 101 with a grade of 'C' or higher

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

ENGL 321 (3)**Middle Ages Past and Present**

Prerequisites: ENGL 101 with a grade of 'C' or higher

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

ENGL 324 (3)

Survey: Twentieth Century Literature

Prerequisites: ENGL 101 with a grade of 'C' or higher

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

ENGL 333 (3)

Pax Americana: Modern American Literature

Prerequisites: ENGL 101 with a grade of 'C' or higher

From the founding of the North Atlantic Treaty Organization in 1949 to perhaps sometime in the 2000s was a period that could be labeled the "American Peace," with the United States as the overt leader of the West and global superpower, the dominant force throughout the world: militarily, economically, culturally, and politically. With the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991, the inevitable and final global triumph of American-style liberal democracy and capitalism seemed obvious to many, with the apogee of this outlook embodied in political scientist Francis Fukuyama's *The End of History* and the *Last Man* (1992).

ENGL 370 (3)

Writing for the Public Sphere

Prerequisites: ENGL 101 with a grade of 'C' or higher

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

ENGL 371 (3)

Journalism and Digital Media

Prerequisites: ENGL 101 with a grade of 'C' or higher

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

ENGL 498 (3)

Senior Studio: Projects and Portfolio

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

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

English as a New Language

ENLL 550 (3)

Culturally Responsive Teaching

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

ENLL 560 (3)

ENL Methods for Educators

1.5 hrs. per week face-to-face course on site and 1.5 hours per week in an online learning environment. This course will examine the skills and knowledge necessary to teach in an ENL classroom. Emphasis will be placed on practical skills and the theoretical foundations associated with ENL instruction, with a comprehensive review of the SIOP framework. This course includes an integrated classroom application component in which teachers will be observed in the field as they implement new ENL strategies they have been taught. Feedback and coaching will be provided.

ENLL 565 (3)

Language Acquisition

1.5 hrs. per week face-to-face course on site and 1.5 hours per week in an online learning environment. This course introduces students to the processes and theories related to acquiring a new language. Course content includes a comprehensive review of the English language system (phonology, orthography, morphology, syntax, semantics, and pragmatics), and investigates collaborative instructional models that lead to the best outcomes for ELs and their families. Data-driven instructional decision-making and concepts and issues related to the equitable and appropriate language and content assessment of English learners will be considered, as well as laws and policies related to EL instruction. This course includes an integrated classroom application component in which teachers will be observed in the field as they implement new strategies for language acquisition that they have been taught. Feedback and coaching will be provided.

ENLL 570 (4)

ENL Methods with Integrated Practicum

1.5 hrs. per week face-to-face course on site and 1.5 hours per week in an online learning environment. This course will examine the skills and knowledge necessary to teach in an ENL classroom. Emphasis will be placed on practical skills and the theoretical foundations associated with ENL instruction. This course includes an integrated classroom application component in which teachers will be observed in the field as they implement new ENL strategies they have learned throughout the course. Feedback and coaching will be provided. At times, teachers may be asked to host a Holy Cross College undergraduate student in their classroom.

ENLL 575 (4)

Language Acquisition with Integrated Practicum

1.5 hrs. per week face-to-face course on site and 1.5 hours per week in an online learning environment. This course introduces students to the processes and theories related to acquiring a new language. Course content includes a comprehensive review of the English language system (phonology, orthography, morphology, syntax, semantics, and pragmatics), and investigates collaborative instructional models that lead to the best outcomes for ELs and their families. Data-driven instructional decision-making and concepts and issues related to the equitable and appropriate language and content assessment of English learners will be considered, as well as laws and policies related to EL instruction. This course includes an integrated classroom application component in which teachers will be observed in the field as they implement new strategies for language acquisition that they have been taught. Feedback and coaching will be provided.

ENLL 590 (3)

Action Research Capstone Project

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

History

HIST 101 (3)

Western Civilization I

Prerequisites: None

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

HIST 102 (3)

Western Civilization II

Prerequisites: None

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

HIST 151 (3)

United States History to 1877

Prerequisites: None

This course provides a window into this long-lost age before the United States of America came to be. It will explore, among other things, native American civilizations prior to 1492, the initial contact between Amerindians and Europeans, the importation of Africans as slave labor, the attempt by rival European powers to secure the American mainland, the American War of Independence, and, ultimately, the sectional conflict leading up to the Civil War. Successful completion of this course and HIST 152 is required for graduation with a major in history.

HIST 151 (3)

Honors United States History to 1877

Prerequisites: HCC GPA of 3.0, or by placement.

This course provides a window into this long-lost age before the United States of America came to be. It will explore, among other things, native American civilizations prior to 1492, the initial contact between Amerindians and Europeans, the importation of Africans as slave labor, the attempt by rival European powers to secure the American mainland, the American War of Independence, and, ultimately, the sectional conflict leading up to the Civil War. Successful completion of this course and HIST 152 is required for graduation with a major in history.

HIST 152 (3)**United States History, 1877 to 2001**

Prerequisites: None

This introductory course begins with Reconstruction (1865-77) and proceeds to chronicle the history of the United States up through the twentieth century and into our own time. Along the way, we will consider the Spanish-American War, U.S. involvement in World Wars I and II, the 1920s economic boom, the Great Depression, Civil Rights, Vietnam, the emergence of the counter-culture, the rise and legacy of Ronald Reagan, and globalization in the modern metropolis. In sum, the course seeks to deepen students' understanding of the major developments and historical figures in the United States to the present time. May be taken as a continuation of HIST 151 or independently. Successful completion of this course and HIST 151 is required for graduation with a major in history.

HIST 152 (3)**Honors United States History, 1877 to 2001**

Prerequisites: HCC GPA of 3.0, or by placement.

This introductory course begins with Reconstruction (1865-77) and proceeds to chronicle the history of the United States up through the twentieth century and into our own time. Along the way, we will consider the Spanish-American War, U.S. involvement in World Wars I and II, the 1920s economic boom, the Great Depression, Civil Rights, Vietnam, the emergence of the counter-culture, the rise and legacy of Ronald Reagan, and globalization in the modern metropolis. In sum, the course seeks to deepen students' understanding of the major developments and historical figures in the United States to the present time. May be taken as a continuation of HIST 151 or independently. Successful completion of this course and HIST 151 is required for graduation with a major in history.

HIST 301 (3)**Historical Methods**

Prerequisites: Permission of the instructor

This course covers the development of some of the main trends in 20th-century Western historiography. Through it, students majoring in history will acquire a basic familiarity with some of the ways in which historical writings have been produced, and how history writing has developed as a discipline over time. Successful completion of this course is required for graduation with a major in history.

HIST 325 (3)**Rome through the Ages: History, Art and Culture of the Eternal City**

Prerequisites: ENGL 101

RECOMMENDED PREPARATION: HIST 101, HIST 102, a course in Art or Theology, and permission of the 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**

Prerequisites: HIST 151 and 152

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

HIST 351 (3)**Colonial America**

Prerequisites: HIST 151 and 152

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

HIST 352 (3)

Age of Independence, 1756-1787

Prerequisites: HIST 151 and 152

This course covers the Age of Independence (1756-87), a time in which the fate of the continent hung in the balance, and that produced the Declaration of Independence, the Constitution, the creation of a new government and nation. The course will also examine the role of women in families, labor, and the war, and consider the contribution of America's allies in the revolutionary struggle. The course draws upon contemporary sources as well as analytical works written by later historians. Judicious use of films pertinent to the period will also be featured.

HIST 353 (3)

The Early Republic, 1815-1848

Prerequisites: HIST 151 and 152

This course covers that largely forgotten era between the American Revolution and the Civil War, when the USA was a fledgling republic, when social and economic instability threatened the political establishment, when religious experimentation was at its apex, when the institution of slavery grew to staggering proportions, when sectional strife threatened the integrity of the nation. The course draws upon contemporary sources as well as analytical works written by later historians.

HIST 354 (3)

Civil War & Reconstruction, 1861-1877

Prerequisites: HIST 151 and 152

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

Prerequisites: HIST 151 and 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

Prerequisites: HIST 151 and 152

This course examines the United States during the first half of the twentieth century. It begins with the Spanish-American War and ends with the Second World War. Over the course of our time together, we will discuss the

American turn toward empire; the rise of Jim Crow; the subsequent U.S. participation in WWI; the “Roaring 1920s”; the Harlem Renaissance; the Great Depression; and America’s entry into WWII. These and other themes will be explored through the use of primary sources, historical monographs and scholarly articles, novels, and a select number of films.

HIST 357 (3)

The Cold War & Beyond

Prerequisites: HIST 151 and 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

Prerequisites: HIST 151 and 152

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

Interdisciplinary Studies

IDST 400

Career Internship (3)

Prerequisites: IDST 250. PERMISSION OF THE INSTRUCTOR REQUIRED

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

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 to the

development of a public and professional capstone presentation, which highlights the students' liberal arts education and its possible future applications. Students will engage in a variety of academic and experiential processes leading them toward defining activities which aided in their professional development. Additional course contact hours will be fulfilled through a working session with a designated cohort leader, required attendance at area regional job fair (or approved substitute professional networking event), student cohort meetings, and online self-directed assignments (MOODLE). Prerequisites Each student must have completed IDST 250: Common Good Seminar & Practicum, an IDST 200 level Global Studies course, and IDST 400: Career Internship and be on track to graduate within a year (Concurrent enrollment in this course in IDST 250(s), or IDST 400 with permission).

Latin

LATN 101 (3)

Introductory Latin I

Prerequisites: None

Students will learn the fundamentals of classical Latin vocabulary, words, forms and syntax of sentences. The goal of the course is to enable students to memorize the words and their forms, and to read, write, analyze, and translate sentences 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

Prerequisites: LATN 101

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

LATN 310 (1 or 3)

Independent Study

Prerequisites: LATN 201

Topics vary from semester to semester.

Leadership

LEAD 201 (3)

Back to Virtue: Foundations of Leadership

Prerequisites: None

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

LEAD 211 (3)

Of God and Man: Leadership in Institutions

Prerequisites: None

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

LEAD 360 (1)

Leading the Holy Cross Way: An Executive Series with President Dr. Marco J. Clark

Prerequisites: None

Building on Holy Cross College's mission to educate and form global citizens with the competence to see and the courage to act, the Leading the Holy Cross Way Executive Series is centered on the topic of leadership from the perspective of Holy Cross President Dr. Marco J. Clark and invited executives in residence. The senior executives who will join us on campus are known to be individuals of distinction and honor among their peers in terms of accomplishment, character, and Godly leadership over a lifetime – considered to be a leader among leaders. Or, as the apostle Paul would say, 'a leader above reproach.'

This one-credit course is designed to engage your mind and heart in seeking to understand the skills and abilities required to lead and succeed in different vocations, industries and companies; plan a thoughtful career path that goes well beyond your first post-graduate position; select extracurricular activities that help prepare your path; maintain momentum once you've chosen a path; and navigate career-related challenges.

Liberal Studies

LIBS 499 (3)

Senior Thesis Seminar

Prerequisites: Permission of the Instructor is Required.

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

Mathematics

MATH 111 (3)

Discrete Mathematics

Prerequisites: None

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

Math for the Liberal Arts is a mathematics course intended for those students who are taking mathematics for liberal arts or general education purposes. The topics include: set theory followed by a study of logic; the terminology and notation of logical statements and the determination of the validity of statements and arguments are introduced; fundamentals of geometry, including angles, polygons, perimeter, and area, are reviewed. Students will also be introduced to a unit on statistics that includes graphical presentation of data and sampling, measures of central tendency and location, measures of spread, and normal distributions. Other topics include consumer mathematics and probability.

MATH 113 (3)**College Algebra**

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

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

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

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

MATH 118 (3)**Finite Mathematics**

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

RECOMMENDED: The student taking this course should have the algebraic skills presented in an intermediate algebra course.

This course, for students with liberal arts or business intent, covers the standard topics in a Finite Math course. It begins with using matrices to solve systems of linear equations by the Gauss-Jordan method. Then the student will learn to solve systems of linear inequalities graphically, followed by the algebraic methods: simplex method, and dual method. After a brief treatment of sets and Venn diagrams, probability is presented, covering the definition of probability, the union rule, conditional probability and the Bayes Theorem.

MATH 125 (3)**Pre-Calculus**

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

RECOMMENDED: Successful completion of two years of high school algebra

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

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

Prerequisites: C or better in Math 125, ACT Math 26 or higher, SAT Math score of 600 or higher, or ALEKS score of 76% or higher.

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

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

Prerequisites: 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

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

REQUIRED: Successful completion of high school pre-calculus or calculus or permission of the instructor.

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

MATH 152 (4)

Calculus II for Science

Prerequisites: C or better in MATH 151 or placement with permission

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 (4)

Introduction to Statistics and Probability

Prerequisites: C or better in MATH 111, 118 or higher, or ALEKS score of 46% to 60

This is an introductory statistical course that is intended to present solid application-oriented statistical topics for students pursuing a major in business. Topics include the role of statistics in the research process, measures of central tendency and variability, probability distributions, inferential statistics, hypothesis testing, and related topics.

MATH 220 (3)

Cryptography

Prerequisites: C or better in MATH 141 or MATH 151 or an SAT Math score of > 630 , or an ACT Math score of ≥ 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

Prerequisites: C or better in MATH 152 or placement with permission

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: C or better in MATH 152 or equivalent.

The methods of Linear Algebra are used in applications that involve systems of equations to formulate, solve, and understand the solutions. Linear algebra is a fundamental tool in modern applications of mathematics, used to solve many real-world problems, (scheduling flights, ranking webpages in search engines, or modeling fluid dynamics, etc.). In this course we study the essential ideas and methods of Linear Algebra and learn how to use the techniques of matrices and vector spaces in solving problems. The course is designed for students in the sciences and engineering. After completing this course, you should understand basic linear algebra topics including vectors, matrices, linear systems, vector spaces, eigenvalues and eigenvectors, and singular value decomposition. The concepts of linear algebra can be used in solving differential equations and systems of equations.

MATH 305 (4)

Mathematical Proofs

Prerequisite: Successful completion of MATH 111 or above.

