

CATALOG
2021-2022

University of Holy Cross

New Orleans, Louisiana

2021-2022 CATALOG

Effective

July 1, 2021—June 30, 2022

The University of Holy Cross is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctoral level degrees. Questions about the accreditation of the University of Holy Cross may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The Education Programs of University of Holy Cross are accredited by the Council for the Accreditation of Educator Preparation (CAEP) (1140 19th Street, NW, Suite 400, Washington, D.C., 20036, telephone number 202-223-0077).

The Department of Nursing at University of Holy Cross is accredited by the Accreditation Commission for Education in Nursing (ACEN) (3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326 telephone number 404-975-5000, fax number 404-975-5020)

The Business Degree Programs of University of Holy Cross are accredited by the International Accreditation Council for Business Education (IACBE) (11374 Strang Line Road Lenexa, KS 66215 telephone number 913-631-3009, fax number 913-631-9154).

The Clinical Mental Health Counseling Program; the Marriage, Couple, and Family Counseling Program; the School Counseling Program; and the Doctoral Program in Counselor Education and Supervision of University of Holy Cross are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (1001 N. Fairfax Street, Suite 510, Alexandria, VA 22314, telephone number 703-535-5990).

The Radiologic Technology Programs of University of Holy Cross are accredited by the Joint Review Committee

on Education in Radiologic Technology (JRCERT) (20 North Wacker Street, Suite 2850, Chicago, IL 60606-3182, telephone number 312-704-5300, fax number: 312-704-5304).

The Neurodiagnostic Technology Programs of University of Holy Cross are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (25400 US Highway 19 North, Suite 158, Clearwater, FL 33763, telephone number 727-210-2350).

Students must meet all the requirements for a degree outlined in the issue of the University Catalog in force during their residence at the University. Students whose residence is interrupted for two regular semesters and those students changing majors or changing from undecided status to a major must abide by the Catalog in force at the time of re-entry or change. Under no circumstances may a Catalog more than eight years old be used.

Printed by the Office of the Chief Academic Officer, this Catalog contains the current curricula, educational plans, offerings, and requirements, which may be altered from time to time to carry out the purposes and objectives of the College. The provisions of the Catalog do not constitute an offer of a contract which may be accepted by students through registration and enrollment. The University reserves the right to change any provision, offering, or requirement at any time within the student's period of study.

University of Holy Cross assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, handicap, marital status, or veteran's status in the admission to, participation in, or employment of its programs and activities.

Campus Location

The Campus is situated on 40 acres in the Algiers section of Orleans Parish. It is located on the West Bank of the Mississippi River, within ten minutes of the metropolitan area of New Orleans. The Campus may be reached by crossing the Crescent City Connection and traveling east down General DeGaulle Drive to Woodland Drive. It is within easy access to Plaquemines and Jefferson Parishes, both within 10 minutes of the Campus. St. Bernard Parish lies just northeast across the Mississippi River and is within a 15-minute ferry ride of the Campus.

President's Message University Catalog 2021-2022

Dear University of Holy Cross Community:

Welcome to a university community that cares for individual students. As the President of University of Holy Cross (UHC) and also an alumnus, I thank you for your decision to pursue your educational dreams and ambitions with us. We share a vision of hope and lifelong learning. Even during these extraordinary times with the COVID-19 pandemic, we remain fully committed to living our University Mission and Core Values in ways that keep you safe and, at the same time, provide the quality education for which the University of Holy Cross is so well known.

This *Catalog* contains essential information for both current and future students, such as the history of the University and the Marianite tradition, as well as the academic programs, policies, and services offered at UHC. In these pages, you will learn more about our quality programs; our highly accessible, outstanding faculty and staff; and our deeply-rooted University Mission, which is fully integrated with both intellectual and practical resources.

The rich Marianite tradition has guided Holy Cross since its inception in 1916. This tradition, linked with our Mission to educate the heart and the mind, is as relevant today as it was one hundred years ago. The University is committed to educating the minds and hearts of students through freedom of inquiry, the pursuit of truth, and compassionate care for all. University of Holy Cross continues to be a place where students are prepared for both the present and the future.

Our faculty, staff, and administration are committed to your success and are here to help you reach your full potential. Please do not hesitate to call upon us if you have any questions.