This course is an introduction to theoretical mathematics. The student will learn and apply methods of thought used by mathematicians to verify theorems and discoveries of advanced mathematics. You will learn to understand proofs, write your own proofs, and think critically about mathematics. This course covers: (1) mathematical language and fundamental mathematical structure; (2) conditional proofs; (3) non-conditional proofs, such as mathematical induction, proof by contradiction, etc.; (4) relations, functions, and cardinality. Time permitting, computability and more on formal languages may be introduced.

MATH 310 (4)

Theory of Probability

Prerequisites: MATH 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

Prerequisites: C or better in MATH 305

This course covers the elements of Modern Algebra, including:

- (1) Postulates for the Integers, Mathematical Induction, Divisibility. Prime Factors and Greatest Common Divisor. Congruence of Integers. Congruence Classes;
- (2) GROUPS. Properties of Group Elements. Subgroups. Cyclic Groups. Isomorphisms. Homomorphisms, Finite Permutation Groups. Cayley's Theorem, Normal Subgroups. Quotient Groups, Finite Abelian Groups
- (3) RINGS, INTEGRAL DOMAINS, AND FIELDS. Definition of a Ring. Integral Domains and Fields. The Field of Quotients of an Integral Domain. Ordered Integral Domains, Ideals and Quotient Rings. Ring Homomorphisms. The Characteristic of a Ring.
- (4) REAL AND COMPLEX NUMBERS. The Field of Real Numbers. Complex Numbers and Quaternions. De Moivre's Theorem and Roots of Complex Numbers.
- (5) POLYNOMIALS. Polynomials over a Ring. Divisibility and Greatest Common Divisor. Factorization in $F[x]$. Zeros of a Polynomial, and Algebraic Extensions of a Field.

MATH 340 (4)

Introduction to Real Analysis

Prerequisites: MATH 251 and MATH 305

This is an introductory analysis course, which focuses on the rigorous development of properties of the set of real numbers, and the theory of functions on the real line. This includes the study of the topology of the real numbers, sequences and series of real numbers, continuity, sequences of functions, differentiability, and Riemann integration. Additionally, students develop their analytical reasoning and critical thinking skills.

Among the topics included are: Properties of sets of real numbers including density and compactness; Sequences and series of real numbers, convergence, Cauchy sequences, limit theorems (e.g. monotone convergence theorem), and the Heine-Borel theorem; Functions of a real variable, including continuity, differentiability and important theorems (e.g. intermediate-value theorem, mean-value theorem); Sequences and series of functions of a real variable, pointwise convergence, uniform convergence, power series and Taylor series; Riemann integration and the fundamental theorem of calculus.

MATH 350 (4)

Graph Theory

Prerequisites: C or better in MATH 305

This course introduces discrete structures and applications of graph theory to computer science, engineering, social science, and biology. Topics include connectivity, trees, planarity, coloring, Euler and Hamiltonian paths and circuits, directed graphs and tournaments, matching and covering problems, shortest route, connectivity, bipartite graphs, and network flows.

MATH 410 (4)

Topology

Prerequisites: successful completion of MATH 340

Elementary point-set topology, topological spaces, separation axioms, metric spaces, compactness, connectedness, order topology, countability axioms, continuity, and homeomorphisms.

MATH 499 (3)

Senior Research Seminar

Prerequisite: MATH 305

Required for major: Student must be a Junior or Senior

The Research Advisor should identify the area of research, in consultation with the Student, and propose a working title and brief abstract for the research project.

The Student should draft a strategic plan that summarizes the research objective and purpose, the methods to be utilized, and the sources/resources required.

The Advisor should meet with Student once a week, to provide instruction/guidance, discuss goals, review progress.

The Student should be assigned readings from journal articles and/or authoritative texts.

At least twice during the semester, the Student should submit a periodic progress report detailing work completed, progress made, and preliminary findings.

By the last week of classes, the Student should provide a final report, documenting results and plans for further study. The report should also be submitted by the Research Advisor to the Student's Academic Advisor.

Marketing Management

MKTG 220 (3)

Introduction to Public Relations

Prerequisites: 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: ENGL 101

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

Prerequisites: ENGL 101, MKTG 331

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

Prerequisites: ENGL 101

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

MKTG 331 (3)

Marketing Management

Prerequisites: ECON 201 and one Business Management Course.

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

Prerequisites: MKTG 331

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: MKTG 331

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

MKTG 423 (3)

Digital and Social Media Marketing

Prerequisites: MKTG 331 or MKTG 341 and CPSC 107 or CPSC 217.

The course the theoretical understanding of the Internet marketplace necessary to adapt to its many changes, while also equipping you with the skills you'll need to perform vital daily functions. The course will cover web design, web analytics, SEO, SEM, online advertising, email marketing, social media, and reputation management. By the end of the course, you will be able to walk into any company with an online presence and improve their use of the Internet. This course also counts toward fulfilling course requirements in the Marketing program.

Military Science

(Army ROTC – University of Notre Dame)

MSL 10101 (1)

Military Science and Leadership 101 – Introduction to the Army and Critical Thinking

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)

Military Science and Leadership 102 - Introduction to the Profession of Arms

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)

Military Science and Leadership 201 - Leadership and Decision Making

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)

Military Science and Leadership 202 - Army Doctrine and Team Development

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)

Military Science and Leadership 301 - Training Management and the Warfighting Functions

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)

Military Science and Leadership 302 - Applied Leadership in Small Unit Operations

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)

Military Science and Leadership 401 - The Army Officer

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)

Military Science and Leadership 402 - Company Grade Leadership

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 mandatory requirement for commissioning.

MLS 41001 (0)

Military Leadership Lab I

Military Leadership Lab provides students with hands on experience with leadership. This is accomplished through planning and 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

Military Leadership Lab provides students with hands on experience with leadership. This is accomplished through planning and executing training events, attending guest lectures, and discussing moral and ethical situations faced by officers in the United States Army.

Music

MUSI 111 A/B (1 or 2)

Guitar

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

MUSI 112 A/B (1 or 2)

Piano

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

MUSI 113 A/B (1 or 2)

Liturgical Choir

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

MUSI 114 A/B (1 or 2)

Voice

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

MUSI 181 (1)

Music in the Key of Life

What are the origins of musical cultures, and how are they created, led, and maintained? This course will offer an introduction to the cultural origins of music but also includes a solid introduction to musical rhythm and literacy as well as fostering live musical events and festivals at the college.

MUSI 182 (1)

Generating New Music

How do we generate new music and communicate effectively about it? This course will survey the fundamentals of tonal music, basic ear training, and just enough literacy skills (such as reading chord charts) to facilitate group playing. This studio course will often be guitar-centric but will develop a student's broader musical knowledge so that the student will really understand what is going on in most songs.

Each student will have three learning goals: 1) to develop enough musical literacy to play together from a music chart they have not seen before; 2) to write at least two new verses and a chorus to play together; 3) to pass a basic ear-training and fretboard knowledge test.

The class will meet for 70 minutes per week and will be connected to the live musical events and festivals at the college. A student may repeat the class with the instructor's permission.

MUSI 183 (1)

Growing a Musical Culture

How do you grow a musical culture? Here you will learn how to become the kind of person who can orchestrate a musical event to foster and nourish the life of a local community by means of practical work in printmaking, publicity, organization, and basic stage production in conjunction with live music events and festivals at the college. No formal musical training or experience is required in advance.

Natural Science

SCIE 121 (3)

Modern Scientific Inquiry

REQUIRED: A demonstrated proficiency in mathematics and English at the college level.

A one-semester interdisciplinary introduction to science, emphasizing central ideas that have influenced current views of nature, laws of nature, technology, and the relationships between science and society. Central topics include the metaphysical underpinnings of modern science; the works of Galileo and Newton, as well as their relationship to 20th and 21st century science; the use of mathematics to model natural phenomena and the interplay between theory and experiment; and both the promise and the pitfalls of the application of techniques and methodologies developed in the natural sciences to other phenomena. The course will also touch on 20th-century philosophy of science. Students will gain an understanding of how physical scientists think and how their peculiar modes of thought have influenced their world, and to be able to employ this kind of thinking themselves with an awareness of both its strengths and its limitations.

This introductory course satisfies the natural science requirement for non-STEM majors.

Naval Science

(NAVY ROTC – University of Notre Dame)

NSCI 10101 (2)

Introduction to Naval Science

Fall Semester

An introductory study of the U.S. Naval customs and traditions, military courtesies, organizational structure, officer career paths, and the role of the Naval Service in supporting national policies. Required for all NROTC Freshmen.

NSCI 10102 (2)

Maritime Affairs

Spring Semester

A comprehensive study of the development of seapower throughout history, focusing on the important role played by the American Navy in the formation of an independent United States. Includes analysis of the Roman and Greek navies, but focuses on the American Navy from the Revolutionary War through the Global War on Terrorism. This course is required for all NROTC Freshmen.

NSCI 20201 (3)

Leadership and Management
Fall Semester

A comprehensive study of organizational leadership. Emphasis on motivation, planning, communication, feedback, and subordinate needs. Introduction to moral leadership.

NSCI 20202 (3)
Navigation
Spring Semester

A study of the theory and principles of navigation. The course covers dead reckoning, piloting, and navigation tools. Electronic, inertial, and celestial navigation systems are discussed. Nautical rules of the road and laws regarding vessel operation are also included.

NSCI 30301 (3)
Naval Ship Systems I
Fall Semester

A detailed study of ship propulsion and auxiliary systems. Emphasis on fossil fuel, nuclear, and gas turbine systems. Introduction to ship design and damage control.

NSCI 30302 (3)
Naval Ship Systems II
Spring Semester

An overview of basic theory and principles of modern naval ordnance, weapon systems, and their interaction with the physical constraints of the environment from initial target detection to final target engagement. Course contains an overview of types of weapon systems, including a study of target identification, detection, acquisition, tracking, and engagement.

NSCI 40401 (3)
Naval Operations and Seamanship
Fall Semester

A study of ship handling and employment, including communications, and sonar and radar searches. Tactical formations, dispositions, and basic seamanship are taught. Relative motion and the maneuvering board are introduced. Naval command and control issues are also discussed.

NSCI 40402 (3)
Leadership and Ethics
Spring Semester

A study of practical leadership skills for any manager focusing on the specific leadership and management responsibilities of a Naval officer. Teaches skills needed to transition from student to manager. Explores naval ethical issues, naval law, and Navy policies and programs.

NSCI 40413 (3)
Fundamental of Maneuver Warfare
Every other fall semester, alternating with NSCI 40415

This course prepares future military officers and other leaders for service by studying modern tactical principles, current military developments, and other aspects of warfare, and their interactions with and influences on maneuver warfare doctrine. There is a specific focus on the United States Marine Corps as the premier maneuver warfighting organization. Study also includes historical influences on tactical, operational, and strategic levels of maneuver warfare practices in the current and future operating environments.

NSCI 40415 (3)**Evolution of Warfare**

Every other fall semester, alternating with NSCI 40413

An exploration of warfare as an instrument of foreign policy throughout history. An analysis of the great captains, military organizations, and military theorists of history. This course is required for Marine options and alternates every other fall semester with NSCI 40413 "Amphibious Warfare."

NSCI 40415 (0)**Drill/Leadership Laboratory**

Practical exercises in leadership, including close order drill and professional development classes.

Philosophy

PHIL 201 (3)**Introductory Philosophy**

Prerequisites: ENGL101

This course examines the nature and purposes of philosophy, and investigates some fundamental philosophical questions in logic, philosophy of nature, metaphysics, anthropology, epistemology, ethics, and the relationship between faith and reason. It includes a survey of some of the major philosophers and philosophical movements of the Western tradition.

PHIL 303 (3)**Logic**

Prerequisites: PHIL 201

Logic is the study of correct reasoning. The course examines concepts and propositions; induction and deduction; truth, validity, and soundness; and informal and formal fallacies. One course outcome is the enhancement of the student's critical thinking abilities.

PHIL 311 (3)**Ancient Philosophy**

Prerequisites: PHIL 201

This course introduces students to ancient Greek and Roman philosophy. It begins with the Milesians, continues with later Pre-Socratic philosophers, and then examines disagreements between the Sophists and Socrates. The primary emphasis is on the works of Plato and Aristotle. The course then considers the most significant ancient philosophical traditions after Plato and Aristotle, including Stoicism, Epicureanism and Neo-Platonism.

PHIL 312 (3)**Medieval Philosophy**

Prerequisites: PHIL 201

This course introduces students to the history of medieval philosophy through the study of thinkers such as Augustine, Boethius, Avicenna, Anselm, Averroes, Maimonides, Aquinas, Scotus, and Ockham. It is concerned with how these philosophers assimilated classical Greek and Roman philosophy, and with perennial philosophical issues such as the relationship between faith and reason, the existence and nature of God, divine foreknowledge, freedom of the will, the problem of evil, natural law, the virtues, happiness, and the immortality of the soul.

PHIL 313 (3)**Modern Philosophy**

Prerequisites: PHIL 201

The course begins by considering the features of modern philosophy that distinguish it from ancient and medieval philosophy. It then surveys the development of modern philosophical thought concerning human nature, human knowledge, morality, government, and religion. It introduces students to the thought of modern philosophers including Descartes, Spinoza, Locke, Leibniz, Hume, Kant, Hegel, Mill, and Marx.

PHIL 314 (3)

Contemporary Philosophy

Prerequisites: PHIL 201

This course introduces students to major trends in philosophy from the beginning of the twentieth century to the present. It discusses philosophical movements such as pragmatism, analytic philosophy, logical positivism, phenomenology, hermeneutics, existentialism, critical philosophy, structuralism, deconstruction, and feminist philosophy.

PHIL 331 (3)

Ethics

Prerequisites: PHIL 201

This course examines fundamental concepts in normative ethics and metaethics, including happiness, natural law, the moral evaluation of human acts, character, and virtue and vice. Although the primary focus is on the tradition of natural law and virtues, some of the more important traditions in modern and contemporary moral philosophy, such as deontology, consequentialism, and relativism, are also examined.

PHIL 332 (3)

Business Ethics

Prerequisites: PHIL 201

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

PHIL 333 (3)

Bioethics

Prerequisites: PHIL 201

This course takes a multilayered approach to ethical theory and bioethics, from the philosophical underpinnings to the application of theory to central challenges in bioethics and the ethics of biotechnology. It addresses a range of topics, such as eugenics, reproductive control, cloning, surrogacy, abortion, impaired infants, euthanasia, organ transplants, scarce medical resources, and justice in healthcare systems.

PHIL 400 (3)

Philosophy of Nature

Prerequisites: PHIL 201

The course provides a philosophical account of the natural world, including classical insights and contemporary issues in the methods of philosophy and modern science, cosmology, substance and change, the nature of causality, purpose in nature, time and infinity, and technology as mastery of nature.

PHIL 401 (3)

Metaphysics

Prerequisites: PHIL 201

Metaphysics studies the nature of being. The central question of the course is whether all reality is physical or there are immaterial, spiritual realities that the human mind can know. Topics include essence and existence, the one and

the many, the analogy of being, form and matter, substance and accident, primary and secondary causality, the nature of creation, the metaphysics of the human person, and the transcendentals.

PHIL 402 (3)

Epistemology

Prerequisites: PHIL 201

This course explores the nature, sources, structure, properties, and limits of human knowledge. It is concerned with questions such as: What does it mean to have evidence or reasons for one's beliefs? Is it possible to know truth? What is needed in addition to true belief to attain knowledge? Can we learn necessary truths from contingent reality? What does it mean to be rational? What does it mean to be intellectually virtuous? Does revelation provide us with knowledge of truths that exceed the limits of human reason?

PHIL 403 (3)

Philosophical Anthropology

Prerequisites: PHIL 201

This course investigates the nature of the human person by presenting and contrasting dualism, hylomorphism, behaviorist materialism, and theories that deny the reality of human nature. It examines arguments for the immortality of the human soul and the relationship between body and soul.

PHIL 405 (3)

Natural Theology

Prerequisites: PHIL 201

This course evaluates philosophical arguments for and against the existence of God. It also explores what can and cannot be known about the attributes of God without recourse to divine revelation. After examining the philosophical theology of Thomas Aquinas, the course considers more recent arguments.

PHIL 499 (3)

Senior Thesis Seminar

Prerequisites: 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 philosophical topic. It guides them through the steps of exploring potential topics, selecting and researching a topic, formulating a thesis statement, preparing an annotated bibliography, critically analyzing sources, preparing an outline, and writing the thesis with correct citations of sources.

Physics

PHYS 131 (4)

Physics for the Life Sciences I Lecture/Lab

Prerequisites: 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

Prerequisites: 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 be cover mechanics, including kinematics as treated by both scalar and vector algebra, Newton's

laws of motion, and conservation principles; thermodynamics, including diffusion and heat transfer; and fluid dynamics, including motion of objects in viscous fluids. This course is designed to teach students to employ the tools developed by physicists to reason about the natural world. It is also designed to prepare each student for further studies and eventually a career in the life sciences and/or a health-related field. Curriculum topics are chosen accordingly. Students will learn the basic principles of classical physics; they will also practice mathematical modeling of physical—and biological—phenomena, scientific thinking and communication, and estimation. The lab component of the course gives students experience with proposing, designing, and carrying out experiments, analyzing data, and quantifying uncertainty as well as with laboratory procedures and techniques.

PHYS 151 (4)

Physics for Science I Lecture/Lab

Prerequisites/Corequisite: Successful completion or concurrent enrollment in MATH 151 or equivalent.

The first in a two-semester, calculus-based physics sequence for students of engineering and the physical sciences. The focus is on classical mechanics, including kinematics, Newton's laws, gravitation, and conservation principles.

PHYS 152 (4)

Physics for Science II Lecture/Lab

Prerequisites/Corequisite: 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 and Public Service

POLS 151 (3)

Introduction to American Government

Prerequisites: None

This course introduces students to the basic institutions and practices of American government. It is designed with emphasis on the constitutional framework of our government, formal and informal political institutions, the evolving concept of individual freedoms and civil rights, the role of people in a democracy, and overview of the United States political system.

POLS 225 (3)

Issues in World Politics

Prerequisites: None

This course connects students to contemporary global issues through the lens of American foreign policy. Students will gain a greater literacy of world affairs and their role as global citizens by examining issues related to and national security, including the foreign policymaking process, economic agreements, geopolitical rivals, terrorism, weapons proliferation, climate change, and energy concerns. In doing so, they will appreciate different levels of analysis, theoretical perspectives, and policy stances regarding how the United States should relate to the rest of the world in the twenty-first century.

POLS 240 (3)

Political Philosophy

Prerequisites: None

This course introduces students to the theoretical and philosophical study of politics. It contrasts the classical and Christian traditions with modern political thought and considers how both are reflected in the American constitution and regime. The place of religion in politics, the necessity and limits of political authority, and the consequences for human life are discussed.

POLS 242 (3)
Modern Political Philosophy

Prerequisites: None

A focus on the political philosophy of the modern era, ranging from Niccolo Machiavelli's realism to Friedrich Nietzsche's critique of contemporary politics. In addition, this course will connect canonical thinkers to contemporary debates concerning democratic development, political justice, the responsibilities of citizenship, and the origin of rights.

POLS 250 (3)
American Political Thought

Prerequisites: None

The purpose of this course is to understand fundamental themes of American political thought, so we may participate more thoughtfully and effectively in contemporary politics. The course is a survey of American political thought, considering representative writings from each of three major periods in American history: the colonial era through the Civil War, Reconstruction through World War II, and World War II to the present.

POLS 252 (3)
Political Economy

Prerequisites: None

Political Economy examines the relationship between politics and economics: how they ought to relate, how they interact historically, and how they intersect today. The course presents a number of different viewpoints on the theory, history, and practice of political economy that are relevant to citizenship and the workplace. In the first half of the course, we consider a range of theories from Aristotle and classical liberalism to Karl Marx and Catholic social teaching. In the second half, we turn to contemporary political economy and how states and markets interact today.

POLS 260 (3)
Catholic Social Thought and Practice

Prerequisites: None

This course explores the development of contemporary Catholic social teaching within its historical and political context, striving to understand the Church's ongoing efforts at guiding its pilgrim members on their earthly journey. Students will explore the papal encyclicals that respond to various socio-political challenges of the modern era: from Pope Leo XIII's *Rerum Novarum* (1891) to the recent writings of Pope Leo XIV. Key themes include human dignity, the common good, subsidiarity, solidarity, marriage and the family, preferential option for the poor, stewardship of creation, and the dynamic relationship between religion and politics.

POLS 270 (3)
Constitutional Law

Prerequisites: None

This course examines the major developments and cases in constitutional law as interpreted by the Supreme Court. Tracing constitutional practices, customs, traditions, and fundamental legal ideas in their historic setting, the course applies American constitutional theory and practice to contemporary legal and political events.

POLS 271 (3)
Civil Liberties and Civil Rights

Prerequisites: None

A study of the application of the Bill of Rights as interpreted by the Supreme Court, with special emphasis on the First Amendment. Topics include freedom of speech, expression, assembly, religion, as well as the role of social movements that have sought to guarantee these rights for all Americans over the course of American history. In

addition, students will apply previous rights jurisprudence and movements to contemporary debates about right on such topics as public health, marriage, and privacy.

POLS 301 (3)

Ancient Political Philosophy

Prerequisites: None

This course studies three of the great ancient philosophers who laid the foundations of Western political and ethical thought: Plato, Aristotle, and Cicero. These thinkers viewed political life as a wide-ranging pursuit: “politics” referred broadly to the activity of a *polis*, or complete community, like “athletics” refers to the activity of an athlete. Therefore, their writings enable us to probe the relationships between fundamental political concepts and broader moral and existential questions. What is justice? How are law and justice related to human virtue? Is a good citizen necessarily a good person? What, if anything, does political life contribute to human happiness? We will explore these questions and more through careful reading and discussion of primary-source texts.

POLS 304 (3)

Medieval Political Philosophy

Prerequisites: None

A survey of canonical political thinkers during the Middle Ages, including the thought of Augustine, Thomas Aquinas, Sir Thomas More, and non-Western writers such as Maimonides and al-Farabi. Special focus will be given to how these thinkers responded to the challenge of reconciling faith with reason.

POLS 306 (3)

Politics and Literature

Prerequisites: None

This course explores the ways in which politics and literary texts interact with and reflect shared concerns about such concepts as democracy, justice, citizenship, and patriotism. Relying primarily on works of fiction, course topics may include the role of myth in politics; utopias and dystopias; the role of literature in justifying and challenging popular culture; and the permanent questions and elements of political life raised by those that stand apart from the traditional halls of political power.

POLS 309 (3)

Comparative Politics

Prerequisites: None

This course examines various political phenomena from a global perspective, including the establishment of the rule of law and democracy; provisions of social welfare; the preconditions for economic development; and the role of nationalism in the twenty-first century. The guiding inquiries of the course will be to understand why and how nations across a range of issues, so that we may better appreciate the particular features and political culture of the United States.

POLS 310 (3)

Congress and the Legislative Process

Prerequisites: None

The course seeks to give students a historical perspective of the U.S. Congress with particular attention to the Articles of Confederation; a good understanding of Congress’ committee structure, how Congressional leaders are chosen, and the rules by which the House and Senate conduct their deliberations; and gaining a good working knowledge of the various models members use to make legislative and policy decisions given the “dual roles” inherent in being a member of Congress.

POLS 327 (3)

Jurisprudence

Prerequisites: None

The purpose of this course is the exposition of law as a primarily intellectual endeavor. The nature, purpose, and institutions of law are studied through historical, linguistic, and moral frameworks to raise appreciation for continuity, coherency, and uniformity as guiding principles of legal analysis. This course attempts to systematically present the study of human nature while promoting formal communication skills, practical knowledge regarding the functions of society, and thoughtful reflection on the fundamental purpose of society and life itself.

POLS 360 (3)

The American Presidency

Prerequisites: None

Study of the history and evolution of the political and constitutional roles of the U.S. presidency. Emphasis on presidential elections, the president's power and limitations in a legal system of checks and balances, the characteristics of effective presidential leadership, and the expanding foreign policy role of the chief executive.

POLS 365 (3)

Church and State in America

Prerequisites: None

A study of the relationship between religion and politics in the United States. Special emphasis will be given to the importance of religious movements in shaping American political development; legal decisions that have shaped today's current environment of religious liberty; and the possibilities and tensions implicit in being a faithful believer and active citizen today.

POLS 450 (3)

Senior Seminar

Prerequisites: Senior standing

An opportunity for students with senior status to collaborate, write, and present original research findings related to a topic of their interest within one of the subfields of politics and public service. Topics and readings will vary by semester.

Politics, Philosophy, and Economics

PPE 499: Senior Seminar

Prerequisites: Senior standing

This course offers Philosophy, Politics, and Economics (PPE) majors in their final year the opportunity to research and write a senior thesis on a topic of their choice. Students are guided through each stage of the research and writing process, including topic exploration and selection, formulation of a thesis statement, development of an annotated bibliography, critical analysis of sources, preparation of an outline, and the composition of a well-structured thesis with proper citation of sources. While students may choose to emphasize one of the three disciplines, they are expected to incorporate insights from the others to demonstrate the integrative nature of the PPE program.

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

Prerequisites: None

This course will focus on the presentation of psychological constructs in film. Course content will focus on varying contemporary topics in psychology as presented in film as a form of psychopathology, sociopathy or attractive personality attribute. The class will meet for six, 210-minute sessions on selected Wednesday evenings.

A: Psychology of Evil in Film

B: Positive Psychology

C: Psychological Disorders in Film

PSYC 150 A, B, C, D, E, F I (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 once per academic year and can be offered more frequently as demand dictates.

A: What is God's Plan for Your Brain

B: Psychopaths, Sociopaths, and Serial Killers

C: How Much Brain Do You Need?

D: Improving Your Outlook on Life!: Positive Psychology

E: Behavioral Addictions: Clinical Syndrome or Moral Depravity

F: Sex, Drugs, and Rock & Roll: Destructive Lifestyle Choices

I: Psychology of Religion

PSYC 205 (3)

Abnormal Psychology

Prerequisites: 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 – 5th 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: College-level math course and PSYC 101

As a result of this course, students should have an understanding of the theory and application of descriptive and parametric inferential statistics. The purpose of this course is to equip students with basic statistical knowledge that will be necessary for understanding and producing research data. Students will also learn the practical use of computer statistical programs such as Excel and SPSS. Students will be trained to be critical thinkers of research data analysis and interpretation.

PSYC 275 (3)

Research Methods in Psychology

Prerequisites: PSYC 101 and PSYC 265, MATH 210, or BIO 215

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)

Sports Psychology

Prerequisite: PSYC 207

A study of the competitive sports experience, with emphasis on the multidimensional factors involved in the psychology of sport.

PSYC 315 (3)

Child and Adolescent Development

Prerequisites: 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**

Prerequisites: 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**

Prerequisites: PSYC 205, PSYC 265, and PSYC 275

This is a foundation course in the clinical psychology track. Testing is one of the primary facets of a psychologist's work, both historically and currently. An understanding of how psychological testing and measurement tools are created and the criteria by which they are judged is an introduction to the methods of the social scientist, especially the psychologist. This course focuses on the principles, applications and issues of psychological testing, with a short introduction on the history of testing. Students will be exposed to the structure and usage of different types of tests and their appropriate usage and limits to usage. Test and Measurements in Psychology introduces students to the study of psychological tests. The basic concepts and operations of testing are explored, and the theoretical considerations and applications of testing data are discussed. Students will become familiar with the various types of psychological tests, and will have a basic understanding of how to administer and effectively apply them in their careers.

PSYC 390 (3)**Physiological Psychology**

Prerequisites: One 300-level PSYC class and one

Biology class (BIOL 125-strongly recommended)

This course is designed to familiarize students with the physiological bases of human behavior. Students will be exposed to the psychological differences/explanations of abnormal behavior and how these differences affect treatment of mental illness.