Sincerely,

Stanton F. McNeely, III, Ed.D. President

Accreditations

Accreditation Commission for Education in Nursing (ACEN)

Commission on Accreditation of Allied Health Education Programs (CAAHEP),

Committee on Accreditation for Education in Neurodiagnostic Technology (CoA-NDT)

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Council for the Accreditation of Educator Preparation (CAEP)

International Accreditation Council for Business Education (IACBE)

Joint Review Committee on Education in Radiologic Technology (JRCERT)

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Approvals

Louisiana State Board of Nursing

Louisiana State Department of Education

Affiliations

The CODOFIL Consortium of Louisiana Colleges and Universities

Gulf Coast Research Laboratory

Louisiana Universities Marine Consortium

Agreements

Aquinas Institute of Theology and Catholic Studies

Delgado Community College

Federal University of Espirito Santo, Vitoria, Brazil

Fletcher Technical and Community College

Jazzmen Rice, Inc.

Louisiana Community and Technical College System

Louisiana Course Choice

Louisiana Restaurant Foundation ProStart Program

National Restaurant Association Educational ProStart Program

The Newman Idea
Northshore Technical Community College
Notre Dame Seminary
Nunez Community College
Tulane University Senior Reserve Officer's Training Corps

Consortia

Amigos Library Services
Council on Academic Libraries Liaison (CALL)
LOUIS: The Louisiana Library Network
Louisiana Digital Consortium (LDC)
LYRASIS
OCLC
Service Members Opportunity College Network
U.S. Army and U.S. Air Force R.O.T.C.

Memberships

Algiers Economic Development Foundation
American Association of Colleges of Nursing
American Association for Marriage and Family Therapy
American Counseling Association
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of College Registrars and Admissions Officers
Association of Governing Boards of Universities and Colleges
Association of Title IX Administrators
College and University Professional Association for Human Resources
Council on Collegiate Education of Nursing
Council for Higher Education Accreditation

International Assembly for Collegiate Business
Louisiana Association of Colleges for Teacher Education
Louisiana Association for Independent Colleges and Universities
Louisiana Association of Collegiate Registrars and Admissions Officers
Louisiana Association of Financial Aid Administrators
National Association of College Admissions Counselors
National Association of College and University Business Officers
National Association of Independent College and Universities
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Board of Certified Counselors
National Student Clearing House
New Orleans Chamber of Commerce
National League for Nursing
Peregrine Academic Services
Service Members Opportunity Network
Southern Association for Collegiate Registrars and Admissions Officers
Southern Association of College and University Business Officers
Southern Regional Education Board

Description of University of Holy Cross

University of Holy Cross (formerly Our Lady of Holy Cross College) is a privately administered, accredited, coeducational, Catholic university offering undergraduate, graduate, and professional curricula to a student population

that reflects the diversity found in Louisiana. The University focuses on teaching, public service, and research.

The University remains faithful to its liberal arts tradition in committing itself to academic challenge, professional preparation, attainment of marketable skills, personal enrichment, and the rightful integration of Catholic philosophy and theology. It takes pride in its low student/professor ratio and in the quality of its diverse programs and services.

University of Holy Cross lives out its commitment to the educational mission of the Catholic Church by its participation in the educational ministry of the Marianites of Holy Cross. As a faith community of teaching, learning, and service, actively involved in the life of the local, state, national, and international communities, it is a leader and a responsible innovator in liberal arts education and professional programs.

We believe that education flourishes in a community motivated by a Catholic Christian vision, Gospel values, and a commitment to the education of the total person. We accept the responsibility to respond to the needs of our students by challenging and empowering them to develop holistically in the attainment of knowledge, skills, and values necessary to thrive in an ever-changing world.

The mission of the University of Holy Cross is supported and made visible through the following Core Values:

- **EXCELLENCE**

The University of Holy Cross promotes excellence in all aspects of university life: developing character, fostering curiosity, and assimilating the knowledge essential to becoming servant leaders.

- **RESPECT**

Animated in the Spirit of Jesus Christ, all members of the University strive to recognize the image of God in each person and honor all in their giftedness and limitations.