PSYC 399 (3)**Cognitive Psychology**

Prerequisites: PSYC 265 and 275

This course is designed to introduce students to the area of Cognitive Psychology pertaining to our processes of thinking, language and memory. Students will have laboratory experience measuring their own cognitive processes. Emphasis will be placed on understanding and presenting research data in areas of cognitive psychology.

PSYC 401 (3)**Introduction to Clinical Psychology**

Prerequisites: PSYC 205

This course is designed to familiarize students with clinical psychology. Students will learn about the principle components of this psychology specialty as well as different approaches to the understanding, prevention, assessment, and treatment of mental disorders. Students will learn the major categories of mental illness listed in

the *Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition* of the American Psychiatric Association (2013). The course will focus on the bio-psycho-social model as a unifying theory for the understanding of the etiology, phenomenology, and treatment of psychiatric illness throughout the life span.

PSYC 410 (4)

Neuroscience with Lab

Prerequisites: Psychology majors: PSYC 390 or PSYC 399.

This course will expose the students to the area of cognitive neuroscience. The course will cover basic concepts in neuroscience and then examine how the brain is involved in regulating thought processes such as perception, attention, language, and object recognition. Students will be exposed to theory and get to participate in hands-on laboratory experiments pertaining to the topics covered in class.

PSYC 420 (3)

History and Systems in Psychology

PREREQUISITE: PSYC 101

This course will focus on the historical analysis of the field of psychology from its beginnings in philosophy and the natural sciences through the 1950s. In addition to lectures, students will engage in presentations and class discussions based on student research on the history of psychology. Students will also have the opportunity to explore present and future directions of the discipline, develop an understanding of the use of the American Psychological Association format, and explore potential career options in the field of psychology.

PSYC 497 (3)

Special Topics in Psychology: Conference

Prerequisites: 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

Prerequisites: 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

Prerequisites: PSYC 205, PSYC 275, and PSYC 390.

Topics vary by semester:

**PSYC 499-A: Adult Psychopathology
(Fall semester only)**

This course is designed to familiarize students with the different approaches to the understanding, prevention, and treatment of psychopathology in adults. Students will learn the major categories of mental illness in adults listed in the *Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition (DSM5)* of the American Psychiatric Association (2013). Students will also be exposed to the philosophical differences/explanations of abnormal

behavior and how these differences affect treatment of mental illness. The course will focus on the bio-psycho-social model as a unifying theory for the understanding of the etiology, phenomenology, and treatment of psychiatric illness in adults.

PSYC 499-B: Child Psychopathology
(Spring semester only)

This course is designed to familiarize students with the different approaches to the understanding, prevention, and treatment of psychopathology in children. Students will learn the major categories of mental illness in children listed in the *Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition (DSM5)* of the American Psychiatric Association (2013). Students will also be exposed to the philosophical differences/explanations of abnormal behavior and how these differences affect treatment of mental illness. The course will focus on the bio-psycho-social model as a unifying theory for the understanding of the etiology, phenomenology, and treatment of psychiatric illness in children.

Sport, Culture, and Formation

SPOR 220 (3)

Beyond the Arena: Principles of Sport Management

Prerequisites: None

This introduction to the professional area of sport management discusses basic philosophy and principles of sport at all levels. The term *sport* here loosely refers to all recreational competitive sports, exercise and fitness activities, and dance. *Management* encompasses the activities associated with administration, supervision, and leadership. This course will provide students with an in-depth analysis of the basic concepts of and the relationships between sport, physical activity, administration, leadership and management. This course will provide students with the opportunity to develop an understanding of the role of leadership in effective sport organizations, analyze how personal values and skills influence formation of leadership styles, discuss tools for building and sustaining effective organizations in sport, examine the role of strategic thinking in managing organizations and analyze sports organizations to identify key determinants of success/failure outcomes. Emphasis will be placed on the practical application of concepts related to organizational theory and organizational behavior in several industry settings, including recreational, interscholastic, intercollegiate and professional sport. This is a required course to satisfy the Sport, Culture, and Formation minor.

SPOR 235 (3)

Coaching with Heart: Coaching Theory & Practice

Prerequisites: None

This course focuses on the theory and practice of coaching in athletics. By learning and analyzing coaching principles used in the sporting world, students can develop and focus on preparing a practical approach to coaching. Recognizing that coaching skills are also applicable in many management disciplines, not just sport, this course can also serve as interrelated learning to the field of organizational behavior and management. This would assist future managers in their roles of developing, focusing, and improving managerial skills. Coaching is applicable in multiple disciplines – not just sport. The leadership aspects that are taught through this course will educate students on different approaches to working with others. This is a required course to satisfy the Sport, Culture, and Formation minor.

SPOR 260 (3)

The Jurisprudence of Sport: Sport Law

Prerequisites: None

This course is designed to acquaint students with the ways in which the American legal system impacts and regulates sports. Areas of law that impact sports include contract law, tort law, statutory law, and constitutional law. This course examines how various areas of law apply to amateur and professional sports. Students will use critical and analytical thinking to develop a basic understanding of areas of law that affect these industries. Upon

completion of this course, students will understand basic legal structure of multiple sports businesses and will be able to analyze the legal issues that permeate these organizations. This course will examine the relevance and application of various legal structures to all participants in particular sports enterprises.

SPOR 270 (3)

God, Guts, and Glory: Contemporary Issues in Sports

Prerequisites: None

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

SPOR 333 (3)

Sport, Strategy, and Storytelling: Sport Marketing & Communications

Prerequisites: None

This course is a study of the roles of marketing, promotions, communications, and fundraising play in the sports enterprise. The course will help students understand the revolving nature of communication and its application within sport, particularly within the areas of marketing and media. This course covers the fundamental principles and techniques of marketing. Students will learn how marketers deliver value in satisfying customer needs and wants, determine which target markets the organization can best serve, and decide upon appropriate products, services, and programs to serve these markets. Students will learn how to create, develop, and implement social media strategies that resonate with fans, consumers, and constituents. Students will also be involved in planning, organizing, and delivering programs in these areas. Students will receive direct experience in implementing a sport event project on campus.

SPOR 340 (3)

The Face and Soul of Sport: The Development of Sport in America

Prerequisites: None

This course examines the development of sports in America, from the colonial period to the present with brief sojourns to ancient times. Students will explore how unorganized and impromptu athletic activities were transformed into spectator sports at the collegiate and professional level, and the ways in which sports reflected and informed cultural and political realities of the day. This study will address the relationship that sport has on social, economic, cultural and political institutions. It will address sport in early civilization, historical understandings of the body, American approaches to sport, the modern Olympic games, etc. This course's objective is to provide students with a theoretical and practical understanding of how sport has changed (or not) over time. This understanding of how sport is viewed in the past will give students a better understanding of what sport and play are now.

Theology

THEO 140 (3)

Ever Ancient Ever New

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**

Prerequisites: THEO 140

Students must take a 24X level THEO course in order to complete the minimum theology requirement for all Holy Cross College students. This course is one way to fulfill that requirement. The primary intent of this particular course is for students to engage diverse sources to understand the complexity of the Catholic Theological Tradition and how the Tradition comes to bear on questions of culture. The meaning and significance of Christ, the Church, and Christians with regards to the world today. In general, this course emphasizes that all people have a vocation and a call to holiness. More specifically, the course covers material from three areas: first, students study the meaning of vocation as it pertains to lay and ordained members of the Church, as well as the various roles of ministry and catechesis in the Church today; second, students explore the challenge of the New Evangelization, which calls for people to proclaim Christ in a culture that both is and is not rooted in the Gospel – especially in areas such as media, markets, consumer culture, and popular culture; third, the course raises questions of how Christians take up the challenge to promote justice, practice hope, foster friendship, build peace, and defend human life in society today.

THEO 242 (3)**Christ, Church and Marketplace**

Prerequisites: THEO 140

Students must take a 24X level THEO course in order to complete the minimum theology requirement for all Holy Cross College students. This course is one way to fulfill that requirement. The primary intent of the course is to engage students in a critical discussion on the meaning and significance of Christ and the Church for the world today. In general, the course emphasizes that all people have a vocation and a call to holiness. We will explore that call to holiness in the life of the Church. In the second part of the course, we will explore what Christian vocation might mean in the world of business and economics. While this course is open to all students, it will be particularly relevant to those pursuing careers in business or wishing to see how Christian teaching relates to economics.

THEO 244 (2)**Honors Christ, Church and Science: Tri-Campus Integral Ecology Course**

Prerequisites: THEO140 with the Corequisite of THEO 244-F FIELD TRIP (1)

Students must take a 24X level THEO course in order to complete the minimum theology requirement for all Holy Cross College students. This tri-campus (ND/SMC/HCC) course is one way to fulfill that requirement. NOTE: This particular 200-level course can also be taken by those who have already completed the requirement of a second THEO course, but wish to apply the course toward their Core requirement of a science course. Regarding this course, Pope Francis continues to emphasize that care for God's creation is an urgent task today and he challenges us to solve the problems of a "throwaway culture." As a response to Pope Francis, Holy Cross, Notre Dame and Saint Mary's are offering a course, with students from each campus enrolled, to explore how theology and our Catholic institutions can engage the scientific world and promote sustainability. Some topics will include the theological meaning of food and gardens, campus practices to reduce waste, promote sustainability, and educate fellow students. This course will meet for a landscape tour or in a classroom or at a campus site once a week (rotating at each of the 3 campuses). On Thursday afternoons and at other designated times over the first month or so of the semester, we will also have field trips to distinct eco-systems in our region with Science Faculty providing guidance and instruction. A cumulative GPA of 3.0 is required. This course can count toward science requirement.

THEO 246 (3)**Christ, Church, and Imagination: The Life & Works of JRR Tolkien**

Prerequisites: THEO 140

Students must take a 24X level THEO course in order to complete the minimum theology requirement for all Holy Cross College students. This course is one way to fulfill that requirement. This particular course engages literary works like that of the Catholic Author and Philologist J.R.R. Tolkien and considers these works as Catholic Myths. The students will consider the applicability of such texts to the fields of Catholic Theology and Social Doctrine, Philosophy, Politics, Art & Economics. Special attention will be given to themes having to do with Catholic

sacramental imagination, the virtues and sub-creation. NOTE: this course may require students to read texts like *The Hobbit* & *The Lord of the Rings* prior to the start of the semester. There may also be community-engagement elements of the course that will involve class participation beyond the class periods on some occasions.

THEO 247 (3)

Christ, Church & Cinema: *Praying through Cinema: Beholding & Contemplating the Iconographic Power of Cinema*

Prerequisites: THEO 140

In March of 1995, Pope John Paul II addressed a plenary assembly of the Pontifical Commission for Social Communications, which that year observed another anniversary of particular importance to its own mission and to the Holy Father's heart: the centenary of the motion picture.

"Since the first public audience in Paris viewed the moving pictures prepared by the Lumière brothers in December 1895," the pope said, "the film industry has become a universal medium exercising a profound influence on the development of people's attitudes and choices, and possessing a remarkable ability to influence public opinion and culture across all social and political frontiers."

This course will consider the iconographic and contemplative quality of great cinema. The course will include theological study and the viewing of film aimed toward encountering Jesus Christ and shaping Christian imagination, vision and conscience. This course will form students to ponder the Triune God and examine the Church and reflective and discerning Christian discipleship in the world through the careful consideration of artful films from a variety of genres from different time periods and contexts. After some initial philosophical offerings and a film that explores sacramental vision and imagination, the course films will follow the arc of Salvation History.

THEO 265 (1)

Montreal Pilgrimage: *Wandering with the Saints*

Prerequisites: None

Pilgrimages are an ancient spiritual devotional practice that involves both a physical and internal journey analogous with our movement toward God. This one credit course is designed to provide an academic encounter with the study of CSC spirituality, history and charism as discovered in the lives of St. Joseph, the patron of the Brothers of Holy Cross, St. Brother Andre Bessette, the Miracle Man of Montreal, and Venerable Father Patrick Peyton, the Rosary Priest. This study is enhanced through the approach of spiritual accompaniment as students travel across the Midwest to North Easton, Massachusetts to the Holy Cross Family Ministries' Museum of Family Prayer where Father Peyton is buried. Followed by journey up to Montreal, Ontario, Canada to the St. Joseph Oratory, envisioned and erected through the intention of St. Brother Andre Bessette. The pilgrimage is a spiritual journey made through personal and group prayer in a community of students and faculty/staff leaders seeking to grow closer to Christ through the witness of these CSC saints. Students will meet three times before the pilgrimages to study of these saint's lives and their influence in the development of the spirituality of the Congregation of Holy Cross. Daily travel journal will encourage students to reflect on their experience in written communication. Students will lead group discussions in the evenings. A final pilgrimage reflection is submitted at the end of the trip. The course is limited to 10 students. All participants must have valid US Passport or valid Canadian visa. There is a course fee of \$300 that covers all expenses (meals, housing, transportation, border fees, event fees)

4:00-5:15 PM Wednesdays, Sept. 24, October 1, October 8, and Friday, October 17, Travel days, October 18-24, Wednesday, October 29.

THEO 280 (3)

Directed Reading in Theology

Prerequisites: THEO 140 & THEO 24X

This coding provides the opportunity for customized, independent study for a student, allowing the student to examine specific topics not covered or only briefly covered in other courses. Such a course normally evolves out of conversation between the student and the Academic Director, and final approval comes from the Dean of Faculty.

THEO 310 (3)

Old Testament

Prerequisites: 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

Prerequisites: 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

Prerequisites: THEO 140

This course will study the history of the Christian Church from its origins to the present. Consideration will be given to its doctrinal and institutional aspects in the major stages of its development. The roles of its significant leaders, controversies and movements will be seen in light of their continuing historical and cultural influence. This also counts toward fulfilling course requirements in the History program.

THEO 325 (3)

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

This course explores the several aspects of Rome's ancient, medieval and modern culture, with specific attention to the City's secular and religious history, and its artistic tradition and heritage. The core of this course is a Spring Break trip Rome. The course will NOT meet every Friday morning, but only on 3 select dates prior to the trip.

THEO 330 (3)

Sacramental Imagination and the Sacraments

Prerequisites: THEO 140 & THEO 24X

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

THEO 332 (3)

Eucharist

Prerequisites: THEO 140 & THEO 24X

This course is a study of the Eucharist through various dimensions, including Scripture, the early Church, the Catechism, special philosophical and theological systems of thought and implications like St. Thomas Aquinas' famous theory of transubstantiation, as well as modern theologies and contemporary theology. Special Attention will be given to topics like, but not limited to, the early developments/celebration of the Eucharist, developments following the Second Vatican Council, the power of Eucharistic devotions (including processions, ethnic practices, and Eucharistic miracles), and what the filial and ecclesial response ought to be to the Eucharist.

THEO 333 (3)

Introduction to Liturgy and Sacraments

Prerequisites: THEO 140 & THEO 24X

A study of the liturgical and sacramental rites of the Church and their spiritual meaning for the faithful. Students will explore the historical, theological, and ritual dimensions of sacrament and liturgy, pairing liturgical study with the pastoral life and practice of the contemporary Roman Catholic Church. Topics include the sacraments, liturgical spirituality, liturgical year, liturgy of the hours, lectionary, and liturgical arts.

THEO 341 (3)

The Church as Communion and Mission

Prerequisites: THEO 140 & THEO 24X

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

*NOTE: As this course is normally only offered every other year, usually students ought to take this course the first time it is offered for them.

THEO 350 (3)

Moral Theology: Being Christian: The Moral Life in Catholic Belief and Practice

Prerequisites: 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

Prerequisites: THEO 140 & THEO 24X

This course, designed for theology majors and minors, examines how Catholic Social Doctrine addresses questions of justice, peace and the right to life in the global community. We will root ourselves in the documents of the Church's social tradition—using the Vatican Compendium as our main text—and study how these teachings are best applied by Christians in the world. Among our topics will be economic justice, war and peace, and abortion. Rather than see these topics as isolated "issues," however, we will examine the ways in which commitments to justice, peace and life emerge from the call of the Gospel. We will also discuss the practical dimensions of various strategies for living out those commitments. NOTE: As this course is normally only offered every other year, usually students ought to take this course the first time it is offered for them.

THEO 360 (3)

World Religions

Prerequisites: THEO 140 & THEO 24X

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

THEO 361 (3)

The New Evangelization

Prerequisites: THEO 140 & THEO 24X

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

*NOTE: As this course is normally only offered every other year, usually students ought to take this course the first time it is offered for them

THEO 375 (1 or 3)

Spirituality

Prerequisites: THEO 140

Each semester, a one-or-three credit course is offered which connects a theological topic to the lives of Holy Cross students. Recent courses have included the study of particular groups of Saints in the Catholic tradition, examining the relevance of their lives and witness. Other examples are courses on Mariology, Monasticism, Aquinas & Augustine, Reconciliation, Theology of the Body, Catholicism and Politics, Devotionalism, Music, and Film, Language and Spirituality. Because a different topic is offered each semester, this course is repeatable for up to 8 credits.

THEO 380 (3)

Directed Reading in Theology

Prerequisites: THEO 140 & THEO 24X

This coding provides the opportunity for customized, independent study for a student, allowing the student to examine specific topics not covered or only briefly covered in other courses. Such a course normally evolves out of conversation between the student and the Academic Director, and final approval comes from the Dean of Faculty.

THEO 394 (2) and 395 (2)

Theological Practicum I and Theological Practicum II

Prerequisites: THEO 140, THEO 24X, AND SIX MORE CREDITS HOURS IN THEO

Every Theology major enrolls in an experiential on-site placement in areas of ministry catechesis, justice, or evangelization. This essential placement offers students exposure to various ways of doing theology and working for the Church. It also offers students the opportunity to strengthen their faith while challenging them to reflect on how their courses and experiences have enriched their lives and prepared them to serve the Church. Augmenting the field placement, students meet as a team with members of the Theology faculty for supervision and formation. In consultation with the Theology faculty, the student discerns what skill sets they wish to learn and then finds the best placement for exploring their vocation. The complete practicum experience has two parts: THEO 394 Practicum I fosters theological reflection on the various experiences lay members have in the Church, while THEO 395 Practicum II fosters theological reflection on one's particular role in the mission of the church as an Ecclesial Lay Minister (i.e. a lay member of the Church with Theological training).

THEO 422 (3)

Catholicism in America

Prerequisites: THEO 140

This course examines the historical, religious, cultural, and social dynamics that have shaped the Catholic identity in the USA from the period of its origins to the post-Vatican II era. Included will be topics such as religious beliefs, spirituality, devotional piety, ethnicity, social movements, and public Catholicism. This also counts toward fulfilling course requirements in the History program.

*NOTE: as this course is normally only offered every other year, if a student needs this for his/her HIST program, then the student ought to take it the first time it is offered or else it may not be offered again until after the student would graduate.

THEO 430**The Mystery of God**

Prerequisites: 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**

Prerequisites: 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**

Prerequisites: 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**

Prerequisites: THEO 140 & THEO 24X

This coding provides the opportunity for customized, independent study for a student, allowing the student to examine specific topics not covered or only briefly covered in other courses. Such a course normally evolves out of conversation between the student and the Academic Director, and final approval comes from the Dean of Faculty.

THEO 494 (3)**Senior Seminar & Writing Project**

Prerequisites: 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



Course descriptions for Moreau College Initiative

The courses listed below are offered exclusively to Moreau College Initiative participants.

Anthropology

ANTH 350 (3)

Chinese Religious Worlds Today

This lecture and discussion course offers students a detailed introduction to the diverse, dynamic and widespread presence of religion in contemporary Chinese life. China is increasingly a nation of energetic religious believers. Today there are more than 95 million Christians in China, 25 million Muslims, and as many as 500,000,000 practitioners of traditional local rites of sacrifice and worship to deities and spirits (most importantly ancestors). In the last decade plural religious traditions have grown with a speed greater than that of the economic and political reforms. It is within this specific context that students will learn about the impact of religious ideas, practices, and organizations on social, political and economic phenomena and explore the role of religion in the consolidation of individual, communal, and national identity. Adopting a comparative and interdisciplinary approach, the class will ascertain the impact of various Chinese religious traditions: Catholicism, Christianity, Islam, Daoism, Buddhism, and popular sects, on the internal socio-political structure of the Chinese state. The course will also evaluate religions and their effects on shaping power relations on a regional, national, and local level. The class is discussion based, supplemented by lectures, student presentations, and documentary films. No knowledge of Chinese is required.

Creative Arts

ARTS 150 (3)

Watercolor I

This course is an introduction to the watercolor medium and deals with a variety of methods, materials, and techniques (both realistic and abstract) with special emphasis on color and composition. This course is designed to guide students to develop basic painting skills in the medium of watercolor. A total of five painting projects will focus: (1) in the first half of the semester, on painting materials, basic techniques, and formal elements of painting as a visual work of art; (2) in the second half of the semester, to develop works with focus on visual ideas and concepts based on individual interest and research.

ARTS 161 (3)

Basics of Film and Television

This class is designed to enhance your understanding and appreciation of film and television. It operates on the philosophy that the better we understand how film and television texts work, the more intelligently and perceptively we will be able to consume them, which is an invaluable skill to have in our media-saturated world. You will learn about the basic elements that distinguish films and television programs from other aesthetic forms, such as editing, cinematography, sound and set design, and how these components work together to develop stories and characters. We will also work with interpretive frameworks that uncover deeper meanings and patterns in film and television, such as genre theory, the idea of authorship, political economy, and ideological analysis. Finally, you will acquire the skills and tools needed to write your own educated analyses of film and television texts. The class screenings present a range of films, from Hollywood classics to independent and international films, as well as television shows both old and new.

ARTS 255 (3)

Photography II: Beyond the Frame

Prerequisites: Photography I

Continued study of the medium's technical and aesthetic dimensions through individual laboratory work, readings, group critiques and discussions. Students are introduced to and work with a range of alternative photographic processes.

ARTS 260 (3)

Truth and Fiction: How to Analyze Documentary Films

This course offers a broad survey of documentary film and theory with various nations, periods, and subject materials presented in order to create a deeper literacy of the genre that should foster a transferable skill of better understanding media purporting to depict actuality. The readings offer exposure to theory able to help analyze the wide breadth of critically, historically, and culturally important documentaries we will watch, including actualities, war propaganda films, newsreels, essay films, and big budget documentary blockbusters. Further, the class will examine the "reality" presented in the documentaries and the processes by which realism is created, maintained, and proffered, allowing persuasive techniques like social acting, testimonials, raw footage, reflexivity, and narration to be scrutinized. Discussions surrounding the films will aim to analyze the documentary's information through multiple threading lines of inquiry in order to situate authority, both on and off screen. To that end, central questions align with the critical media literacy approach and will include: 1. Who is the author of this film? 2. What is filmmaker's argument? Is it successful? What incentives do they have for making that that argument? 3. What filmic elements (e.g., music, editing, narration) assist in making that argument? 4. Who is the intended audience and how does the film address that audience? 5. What, who, where, and when is missing from the film - and why? 6. How can we organize documentaries within the genre and where does this one fit?

Biology

BIOL 128 (4)

Botany – Lecture and Lab

Required: This course is linked with PHIL 280. Students must take both concurrently. This course consists of lecture and laboratory activities focusing on the study of plant structure, function, and classification. The course is intended to satisfy science requirements for liberal arts, business, and education majors. The equivalent of three hours of lecture and two hours of laboratory per week.

BIOL 202 (3)

The Epidemiology and Ecology of Infectious Diseases

This course provides an introduction to epidemiology and disease ecology; topics covered include historical perspectives on disease, tracking of disease, spread of disease, and disease mitigation.

BIOL 405 (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 310 (3)

Nonverbal Communication

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 205 (3)

Introduction to Mass Communication

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

ENGL 208 (3)

American Literature II

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

ENGL 210 (3)

The Novel and Short Story

A discussion-based course with intensive readings in European and American fiction of the 20th century, which features the proper knowledge and application of literary terminology. This offering acquaints students with excellent examples of novels and short stories and demonstrates how they are most effectively read.

ENGL 214 (3)

Novels of American Naturalism

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

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 280 (3)

Literary Analysis

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

ENGL 293 (1 or 2)

Writing Theory and Practice

This is a course in writing pedagogy for students working as tutors in the Writing Center. Through readings in literacy studies, linguistics, rhetorical theory, and writing pedagogy, students will gain a deeper understanding of the role that writing plays in the learning process and will use that understanding to develop instructional strategies for teaching writing in the tutorial environment. Class meetings will include exercises in the teaching of writing through one-on-one and small group interactions. Students will write responses to course readings and will develop a research proposal based on their experience of tutoring in the Writing Center during the semester.

ENGL 293 (3)

A Time to Mourn: The Gods and Grief

C.S. Lewis writes that "no one ever told me that grief felt so like fear." And yet, despite being afraid of this kind of pain, human beings still seek to mourn, because they wish to love those whom they lose forever. Indeed, human beings will even rail against the gods and/or God, if they perceive that a loved one has been taken away unjustly. In the Greco-Roman world, individuals, especially literary authors, considered thoughtfully the role of mourning and the opportunities and challenges posed by the divine in terms of grief. Therefore, we will in this class critically examine the relationship between mourning and the gods and/or God. As we read from these ancient authors and modern authors who appropriated them, we will consider questions such as what is the relationship between fear and grief, what role do the gods and/or God play in mourning, and how is mourning a sign of love? Particular attention in this course will be given to women and their experience of grief as we read from epic poems, tragedies, and novels. In the pursuit of understanding the mystery of mourning, we will remember that literature allows us to unravel those deep human questions that plague our hearts, since human beings see their relationships in terms of stories. As we try to understand our own stories, we will strive to see how mourning is a form of human and divine love. This course will count for the Classical Literature and Classical Civilization Track.

ENGL 308 (3)

Twentieth-Century and Contemporary African American Literature

This course will survey African American literature from the early twentieth century to the contemporary moment, with emphasis on four major eras: the Harlem Renaissance, the Indignant Generation, the Black Arts Movement, and the post Black Arts era. Attending to the three major genres (poetry, drama, and fiction), the course will examine how Black writers have represented African American life, particularly in response to racism and economic exploitation. Writers for the course will include Zora Neale Hurston, Langston Hughes, Ralph Ellison, Gwendolyn Brooks, Toni Morrison, James Baldwin, and Natasha Trethewey.

This course is recommended for the BA concentration in Humanities or Social Science.

ENGL 310 (3)
Fiction Writing

This is a course in writing short fiction. It is conducted through a discussion format centered on fiction written by students in the class. Readings drawn from the contemporary literary landscape will be included. Students will be encouraged to explore how style and language create aesthetic experience and convey ideas.

ENGL 316 (3)
Fictional Worlds

One of the greatest pleasures that literature offers us is the mental escape into fictional worlds—both those that are recognizably built on our own and those born entirely from the imagination. But how do authors create the illusion that their stories take place in worlds that possess permanence and stability? What debt do writers owe to their real-world acquaintances, who may suddenly find themselves transformed into highly fictionalized versions of themselves against their will? And what are the political consequences of readers plunging into fictional worlds? We'll approach this question through a series of close readings of texts ranging from the *Odyssey* over Jane Austen and Thomas Mann to fantasy and science-fictions stories by Jules Verne, J. R. R. Tolkien, and Octavia Butler.

ENGL 325 (3)
Shakespeare

A seminar on Shakespeare, focusing on representative sonnets, comedies, histories, tragedies, and romances. Some emphasis will be placed on explicating and interpreting texts for the purpose of performance. This course is taught in collaboration with Shakespeare at Notre Dame and Actors from the London Stage.