- **INTEGRITY**

Concerned for the common good as individuals and as a community, we commit ourselves to honesty in relationships with all, and we pledge to be just and consistent in word and deed.

- **INCLUSION**

In a spirit of unity and solidarity, the Holy Cross family nurtures an inclusive, diverse community that fosters new opportunities, partnerships, collaborations, and vigorous, yet respectful debate.

- **COMPASSIONATE SERVICE**

Rooted in the joy of the Gospel and in Catholic social tradition, the University of Holy Cross serves all people and chooses to be a compassionate witness in service to a world in need.

History

The University of Holy Cross (UHC), formerly Our Lady of Holy Cross College, has the distinction of being the only four-year college on the West Bank of New Orleans, as well as one of eight Holy Cross colleges and universities nationwide. It has provided South Louisiana a tradition of academic excellence and has been setting the standard for quality education for nearly a century.

UHC was established by the Marianites of Holy Cross. The history of the Congregation of the Marianites of Holy Cross began in 1841 with the founding of the Marianites by Father Basil Anthony Moreau in Le Mans, France. Two years after their founding, the Sisters were ready to leave Le Mans to set up foundations in North America. Several Marianites accepted the invitation of Archbishop Antoine Blanc in 1848 to come to New Orleans to work with the Holy Cross Brothers in administering the St. Mary's Orphan Boys Asylum. Soon, the Sisters were concerned over the plight of young girls who were orphaned as a result of the yellow fever epidemic. Thus, in 1851, the Sisters began the Immaculate Conception Industrial School to instruct orphan girls. This school evolved into the Academy of the Holy Angels, which was dedicated in 1866 as a high school for girls. Holy Angels was the parent school of University of Holy Cross.

In 1916, the Louisiana State Board of Education granted the Marianites the right to open Holy Angels Normal School to prepare teachers for the many schools the Marianites staffed in southern Louisiana. This approval assured that teachers would be prepared according to the Louisiana State Norms of Education.

In 1938, the Louisiana State Department of Education, again at the request of the Sisters, approved a program which would lead to the Bachelor of Arts degree in Education. Its first graduation was held in 1942 in the renamed College Department at the Academy of Holy Angels. Five years later, the Ernest B. Norman family

presented the Sisters with a gift of forty acres of land on the West Bank of the Mississippi River in Algiers to be used for educational and religious purposes.

In the early 1950s, the College admitted lay women who were teaching in schools administered by the Marianites. When it was moved to its new quarters in Algiers in 1960, the name of the College was changed to Our Lady of Holy Cross. In that same year, the first lay student received her degree. The first male students were admitted in 1967. The Marianite Corporation organized a governing board in the late 1960s according to the requirements of the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). The Provincial Superior of the Marianites was the President of the College until 1969, when the two positions were separated, and for the first time the Board of Regents of Our Lady of Holy Cross selected the President.

In the Spring of 1971, the Board of Regents submitted the first status report, and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) approved candidacy for accreditation of the College. The College grew in student enrollment, adding new academic and professional programs to the initial teacher education curriculum. In the academic year 1975-1976, the College awarded its first honorary degree and celebrated its sixtieth anniversary. In 1976, UHC received accreditation for a ten-year period from the Commission on Colleges of SACS.

To coordinate the best use of faculties and facilities on the West Bank, UHC and Delgado Community College, also accredited by SACS-COC, formed the West Bank Higher Education Union in 1976. They pledged cooperation, exchange of faculty, mutual support of programs, and agreements for joint degree programs and use of libraries. The Institutions discontinued this arrangement in 1993.

In the Spring of 1984, the Louisiana State Board of Nursing (LSBN) granted approval for a four-year baccalaureate degree program in Nursing. Today, it remains the only Catholic generic baccalaureate nursing program in the state of Louisiana. The LSBN gave full approval to the program in July 1987. In the Fall of 1989, a self-study was submitted to the Council of Baccalaureate and Higher Degree programs of the National League for Nursing, and the nursing program was granted full approval.

A Master of Education program was begun in the Fall of 1984. In 1986, the program received approval from SACS-COC as a Level Three Master's degree program and graduated its first students.