ENGL 327 (3)
Shakespeare and Milton

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

ENGL 429 (3)
Ireland's Lost Writer: Flann O'Brien

Flann O'Brien (aka Myles na Gopaleen) is a major figure in twentieth-century Irish and world literature. Regarded as a key figure in postmodern literature, his novels – *At Swim-Two-Birds*, *The Third Policeman* and *An Béal Bocht* are canonical texts for any student of postmodernism, humour studies and modernist metafiction. This course examines these texts in the context of the author's life and the Irish and European events which shaped his fiction and worldview. In addition to his three novels, his journalism including his famous column 'The Cruiskeen Lawn' in the *Irish Times* will be considered. Particular attention will be paid to the author's life and his fractious and complicated relationship to the Irish revival and the forces of modernity.

NOTE: This course is recommended for the B.A. concentration in Humanities.

ENGL 416 (3)
African American Autobiography

This course will address the various roles assigned African American narratives from just before the Revolutionary War through the end of the nineteenth century. Attending to issues of citizenship, community, freedom, and black identity, we will examine the various ways in which African American writers responded to their particular political moment through multiple forms of prose. Through autobiography, essays, and fiction, what claims did black writing make for itself and the community it sought to represent? How ultimately does literary art function for the disfranchised? Why does black writing matter? Authors for this course will include, John Marrant, Frederick Douglass, Harriet Jacobs, William Wells Brown, Elizabeth Keckley, Solomon Northup, and Harriet Wilson.

Greek

GREE 101 (3)

Beginning Greek I

This course introduces students to the language of the ancient Greeks for the first time. It emphasizes the fundamentals of ancient Greek grammar and vocabulary, and prepares students to read original Greek texts. An appreciation for ancient Greek culture is also fostered through secondary readings and class discussion.

History

HIST 203 (3)

History of Medicine and Public Health

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

HIST 276 (3)

World of the Middle Ages

The Middle Ages have been praised, reviled, romanticized, and fantasized. Books, movies, and games like Harry Potter, The Lord of the Rings, Prince of Persia, Assassin's Creed, and Game of Thrones continue to spark our interest in and curiosity about the Middle Ages. Because of these, most of us have some kind of imaginative vision of the Middle Ages. But what were these ten centuries between Rome and the Renaissance really like? What do we mean when we talk about a "Medieval World"? This course will consider major themes and creations of the medieval civilizations that grew up in Europe, the Islamic world, Byzantium, and parts of sub-Saharan Africa and east Asia. We will explore continuities and changes, war and peace, contacts and separations. We will constantly ask how we can know about the Middle Ages, and what kinds of things we can know, as we examine many types of medieval sources including historical texts, literary works, religious and philosophical writings, and works of art. We will especially focus on certain kinds of people in medieval history and literature across cultures: rulers, courtiers, warriors, traders, and believers. This course will constitute an extended introduction to the dynamic and Fascinating world of the Middle Ages.

HIST 328 (3)

Muslim-Christian Relations in the Medieval World

Was the medieval world of Europe, the Mediterranean, and the Middle East a period of unending religious conflict? Did Christians and Muslims engage in unceasing religious wars? The answer to both of these questions is no. While the Middle Ages were a period of conflict and competition between Christians and Muslims, they were also a time of collaboration and accommodation. This class examines the period in its full complexity. What were

the cultural, social, political, and legal contexts in which Christians and Muslims interacted? How did these deeply religious societies organize themselves to tolerate the religious “Other”? When and why did violence happen, and what was its function? In what ways were individuals able to transcend religious boundaries, and forge connections in other areas of economic, cultural, intellectual, and social life? What kinds of stories did each religious community tell to maintain its identity? This class will discuss not only the significance of Christian-Muslim interactions in the Middle Ages, but also assess these encounters as a case study in the broader history of religious pluralism and conflict.

HIST 362 (3)

African American Resistance

One of the archetypes of African American history, pursued too fervently by some, is that of African Americans as victims. During the semester, we will study the varied attempts that African Americans, principally, undertook, sometimes individually and sometimes corporately, to alleviate their condition. This course explores African American resistance from the slave era to the early 1970s. Drawing on primary sources and scholarly interpretations, we will approach the subject to address noted African American intellectual W.E.B. DuBois’ contention that black life in America was hallmarked by the acknowledgement that “One ever feels his two-ness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.” We will examine the extent to which African Americans clung to America’s founding documents and sentiment to carve a place for themselves in a country that they felt belonged to them equally. Our investigation will include photographs, fiction, advisory guides, and film.

HIST365 (3)

History of Public Health

This course will explore the history of public health in a global context from the mid-nineteenth century to the present. Focusing on the relationship between public health and social trust, we will consider how states work to gain cooperation for public health endeavors and how science and medicine have been mobilized to the detriment of groups of people defined by their gender, class, race, or ethnicity. The class will focus on crises created by epidemics from the 19th century to the present. Some of the questions we will ask include: How do states balance individual liberty against the needs of public health? How have race/ethnicity, gender, and class affected people’s experiences of public health? What obligations do individuals have toward one another during epidemic disease outbreaks? What is the role of social trust in creating effective public health and how do states and community leaders encourage social trust? *This course is recommended for the Applied Science Concentration in the B.A.*

HIST 423 (3) Sites of Constitutional Law

Many people instinctively believe that constitutional rights are undifferentiated throughout American society. On this theory, the Constitution either protects an activity or it does not protect that activity. In fact, however, the question of whether the Constitution affords an individual protection regarding certain conduct often hinges on the location where that conduct occurs. This course explores how various constitutional rights—including the First Amendment’s freedom of speech, the First Amendment’s free exercise of religion, and the Equal Protection Clause—frequently assume different forms, depending on this all-important question of setting. Students will be asked to read legal opinions, write short reaction papers, and to assess current legal doctrine in a variety of different settings – including schools, prisons, and the military.

Humanities

HUMI 140 (3)

Program of Liberal Studies/Great Comedies

Comedy is a broad and enduring genre, found in ancient myths, biblical books, Shakespearean plays and modern films. What is a comedy? How do comedies comment on or reinforce existing religious, political, and social beliefs? What does comedy reveal about the divine? How do later writers of Medieval and Renaissance comedy dialogue with earlier authors of the genre in Ancient Greek and Ancient Near Eastern traditions?

Humanities

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 2XX (3)

Dante and the Journey of Our Life

The focus of the seminar is Dante's *Commedia*. We will follow the pilgrim's journey through the three realms of the afterlife, and explore the many contexts – autobiographical, political, psychological, existential, theological, moral – that have made immersion in this poem so life-changing for so many. We will also be interested in seeing how Dante the pilgrim's journey and Dante the poet's narrative intersect with our own struggles toward enlightenment, self-discovery, and redemption.

NOTE: This course is recommended for the B.A. concentration in the Humanities or Social Science.

IDST 3XX (3)

American Evangelicals & Global Affairs

Since the end of the Cold War, American Evangelicals' political influence has increased significantly. To improve human dignity, Evangelicals have established schools and promoted literacy, built clinics and dispensaries, promoted agricultural development, distributed food aid, created orphanages, and propagated values about the inherent worth of all persons. A report conducted by the Institute for the Study of American Evangelicals discovered that at the beginning of the millennium between 25% - 30% of the US population was evangelical; that number increases to about 30% - 35% of the population when African-American Protestant churches are included. That means that at least 100 million Americans are in one way or another tied to evangelical theology and they seem to pray, think, vote, and lobby as a coalition. This course examines the rise of American Evangelicalism and explores matters deemed important by Evangelicals: social and political affairs, global engagement, participation in public affairs, support of Israel, political and economic development. More generally, this course offers a compelling account of Evangelicals' influence on America's role in the world. Students will learn how to engage more thoughtfully and productively with this influential religious group. Students will also learn about the largest protestant denomination in the world – Southern Baptists – from the professor, who was a former Southern Baptist Minister and church-planter.

NOTE: This course is recommended for the B.A. concentration in the Humanities or Social Science

Mathematics

MATH 099

Basic Algebra

Prerequisites: Math Placement

Topics in this course include the basic properties and definitions of algebra, solving linear equations and inequalities in one variable, properties of exponents, operations with polynomials and rational expressions, a general strategy for factoring, solving equations by factoring and simplifying and solving rational equations. Students who complete this course with a grade of “C” or better will have the skills necessary to advance to MATH 101, Intermediate Algebra or MATH 111, Discrete Mathematics. *Course does not satisfy degree requirements*

Philosophy

PHIL 220 (3)

Philosophy of Art

This course surveys a range of philosophical questions concerning art and artworks. In particular, we will investigate the definition of art. Is there a distinctive quality that all works of art possess, which makes them what they are? Or are questions of art merely a matter of individual taste? What (and who) determines the meaning and value of an artwork? The first part of the course concerns the history of aesthetics, concentrating on definitions provided by Plato, Aristotle, Kant, and Danto. We will also consider controversies surrounding the definition project itself: is art actually definable? And is the search for a definition philosophically useful? The second part of the course considers auxiliary questions, in particular, how art relates to other aspects of our lives. Possible topics include: can art make us better or worse people? Why do we care about the authenticity and originality of works of art? Is music sampling merely copying? What is the role of interpretation and conservation? Why do issues of diversity and representation matter for art and artists?

PHIL 410 (3)

Political Philosophy

The focus of this course will be core concepts in social and political philosophy: justice, the state, equality, freedom, authority, and democracy. We will consider the central questions of political life: what is the relationship between the political and the moral? What is equality, why does it matter, and how should it be realized in a just society? How can we judge the virtues and vices of various political systems? We will take up these questions by reading both ancient and modern philosophers, including Plato, Aristotle, Hobbes, Locke, Marx, Rawls, Nozick, Cohen, and others.

NOTE: This course is required for the B.A. concentration in Social Science

Physics

PHYS 101 (3)

Principles of Physics I

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

PHYS 102 (3)

Principles of Physics II: The Physics of Civilization

PHYS 102L concurrent enrollment required.

This non-calculus-based course is intended for students seeking an understanding of principles of physics beyond those discussed in a one-semester course. The course covers topics useful, but not limited to, students in

architecture and is designed for students who plan to major in some area other than science or engineering. Among the topics discussed are phases of matter, thermodynamics, heat exchange, energy storage, vibrations and acoustics, and basic electricity and magnetism. The course will emphasize applications to practical problems and will explore challenges such as light pollution, earthquake-proofing, and energy conservation. This course requires a lab PHYS 102L.

PHYS 102L (1)

Principles of Physics II Lab: The Physics of Civilization

PHYS 102 concurrent enrollment required.

PHYS 141 (4)

Descriptive Astronomy

This course includes a description of the motions and structure of the earth, moon, and planets; an exposition of the modern theories of solar and stellar structure, nebulae, and galaxies; basics of stellar evolution, black holes, quasars, and other recent developments; an introduction to cosmology.

NOTE: This course requires a lab.

Political Science

POLS 171 (3)

Plato's Republic

Plato's *Republic* could be the most widely influential philosophic work in human history. Here, an elderly Socrates speaks directly to the reader and relates an all-night conversation mostly between himself and two of his young friends. The conversation explores the meaning of justice and its relationship to human happiness. These questions quickly prove unexpectedly complicated, and by conversation's end Socrates and his friends have discussed a great variety of subjects, including theology, constitution-making, education, human psychology, the structure of reality, the nature of human perception, the structure of knowledge, the nature of art, the mathematical sciences and their inter-connections, the different kinds of literature and their social value. As one influential scholar has written, whether readers are interested in government, art, science, literature, or psychology, *The Republic* is "the one book" to study, "before and after all the others." (Eva Brann, *The Music of the Republic* (Paul Dry, 2004) 248). In agreement with many others, this same scholar has also noted that *The Republic* seeks to stimulate the reader's interest in and concern for the reader's inner self -- his or her personal priorities, mental habits, and psychic organization (see Brann, 96-97). Plato thus calls on readers to take an active part in what they read -- actually to enter into the conversation between Socrates and his friends, agreeing and disagreeing with what's said, especially with what Socrates says. We thus will *do* philosophy and practice *justice* in our behaviors while we learn from one of history's greatest philosophers. We will ask *ourselves* whether justice is necessary for a flourishing, happy human life and flourishing, happy human cities and apply what we learn to our daily lives.

POLS 303 (3)

Religion in American Politics

This course will examine the many ways in which religion has been fused into American politics. In doing so, we will also explore the rising tide of secularism in the United States, which many argue has resulted from a backlash to the fusion of religion and conservative politics. Then it will turn to trying to solve the puzzle of America's religious pluralism—if religion is so politically divisive, why are Americans so accepting of (most) religions other than their own? What explains the exceptions to that acceptance? What are the implications of a secularizing America for religious pluralism?

NOTE: This course is recommended for the B.A. concentration in Social Science.

POLS 321 (3)

International Politics of Climate Change

The problems associated with climate change are collective problems that will require collective solutions. These generally require some form of political solution. The accumulation of evidence, even anecdotal evidence, seems to point toward potentially irreversible changes in our climate and an almost mind-boggling resistance to doing much about it. This resistance to act is important to understand. If the problems are indeed as dramatic as many say they are (and I think they have evidence on their side) then the solutions will have to be crafted in the political and social arenas. We will develop ways to think about political solutions to these collective problems, focusing on international organizations and agreements, local politics and individual behaviors. We will explore questions of mitigation as well as adaptation to climate pressures.

POLS 411 (3):

Divided States of America

In the wake of the 2016 presidential election, it might appear that America is a house divided against itself. The seminar seeks to understand both the causes and consequences of America's divisions, and ask whether this "house divided" can continue to stand. We will start with J.D. Vance's bestselling memoir *Hillbilly Elegy*, which provides a first-hand account of both the economic and cultural tensions that have fueled the estrangement of many working-class Americans. From there, our class will explore both class and culture as causes of division, and examine the rise of populism as a political response. Students who take this course should expect to question their assumptions about what does, and does not, pull Americans apart—as well as what brings them together.

Science

SCIE 205 (3)

Biological Illustration

The course will cover the basics of plant and insect anatomy with an emphasis on the prominent features commonly used for identification. Student will then focus on how to portray those images on paper. Students will learn basic techniques for illustrating plants and animals using ink and watercolor.

Sociology

SOCI 160 (3)

Introduction to Gender Studies

This course explores how we "do gender" in the U.S. today and introduces students to key themes in the interdisciplinary academic field of Gender Studies. We will explore how gender is experienced, produced, and performed at the intersection of culture, politics, and the body, always in conjunction with other factors of power and difference such as race, nation, sexuality, embodiment, and socioeconomic class. We will ask how institutions like work, family, and government interact with gender in the U.S. and in local contexts around the world. We will think carefully about how ideology (systems of ideas and knowledge) and representation (portrayals in media, politics, and everyday life) shape our understanding of gender. And we will study the work of scholars and activists seeking to build more just worlds, where gender doesn't limit a person's choices or chances in life.

Spanish

SPAN 103 (1)

Topics in Spanish Language and Culture

This course will act as a bridge course between Spanish 101 and 102. It will provide additional communicative practice with language topics studied during Spanish 101 and will introduce further themes to prepare students for

Spanish 102. Furthermore, it will incorporate literature and cultural lessons to complement the language topics studied.

SPAN 360 (3)

Cultural and Societal Dynamics of Medieval Iberia

Although often considered under the general titles of “Spain” and “Portugal”, medieval Iberia was comprised of numerous independent kingdoms whose permeable boundaries created much opportunity for contact and conflict. In this course, students will read a panorama of medieval Iberian—primarily Hispanic—literature in translation, through which they will examine the dynamics that existed among the many sects of 13th- to 16th-century Iberia, considering particularly questions of “nationality”, religion, social standing, occupation, and sex. We will read a selection of narrative poetry and prose, with two masterpieces of medieval Iberia bookending the course: *The Song of the Cid* (anonymous, c. 1207) and *Celestina* (Fernando de Rojas, 1499, 1501/02). Weekly text commentaries will hone the students’ abilities to read and write critically and will be used to guide students in the composition of their final paper.

SPAN 3XX (3)

They Said What? Hispanic Culture through Language

Students in this course will examine topics in Hispanic culture and cultural identity through the lens of language. The course will include four overarching units: an introduction to language and linguistics; the development of Spanish during the Middle Ages; language and cultural contact in the 15th-19th centuries; and 21st-century bilingualism. Assessments will include weekly written reflections, an in-class presentation, a midterm, and final exam. Prior knowledge of Spanish is not required.

NOTE: This course is recommended for the B.A. concentration in Social Science or Humanities

Theology

THEO 229 (3)

Islam and Christianity

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

THEO 251 (3)

Rich, Poor, and War

This course examines the economic dimensions of violence in light of Catholic social teaching and Western political and economic thought. After an in-depth overview of Catholic social teaching in relation to alternative social theories, we bring them to bear on the issue of violence in three social spheres: the domestic (domestic abuse and sexual assault), the economic (sweatshops), and the international political (war). In each case, we will examine Catholic responses to the problem.

THEO 251 (3)

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THEO 327 (3)

Monks and Mystics for the New Millennium

Prerequisites: 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.

Course descriptions for the Center for Leadership and Professional Excellence (CLPE)

The courses listed below are offered exclusively by the Center of Leadership and Professional Excellence.

The Center for Leadership and Professional Excellence (CLPE) serves as the bridge between academic rigor and professional application at Holy Cross College. By offering a diverse range of programs from digital media to artificial intelligence, the CLPE empowers learners to develop the practical skills necessary for today's evolving workforce. Our mission is to foster a culture of leadership, ethics, and practical expertise that aligns with the college's commitment to mission-driven impact. Through these diverse offerings, the CLPE provides the tools for lifelong learning and career advancement within the South Bend community and beyond.

Dual Credit

The Dual Credit program at Holy Cross College offers high-achieving high school students in our region a strategic head start on their collegiate journey. By enrolling in these courses, students earn college credit while still in high school, exploring a wide range of subjects from the natural sciences to sacred scripture. This pathway provides a rigorous academic experience that helps bridge the transition between secondary and higher education. It serves as a vital opportunity for local students to build a strong academic foundation and accelerate their path toward a degree.

Courses:

- BIOL 154 Physiology
- BIOL 155 Anatomy
- ENGL 107 American Literature
- HIST 101 Historical Methods
- HIST 150 Colonial America
- HIST 153 The Age of Independence
- SOCI 150 Introduction to Sociology
- THEO 110 Introduction to Sacred Scripture
- THEO 149 Sacraments
- THEO 150 Introduction to Moral Theology
- THEO 151 Introduction to Catholic Social Teaching
- THEO 175 Great Catholic Thinkers

HCC Certification Courses

HCC Certification Courses are designed to provide students across the tri-campus community with industry-recognized skills that complement their traditional academic majors. These hands-on programs focus on high-demand proficiencies, including Microsoft Excel mastery and digital storytelling for social impact. By integrating practical projects with theoretical knowledge, students gain the technical fluency and confidence needed to stand out in a competitive job market. Whether exploring the foundations of Artificial Intelligence or mastering professional software, these certifications turn academic interests into tangible professional assets.

Microsoft Excel

Excel is the universal language of business—and mastery of it opens doors across every industry. In this hands-on Essentials course, you'll build the core skills employers consistently rank among the most in-demand: formulas and functions, data organization and analysis, charts and visualizations, pivot tables, and basics of automation. Through practical, real-world projects, you'll learn how to turn raw data into clear insights that drive smarter decisions. Whether you're pursuing a career in business, healthcare, education, or the nonprofit sector, Excel proficiency is a powerful, transferable skill that strengthens your résumé and your confidence.

Digital Media for Good

Want to tell stories that *matter*? In this project-based course, you'll learn social media strategy, video production, short-form documentary storytelling, and digital marketing. Taught by filmmaker and social impact strategist

Digger O'Brien, whose career spans Emmy award-winning documentary work, major brand storytelling, and producing content that drives purpose-driven change. You'll work on real Holy Cross projects, creating meaningful content that supports campus initiatives while building a professional portfolio using tools like Adobe Premiere Pro to bring stories of mission, community, and impact to life.

Foundations of Artificial Intelligence: Concepts, Tools and Applications

This course provides an accessible, foundational introduction to artificial intelligence (AI), covering core concepts, historical context, tools, and modern-day applications. Students will gain literacy in AI terminology, explore technologies such as machine learning and natural language processing, and evaluate real-world use cases across business, healthcare, education, and beyond.

AI in the Real World: Impacts on Business, Health, and Society

This course explores how artificial intelligence (AI) is transforming major sectors such as business, healthcare, education, and transportation. Students will examine real-world applications of AI, including hands-on case studies and critical discussions around automation, productivity, equity, and labor market shifts.

Ethics and Responsible AI

This course offers a comprehensive introduction to the ethical challenges and responsibilities associated with artificial intelligence. As AI becomes embedded in systems that affect healthcare, education, criminal justice, hiring, and beyond, ethical literacy is no longer optional—it is essential. This course explores how we can build and evaluate AI systems that align with human values and democratic ideals.

AI for Decision Making and Strategic Thinking

This course equips learners with practical frameworks to interpret and apply artificial intelligence (AI) insights in leadership, policy, and strategic planning. Students will explore how AI supports decision-making in organizations, focusing on critical thinking, risk analysis, human-AI collaboration, and ethical leadership in AI-driven environments.

Workforce Development Courses

Our Workforce Development Courses provide specialized, intensive training designed to help professionals in our region upskill and stay competitive in a rapidly changing economy. These programs offer deep dives into critical technical domains, including cybersecurity operations, network management, and IT support services. Each course is meticulously aligned with industry certifications to ensure that learners gain validated expertise recognized by employers worldwide. By bridging the gap between current skill sets and emerging industry needs, these courses empower individuals to advance their careers and enhance the resilience of their organizations.

ACI Learning

CSA – Cyber Security Analyst

CySA+ CSO-003

This course trains students to become proactive cybersecurity defenders, with a focus on identifying, analyzing, and responding to threats in real-time environments. Aligned with the CompTIA CySA+ (CSO-003) certification, the course emphasizes defensive security operations—equipping learners to serve as frontline analysts who detect and disrupt attacks before they cause damage. Unlike offensive roles covered in courses like PenTest+, this course focuses on post-exploit detection, continuous monitoring, threat intelligence, and incident response.

Students will gain practical experience with SIEM tools, EDR platforms, vulnerability management systems, and network monitoring utilities. They'll learn to interpret security data, hunt for threats, assess risk, and respond to alerts while following regulatory frameworks and incident handling procedures. Hands-on labs reinforce concepts such as log analysis, packet inspection, attack chain identification, and automation through scripting.

By the end of the course, students will be prepared to fill roles within a security operations center (SOC) or other defensive teams. They'll be capable of analyzing evolving threats, providing meaningful intelligence to stakeholders, and helping organizations reduce risk and improve cyber resilience through timely and informed defensive actions. This comprehensive training supports students in preparing for the CompTIA CySA+ CSO-003 certification.

PenTest+ PTO-003

The CompTIA PenTest+ (PTO-003) course delivers an in-depth exploration of ethical hacking and penetration testing practices, preparing learners to assess and enhance the security posture of organizations. The course begins by establishing a strong foundation in legal, ethical, and regulatory compliance, covering topics such as scope definition, rules of engagement, international laws (e.g., GDPR, HIPAA, APPI), and ethical responsibilities. Students learn how to structure engagements professionally—from planning and reconnaissance to exploitation and final reporting—while adhering to industry standards and client-specific requirements.

In addition to theoretical knowledge, the course emphasizes hands-on technical proficiency. Students use real-world tools like Nmap, Metasploit, Burp Suite, and Wireshark, along with collaboration platforms such as Dradis and Faraday, to simulate reconnaissance, vulnerability scanning, exploitation, post-exploitation, and lateral movement. They practice scripting with Bash, PowerShell, and Python to automate tasks and customize payloads, and they learn to perform attacks across environments including wired and wireless networks, web applications, cloud services, and social engineering targets. Documentation, evidence collection, and crafting detailed reports are embedded throughout the course as essential deliverables.

A unique strength of PenTest+ is its focus on collaboration and communication, recognizing that effective penetration testing goes beyond tools and techniques. Learners explore team roles (e.g., penetration tester, red team member, social engineer, technical writer), practice peer review, and engage in simulated stakeholder communications. The course trains students to present risk assessments and remediation plans tailored for both technical and executive audiences. By the end, learners are equipped not only with the tactical skills of a penetration tester but also with the professional acumen to function in real-world, high-stakes environments. This comprehensive training supports students in preparing for the CompTIA PenTest+ PTO-003 certification.

Security+ SY0-701

This course will prepare students to assess, monitor, and secure enterprise environments, apply security solutions in hybrid environments, comprehend regulations and policies, and effectively respond to security events and incidents.

Modules will cover a wide range of essential concepts in the field of cybersecurity and key domains, including threats, attacks, and vulnerabilities; technologies and tools; architecture and design; identity and access management; risk management; cryptography and Public Key Infrastructure; secure networking and protocols; operational security; and security governance and compliance. By mastering these domains, students can gain a comprehensive understanding of cybersecurity principles, best practices, and technologies. The SY0-701 course serves as a crucial step in obtaining the CompTIA Security+ certification, which validates the ability to secure networks, systems, and data, making professionals well-equipped to tackle the challenges of cybersecurity in today's digital world.

CUSS – Computer User Support Specialist

CompTIA A+ with AI Prompt Engineering

This course prepares students for entry-level careers in IT support and service management by combining the CompTIA A+ certification objectives with the emerging field of AI prompt engineering. Through a hands-on, project-based approach, students will gain both foundational technical skills and modern digital fluency.

Security+ SY0-701

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Modules will cover a wide range of essential concepts in the field of cybersecurity and key domains, including threats, attacks, and vulnerabilities; technologies and tools; architecture and design; identity and access management; risk management; cryptography and Public Key Infrastructure; secure networking and protocols; operational security; and security governance and compliance. By mastering these domains, students can gain a comprehensive understanding of cybersecurity principles, best practices, and technologies. The SY0-701 course serves as a crucial step in obtaining the CompTIA Security+ certification, which validates the ability to secure

networks, systems, and data, making professionals well-equipped to tackle the challenges of cybersecurity in today's digital world.

TechSkills: IT Systems & Career Prep

This comprehensive course equips aspiring IT professionals with both the technical skills and career development strategies needed to launch a successful career in technology. Students will gain hands-on experience with industry-standard networking technologies, learning how to configure, manage, and troubleshoot both wired and wireless networks in real-world environments. Core topics include networking fundamentals, OSI model and encapsulation, device and technology implementation, and security best practices.

Simultaneously, students will build their professional readiness through structured career preparation modules. These include crafting targeted resumes and LinkedIn profiles, practicing interview techniques, and developing job search strategies tailored to the tech industry. Students will also use ACI CareerConnect to organize their job search and apply generative AI tools to explore career paths, conduct research, and articulate their skills effectively. By integrating technical proficiency with essential job-seeking skills, this course prepares students not just to pass certification exams, but to confidently enter the IT workforce with a competitive edge.

ITSS – IT Support Specialist

CompTIA A+ with AI Prompt Engineering

This course prepares students for entry-level careers in IT support and service management by combining the CompTIA A+ certification objectives with the emerging field of AI prompt engineering. Through a hands-on, project-based approach, students will gain both foundational technical skills and modern digital fluency.

IT Career Prep v3.0

The IT Career Prep course equips aspiring IT professionals with the tools, strategies, and confidence needed to successfully transition from training to employment. Through five cumulative modules, learners explore career paths, build polished resumes and LinkedIn profiles, practice interview techniques, and implement job search strategies tailored to the tech industry. Students will also use CareerConnect to organize and track their job search while gaining hands-on experience with generative AI for career exploration, research, and skills articulation. This course is designed to help learners build momentum and take action toward their first IT role.

NT – Network Technician

Network+ N10-009

This course will prepare students working with major networking technologies and systems and will cover the skills and knowledge necessary to be able to configure, manage and troubleshoot networks in many different professional applications.

Modules will cover networking fundamentals such as the OSI model and encapsulation, the implementation of devices and technologies, as well as the management, maintenance and troubleshooting procedures of comprehensive networks.

Security+ SY0-701

This course will prepare students to assess, monitor, and secure enterprise environments, apply security solutions in hybrid environments, comprehend regulations and policies, and effectively respond to security events and incidents.