In 1990, the College received approval from SACS-COC to grant the Master of Arts degree in Counseling. Students may select one of the following areas of specialization: Marriage and Family Counseling or School Counseling. Certification is offered at the post-Master's level in Marriage and Family Counseling. The program educates students to provide services that are preventive and developmental in nature in order to help individuals and families deal more effectively with problems and decisions of everyday living in urban/rural environments. The department offers a comprehensive program in counselor preparation, leading to professional licensure, professional certification, and state certification. It reflects the belief in individual differences among students, provides for a balance of didactic and experiential learning activities, and offers experiences for the personal growth and development of students. The Thomas E. Chambers Counseling and Training Center was dedicated in 1998. Providing counseling services to the UHC family and the community at large, it also serves as an educational resource for students pursuing both Master's and undergraduate degrees in counseling.

In the late 1980s, 1990s, and into the Twenty-first Century, the Institution attained financial stability, made substantial renovations to the physical plant, built an addition to the library, added classroom and office space, increased parking facilities, and established a program of long-range maintenance. New science labs and a state-of-the-art nursing lab have also been recent additions. The Institution has been successful in increasing student scholarships and financial aid as well as increasing the endowment fund. Ongoing curriculum renewal has taken place in order to maintain the Institution's compliance with accreditation standards and cultural needs.

Largely undamaged by the effects of Hurricane Katrina in August of 2005, the Institution resumed instruction in January of 2006.

In 2011 the Institution signed articulation agreements with Delgado Community College to facilitate the entrance of Delgado graduates to pursue Bachelor's degrees in Education and Business. A similar agreement was signed with Nunez Community College to accommodate its education graduates.

The College continued to meet the growing needs of its students, the community, and the Church. The Business department offers an Accelerated Organizational Management Program for a Bachelor of Science degree in Business Administration. The Education Department provides Alternative Certification Programs for elementary and secondary teachers. The Archdiocesan Teachers

Institute (ATI) is a partnership between the Office of Catholic Schools and UHC. This exciting program was created to provide additional educational opportunities for the teachers of the Archdiocese of New Orleans. All of these programs are designed for non-traditional adult students who are already working in the community.

The Institution now offers two doctoral programs: a Ph.D. in Counselor Education and an Ed.D. in Executive Leadership. The first doctoral degree was awarded in May of 2015. A Master's degree in Catholic Theology began admitting students in the Summer of 2016.

In January of 2016, the Board of Regents made the historic decision to change the name of the Institution to the University of Holy Cross. With the leadership of President Dr. David M. "Buck" Landry, it also formed a new Board of Trustees of the University of Holy Cross Corporation that assumed sole ownership and control of the land and buildings that house the University. The evolution of the name of the Institution reflects both the amazing chronicle of its past, as well as the incredible opportunities that lie in our future. As the University enters a period of unprecedented growth in undergraduate and graduate education, this new name represents a milestone in the history of our institution as a university recognized for its outstanding degree programs.

Rich in historical experience, following the celebration of its centennial year in 2016, the University of Holy Cross continues to guide its students toward self-realization, professional competency, and dedicated service to the human family. The University's institutional accreditation was reaffirmed by the Southern Association of Colleges and Schools Commission on Colleges on December 3, 2017. Reaffirmation continues through 2027.

With the opening of its first Residence Hall in Fall 2018, the University continued its evolution from a local college to a nationally recognized university. With the appointment of Dr. Stanton F. McNeely, III, himself an alumnus of the school, in July 2019, University of Holy looks toward a bright and promising future.

As we face the unprecedented challenges of the COVID-19 pandemic, we remained committed to providing quality education in novel ways to meet the needs of our students.

Mission Statement

The University of Holy Cross, a Catholic institution of higher learning, is an inclusive student-centered learning community focused on academic excellence and innovative

teaching. Rooted in the traditions of the Marianites of Holy Cross, the University of Holy Cross is committed to educating the minds and hearts of its students through freedom of inquiry, the pursuit of truth, and compassionate care for all.

The Catholic Intellectual Tradition at University of Holy Cross

The Mission of University of Holy Cross is that of the Marianite Sisters: to serve God and the community. University of Holy Cross serves God and the community as a beacon of the Catholic Intellectual Tradition. This tradition is catholic, encompassing all peoples seeking Truth. Because it is a tradition, persons communicate, interact, and share experiences over time and through cultures. Finally, this catholic tradition strives for intellectual excellence—knowing what can be known through desire, honesty, and integrity. This tradition has included great theologians, scientists, artists, writers, teachers, and philosophers. It also arises in everyday teaching and learning from person to person, parent to child, and educator to student. University of Holy Cross embraces this excellence, which flows from the Catholic Intellectual Tradition.

Admission to the University of Holy Cross

University of Holy Cross accepts applications for admission from students of accredited secondary schools, students holding or pursuing the General Education Development diploma (GED), and students transferring from accredited colleges and universities without regard to race, religion, color, sex, age, handicap, national origin, marital status, or veteran's status.

All materials for admission should be received at least three weeks before the first day of registration. Under no circumstances will a student remain eligible for admission if complete records have not been received within 30 days of the first day of class. After 30 days, applicants who have not completed the admission process will be ineligible to attend classes.

The admission requirements listed in this section of the Catalog are considered the general admission requirements of the University. Academic departments and specific programs, in many cases, have additional

requirements. Please refer to the appropriate section of the Catalog to obtain applicable information.

Priority deadlines for applying are June 1st for the fall semester, November 1st for the spring semester, and May 1st for the summer sessions.

Students who have not attended another college or university and are graduates of a state-approved high school and transfer students who do not have college credit in College Algebra and English Composition may be asked to take the University of Holy Cross Placement Examination prior to registering for classes. The examination scores are used for placement of students in the correct English, reading, and mathematics courses. Placement examinations are offered by appointment by calling the Center for Teaching and Learning at (504) 398-2123.

Undergraduate Admission

Freshman Admission

Applicants may be accepted to the freshman class based on the completion or expected completion of high school work, a home school program, or a General Education Development diploma. At the time of enrollment, the applicant must have graduated from an accredited secondary school or recognized home school program or have received a General Education Development diploma.

Regular Admission

Admission is granted to any entering freshman who meets all of the following criteria:

The student has completed a high school diploma or a General Education Development diploma (GED);

- High school Grade Point Average (GPA) is 2.5 or higher;
- ACT composite score is 20 or higher (ACT subtest scores are no less than 16);
- The student does not need to enroll in any developmental courses (MAT, ENG, or REA).

Home Schooled Students

Home schooled students must submit ACT scores (same criteria as listed above), documentation from an accredited institution that the program of studies has been recognized by the State Board of Education, and sample copies of course work completed.

Conditional Admission

Conditional admission is granted to any entering freshman who meets the following criteria:

- ACT composite score is 20 or higher (ACT subtest scores are no less than 16); GPA is 2.00 or higher; may need one or more developmental course (MAT, ENG, or REA);
- ACT composite score is 17-19 (ACT subtest scores are no less than 16); GPA is 2.5 or higher; may need one or more developmental courses (MAT, ENG, or REA).

Committee Review

Admission may be granted on a conditional basis to any entering freshman who meets the following criteria through committee review:

- ACT composite score is 17-19; GPA is 2.00—2.49; may need one or more developmental courses (MAT, ENG, or REA).

Note: Students seeking admission through Committee Review may be required to submit further documentation at the request of the Committee. The student will be notified if further information is needed.

Any applicant who does not meet the above requirements is denied admission to the University. The applicant may decide to request an Appeal to the Admission Review Committee by submitting a written statement and three letters of recommendation. The statement should address why the applicant should be granted admission to the University.

Application Procedures

In addition to a completed application form, the following items must be received by the University within the published deadlines:

- an official transcript of completed high school work (showing at least six completed semesters); or an official transcript of the General Education Development diploma;
- official scores on the ACT; and
- complete immunization records.

Transfer Admission

Applicants intending to transfer to University of Holy Cross from regionally accredited colleges and universities must be considered in good standing at the last school attended. Regardless of the date when courses were taken, credit may be transferred to UHC only for those in which a minimum grade of “C” was earned and which may be applied directly to a program of study at University of Holy Cross, unless otherwise informed.

Transfer students with less than 12 credit hours of completed college-level credit are considered first-time freshmen. Applicants in this category must refer to the policy for freshman admission.