Modules will cover a wide range of essential concepts in the field of cybersecurity and key domains, including threats, attacks, and vulnerabilities; technologies and tools; architecture and design; identity and access management; risk management; cryptography and Public Key Infrastructure; secure networking and protocols; operational security; and security governance and compliance. By mastering these domains, students can gain a comprehensive understanding of cybersecurity principles, best practices, and technologies. The SY0-701 course serves as a crucial step in obtaining the CompTIA Security+ certification, which validates the ability to secure networks, systems, and data, making professionals well-equipped to tackle the challenges of cybersecurity in today's digital world.

PM – Project Management

Professional in Business Analysis (PMI-PBA)

The PMI Professional in Business Analysis (PMI PBA®) course is designed for professionals who work at the intersection of business needs and project outcomes. The course builds structured competencies in requirements elicitation, stakeholder engagement, and business analysis practices aligned with PMI standards. Learners gain practical skills to analyze problems, define value driven solutions, and support successful project delivery across industries. This course supports professionals seeking to build or validate their business analysis expertise within a project focused environment.

Project Management Professional (PMI-PMP)

The PMP® course prepares experienced professionals to lead and direct projects using globally recognized project management standards and practices. The curriculum emphasizes predictive, agile, and hybrid approaches, equipping learners to manage scope, schedule, cost, risk, and stakeholder expectations effectively. Through structured instruction aligned to PMI's framework, participants strengthen their ability to deliver outcomes that support organizational strategy. This course is ideal for individuals looking to plan, execute, and/or guide complex initiatives.

Withdrawal and Leave of Absence Policies

Policy Overview

This policy establishes comprehensive procedures and requirements for student withdrawal and leave of absence at the College. The policy ensures consistent, fair, and supportive processes while maintaining academic integrity and compliance with federal regulations. All withdrawal and leave requests are processed through the Office of Student Success to provide coordinated support and ensure proper documentation.

The College recognizes that students may need to interrupt their studies for various reasons, including health concerns, personal circumstances, financial hardship, or other life events. This policy provides clear pathways for temporary or permanent departure while preserving opportunities for successful return when appropriate.

Definitions

Key Terms

Withdrawal: The formal process by which a student discontinues enrollment in all courses for a given term, either permanently or temporarily.

Leave of Absence: A temporary interruption of studies with the intention and plan to return to the College within a specified timeframe.

Good Academic Standing: Meeting the College's minimum academic standards, including GPA requirements and satisfactory academic progress.

Complete Withdrawal: Discontinuation of enrollment in all courses for the current term.

Partial Withdrawal: Dropping individual courses while maintaining enrollment in others during the same term.

Medical Leave of Absence (MLOA): A leave necessitated by physical or mental health conditions that prevent successful academic participation.

Involuntary Leave: Institution-initiated separation when continued enrollment poses a substantial risk to health, safety, or significant campus disruption.

Types of Withdrawal and Leave

Voluntary Withdrawal

Student-initiated departure from the College with formal notification to the designated withdrawal office. Students may withdraw for academic, personal, financial, or other reasons. Voluntary withdrawal requires written documentation and follows established procedures for grade assignment and financial calculations.

Medical Leave of Absence (MLOA)

Temporary interruption of studies due to physical or mental health conditions requiring medical attention or treatment. The College provides equal treatment and consideration for both physical and mental health conditions in accordance with applicable laws and regulations.

Mental Health Parity

Medical leaves for mental health conditions receive identical treatment, procedures, and support as those for physical health conditions. The College promotes transparency and reduces stigma by framing mental health leaves as positive steps toward wellness and future academic success.

Involuntary/Mandatory Leave

Institution-initiated withdrawal used only as a last resort when a student's continued enrollment poses a substantial risk to the health or safety of the student or others, or creates significant disruption to the campus community. This action requires individualized assessment, documentation of attempted alternatives, and strict adherence to due process requirements.

Complete vs. Partial Withdrawal

Complete withdrawal involves departure from all enrolled courses, while partial withdrawal involves dropping individual courses while maintaining enrollment in others. Different procedures, timelines, and financial implications apply to each type.

Eligibility Requirements

General Eligibility for Voluntary Leave of Absence

- Currently enrolled students in good academic standing (or at the discretion of the Executive Director of OSS, the Provost, and the Vice President for Enrollment & Student Engagement)
- Students who have completed at least one full semester at the College
- Students with resolved financial obligations or approved payment plans
- Compliance with all applicable College policies and procedures

Medical Leave Eligibility

- Documentation of physical or mental health condition from qualified healthcare provider
- Condition must substantially impair ability to participate in academic program
- Medical treatment or recovery time required for condition improvement
- Reasonable expectation of successful return with appropriate support

Special Circumstances

Students facing extraordinary circumstances such as military deployment, family emergencies, or other documented hardships may receive special consideration for eligibility requirements through individual review by the Student Success Committee.

Procedures

Centralized Processing

All withdrawal and leave of absence requests are processed through the Executive Director of the Office of Student Success, who serves as the centralized point of contact and coordination for all related services and departments.

Step-by-Step Process

1. **Initial Consultation:** Student meets with Executive Director to discuss withdrawal reasons, explore potential accommodations, and review alternatives that might allow continued enrollment.
2. **Alternative Exploration:** Review of academic options including reduced course load, flexible deadlines, incomplete grades, and available support services.
3. **Formal Request:** Submission of written withdrawal application documenting reasons and determining appropriate withdrawal type and category.

4. **Cross-Departmental Processing:** Coordination with academic records, financial aid, student accounts, housing, and other relevant services to update records, calculate financial impacts, and document clear return pathway.

Documentation Requirements

- Completed withdrawal/leave application form
- Written statement explaining reasons for withdrawal/leave
- Medical documentation (for medical leaves) from qualified healthcare provider
- Academic advisor consultation and recommendation
- Financial aid counseling documentation
- Housing and meal plan cancellation forms (if applicable)

Timeline Requirements

- Withdrawal requests should be submitted as early as possible in the term
- Withdrawal by 60-75% point in term results in "W" grade assignment
- Earlier withdrawal dates may qualify for tuition refunds according to established schedule
- Medical leave requests processed within 5-7 business days of complete documentation
- All financial calculations completed within 30 days of withdrawal

Financial Implications

Institutional Refund Schedule

Withdrawal Timing	Tuition Refund Percentage
Week 1	100%
Week 2	75%
Week 3	50%
Week 4	25%
Week 5+	0%

Federal Financial Aid (Title IV) Requirements

Return to Title IV (R2T4) regulations require the return of unearned federal financial aid when students withdraw. Key provisions include:

- Aid is earned on a pro-rata basis through 60% completion of the term
- Students who complete more than 60% of the term earn 100% of awarded aid
- Unearned aid must be returned promptly according to federal regulations
- R2T4 calculations are completed within 30 days of withdrawal determination
- R2T4 requirements may create student account balances despite institutional refunds

State and Institutional Aid

State and institutional financial aid programs may have separate requirements for proration or return of funds. Students receive detailed explanations of all financial implications before withdrawal completion.

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:

Withdrawal is completed	Refund will be
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

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).

Medical Leave Specific Provisions

Equal Treatment Standards

The College provides equal treatment and consideration for physical and mental health conditions in all medical leave policies and procedures. No distinction is made between types of medical conditions in terms of eligibility, documentation requirements, or return procedures.

Maximum Duration

Medical leaves may be granted for up to 180 days per 12-month period, consistent with federal regulations. Extensions beyond this period require special consideration and approval from the Student Success Committee.

Healthcare Provider Documentation

Medical leaves require documentation from qualified healthcare providers, including:

- Diagnosis and description of condition impacting academic participation
- Recommended treatment plan and expected duration
- Prognosis for improvement and successful return to studies
- Any recommended accommodations for return to campus

Individualized Wellness Plans

Students on medical leave work with College counseling and health services to develop individualized wellness plans that support recovery and successful return to academic studies.

Privacy and FERPA Compliance

All medical information is handled with strict confidentiality in accordance with FERPA regulations and applicable privacy laws. Medical documentation is maintained separately from academic records with restricted access.

Involuntary Leave Procedures

Safety and Risk Management Criteria

Involuntary leave is considered only when a student's continued enrollment poses substantial risk to the health or safety of the student or others, or creates significant disruption to the campus community that cannot be managed through other interventions.

Individualized Assessment Requirements

All involuntary leave decisions are based on individualized assessment of specific behaviors and circumstances, not generalizations or stereotypes about mental health conditions or other characteristics.

Documentation of Exhausted Alternatives

The College must document that reasonable accommodations and alternative interventions have been attempted and proven insufficient before resorting to involuntary leave.

Due Process Requirements

- **Written Notice:** Student receives written notification outlining specific concerns and policies being invoked
- **Right to Respond:** Opportunity for student to provide information and perspective before final decision
- **Appeal Process:** Clear procedure for contesting decision with separate reviewer or hearing body
- **Return Pathway:** Specific, written conditions for re-entry provided at time of withdrawal

Crisis Response Protocols

- 24-hour crisis response team availability
- Clear emergency contact procedures and protocols
- Multi-disciplinary threat assessment team with clinical expertise
- Short-term removal procedures for credible immediate harm risk
- Immediate establishment of specific return criteria

Return from Withdrawal / Leave

Formal Application Process

Students seeking to return from withdrawal or leave must submit a formal written request including current status, circumstances during leave period, and readiness for return to academic studies.

Documentation Requirements

- Completed return application with personal statement
- Medical clearance documentation (for medical leaves) sent directly to the Health and Counseling Center
- Documentation of treatment received or ongoing support services
- Academic planning consultation and course load recommendation

Medical Clearance Procedures

Students returning from medical leave must provide healthcare provider documentation confirming fitness to return to academic studies and any recommended accommodations or support services.

Academic Planning and Support

Returning students participate in academic planning meetings to determine appropriate course loads, support services, accommodations, and success strategies for re-entry.

Orientation and Ongoing Monitoring

The College provides orientation programs for returning students, regular check-ins during the first semester, wellness coaching, and proactive academic monitoring to support successful re-integration.

Special Populations

International Students

International students face additional considerations including:

- Immigration status implications for F-1 visa holders
- SEVIS reporting requirements and timeline
- Re-entry and travel considerations
- Health insurance coverage during leave periods
- Housing and living arrangement implications

Student Athletes

Student athletes must consider additional factors including:

- NAIA eligibility requirements and timeline
- Athletic scholarship implications and renewal
- Medical clearance requirements for return to athletic participation
- Timing considerations related to competitive seasons
- Academic progress requirements for athletic eligibility

Due Process and Appeals

Written Notification Requirements

All withdrawal and leave decisions include written notification to students explaining the decision, rationale, and any conditions or requirements for return.

Right to Respond Procedures

Students have the right to provide information, clarification, and perspective before final decisions are made regarding their enrollment status.

Appeal Process

Students may appeal withdrawal or leave decisions through the established Student Appeals Committee, which provides independent review by faculty and staff not involved in the original decision.

Timeline Requirements

- Appeals must be filed within 10 business days of decision notification
- Appeal hearings scheduled within 15 business days of filing
- Final appeal decisions issued within 5 business days of hearing
- All timeline requirements may be extended for documented good cause

Support Services and Resources

Counseling and Health Services

- Individual and group counseling support
- Crisis intervention and emergency mental health services
- Medical services and health consultations
- Referrals to community healthcare providers
- Wellness planning and ongoing support during leave

Academic Support

- Academic advising and course planning assistance
- Tutoring and supplemental instruction programs
- Disability services and accommodations coordination
- Study skills workshops and academic coaching
- Re-entry academic planning and success strategies

Financial Aid Counseling

- Individual financial aid counseling and education
- Explanation of withdrawal impacts on financial aid eligibility
- Assistance with financial aid appeals and special circumstances
- Payment plan options and financial hardship support
- Scholarship and emergency fund information

Career Services

- Career counseling and exploration during leave periods
- Resume and interview preparation assistance
- Internship and employment opportunity resources
- Graduate school planning and application support
- Professional development workshops and networking

Important Note

This policy is subject to change based on federal and state regulations, accreditation requirements, and institutional needs. Students are encouraged to consult with the Office of Student Success for the most current information and personalized guidance regarding withdrawal and leave procedures.

Policy Contact: Executive Director, Office of Student Success / Dean of Student Engagement

Review Date: Annually each August

Last Revised: August 2025

Tuition and Fees/Terms of Payment

Holy Cross College policy requires all student accounts to be paid in full by August 1st for the Fall semester and January 1st for the Spring semester. An additional fee of \$250.00 will be charged to all accounts whose balance is not paid in full by the due date. If the balance is not paid by the last day of drop/add, the student's schedule will be dropped, and he/she will be dismissed from the College.

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

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

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

Tuition Payment Policy

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

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

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

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

In the event of default, you agree to pay all expenses, including collection and/or litigation expenses and reasonable attorney fees incurred by Holy Cross College in enforcing this Agreement. At the College's discretion, delinquent accounts may be sent to a collection agency any time after the account is past due. Collection costs are added at a rate of 33.333% of the total delinquent balance owed to the College, and are the responsibility of the student.

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

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

Payment Plans

Holy Cross College is committed to helping students and families finance their education, and partners with Nelnet to offer a monthly payment plan (not a loan) for a small enrollment fee. The down payment is made to Nelnet during the enrollment process. More information is available on the College website.

NOTE: Families utilizing a payment plan must pay the down payment and have their enrollment completed by the August 1/January 1 deadlines to avoid the late fee.

Payment Extensions

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

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

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

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

Withdrawal

Withdrawal from a class

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

Withdrawal/Dismissal from the college

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

Tuition Refunds

If for any reason a student withdraws or is dismissed from the college during a given semester, refunds will be made according to the following table:

Withdrawal is completed	Refund will be
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 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:

Withdrawal is completed	Refund will be
Before move-in**	100% Room & Board*
Thereafter	Prorated based on the date of move-out
* Excludes Room Reservation Deposit	
** See current 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).

ⁱ Adapted from Goller, Steve. Cedarville University, <https://www.cedarville.edu/> accessed August 9, 2024.