Transfer students with 12 or more credit hours of completed college-level credit and who attained a Grade Point Average (GPA) of 2.0 or higher at their previous institution are granted admission to the University. If a student has not completed English and/or mathematics with a “C” or better at the previous institution, a placement test is required prior to registration.

Transfer students with 12 or more credit hours of completed college level credit and who have attained a GPA of 1.75-1.99 at their previous institutions may be granted probational admission to the University. If probationally admitted, students may have certain requirements which may include a lighter course load, approval for online course registration, and required advising sessions, among other requirements. Students admitted on probation must earn at least a 2.00 GPA during their first semester, or they may be placed on suspension.

Suspensions at another college or university are honored at University of Holy Cross for the length of the suspension. Students on academic suspension may be admitted to the University only as non-degree seeking students. Under this particular circumstance, course work completed in a non-degree seeking status is not applied to any degree or certification program at University of Holy Cross. *Note:* Students must officially change their academic status at the Registrar's office from non-matriculating to undergraduate after the suspension period has ended.

Note: Any applicant who does not meet the above requirements is denied admission to the University. The applicant may decide to request an Appeal to the Admission Review Committee by submitting a written statement and three letters of recommendation. The

statement should address why the applicant should be granted admission to the University.

English Proficiency Test

Beginning in Fall 2016, students transferring ENG 102 (English Composition II) are required to take the English Proficiency Exam, administered by the English Program Coordinator, during transfer orientation and thereafter by appointment for those registering late. A mean score of 2 on the AAC&U (American Association of Colleges and Universities) Written Communication Value Rubric must be achieved. Students who do not achieve that benchmark score may petition the English Program Coordinator to repeat the test. (The repeated test may be taken in person or through distance learning.) Those who do not achieve a rubric score of 2 upon the second attempt are required to pass ENG 201, Introduction to Writing in the Disciplines, a non-credit tuition-free course, before they are allowed to take upper-level writing intensive courses in their major programs. They are urged to take this course during the first or no later than the second semester after transfer admission. *Note:* A special administrative fee will be assessed if students must repeat ENG 201.

Students transferring ENG 102 before Fall 2016, students exempt from taking ENG 102 due to standardized test scores, non-degree seeking students, and students pursuing a second baccalaureate degree are exempt from this requirement.

Credit for Prior Learning (CPL)

Credit for other than formal undergraduate course work, otherwise known as credit for prior learning (CPL), encompasses formal and informal learning experiences, such as standardized testing, professional work experiences, certifications and licensures, military and law enforcement training, other professional training experiences, and professional skills workshops and seminars. The number of credits awarded for certain types of other than formal undergraduate course work is circumscribed by the UHC transfer of credits policy, as indicated below:

Sixty-six (66) credit hours of formal undergraduate coursework at other accredited institutions of higher education may be accepted for transfer by the University of Holy Cross toward a Bachelor's degree. Thirty-three (33) credit hours of formal undergraduate course work may be applied toward an Associate's degree.

Transfer credits and CPL awards based on documentation

obtained from third-party providers may not exceed a combined total of sixty-six (66) for Bachelor's and thirty-three (33) credit hours for Associate's degree programs. CPL earned through individualized assessments, institution-led assessments, or a combination thereof are limited to thirty (30) credits out of the sixty-six (66) allowable transfer credits. Graduate CPL policies do not pertain and are specific to individual programs or departments

University of Holy Cross considers the acceptance of undergraduate CPLs according to the four categories listed below:

Standardized Examinations

Credit by any College Level Examination is not permitted in a course that the student has attended beyond the first week of classes. Credits earned by examination cannot be used to reduce degree residency requirements. University of Holy Cross accepts credits for passing scores on the following standardized tests: ACT Advanced Placement; College Level Examination Program (CLEP); the Defense Activity Non-Traditional Educational Support (DANTES) program, now called DANTES Subject Standardized Test (DSST); the Service Members Opportunity Colleges Network (SOC); the Proficiency Examination Program (PEP); Advanced Placement (AP); the College Entrance Examination Board (CEEB); Excelsior College Exams; and the International Baccalaureate (IB) Diploma Programme. The number of credits earned based on the results of standardized examinations is not limited by the UHC transfer policy.

ACT Advanced Placement

Students who score twenty-four (24) or above on the English section of the ACT are placed in ENG 102 (English Composition II). A grade of P and three credits for ENG 101 (English Composition I) are recorded on the transcript. A grade of P is not used in determining the cumulative GPA. Credits for ENG 101 and ENG 102 are given to a student who scores twenty-seven (27) or above on the ACT. This does not replace, however, the Nursing program's requirement for taking the Reading Placement Test.

Students who score twenty-five (25) or above on the mathematics section of the ACT are exempt from taking MAT 105 (College Algebra). A grade of P and three credits for MAT 105 (College Algebra) are recorded on the transcript. A grade of P is not used in determining the cumulative GPA. Students exempt from taking MAT 105 (College Algebra) must enroll in a mathematics class numbered above MAT 105 to

satisfy their General Education requirements.

College Level Examinations (CLEP or DANTES)

College Level Examination Program (CLEP) and Defense Activity Non-Traditional Educational Support (DANTES), now called DANTES Subject Standardized Test (DSST), are national, standardized testing programs. CLEP and DANTES/DSST measure knowledge a student has gained outside of a formal educational setting and offer the student the chance to obtain college credit by examination. University of Holy Cross accepts CLEP scores but does not administer the CLEP test on campus.

Students who achieve a score at the 50th percentile level or higher on the CLEP General or DANTES College GED examination or the CLEP or DANTES subject examinations may gain college credit for subjects related to those portions of the test for which the 50th percentile score for each test is reached. The department Chair determines the application of these credits to a degree program.

Advanced Placement (AP)

University of Holy Cross participates in the Advanced Placement (AP) Program of the College Board. In most cases, the University grants advanced placement and/or credit to students who score three (3) or better on the College Entrance Examination Board's (CEEB) AP examinations. Students should have their scores sent directly to the Office of Admissions at University of Holy Cross from the Educational Testing Service in Princeton, New Jersey. The Registrar's office has a complete list of AP credit equivalencies.

Students who have received AP credits at other institutions must submit official AP transcripts for reevaluation. Credit awarded by another college or university for AP is not transferable without proper documentation from the College Board verifying acceptable Advanced Placement scores. Students may not receive AP credit for courses taken at University of Holy Cross or elsewhere that duplicate content. In other words, if any student earns credit in a course deemed equivalent to the AP credits already earned, the AP credits are deleted from the student's records.

AP credits are accepted and recorded as transfer credits counting toward the minimum graduation requirement of 120 credits. Letter grades are not assigned for courses granted AP credit or calculated into the cumulative Grade Point Average (GPA) at University

of Holy Cross. A grade of P is recorded. AP exams may not be taken once a student has graduated from high school or received an equivalent diploma and has enrolled at University of Holy Cross. AP credits do not count toward residency requirements.

Third-Party Evaluation Providers

Examples include military training documented through the Servicemembers Opportunity Colleges (SOC) Joint Services Transcript or other official military records, industry-based certifications, non-academic instruction evaluated by the American Council on Education (ACE), the National College Credit Recommendation Service (NCCRS), State or National certification or licensure, and others as approved by the institution's Chief Academic Officer. The number of credit hours that may be earned based on recommendations by third-party evaluation providers is included in the total credit hours (66 for Bachelor's degree, 33 for Associate's degree) permitted by the UHC transfer policy.

Individualized Assessments

University of Holy Cross awards credit for college-level learning for which there are no third-party evaluation providers. Examples include experience obtained from work or other learning experiences, such as volunteer service as documented by portfolios, demonstrations, oral interviews, or a combination of methods approved by the Chief Academic Officer. Individualized assessments may require a fee. The number of credits earned based on the results of individualized assessments is limited to a maximum of thirty (30) of the total credit hours (66 for Bachelor's degree, 33 for Associate's degree) permitted by the UHC transfer policy.

Institution-Led Assessments

Challenge examinations are created by faculty and allow students to earn course credit for which they can demonstrate knowledge. Credits earned by examination cannot be used to reduce degree residency requirements. Institution-led assessments may require a fee. The number of credits earned based on the results of institution-led assessments is limited to a maximum of thirty (30) of the total credit hours (66 for Bachelor's degree, 33 for Associate's degree) permitted by the UHC transfer policy.

Students who can demonstrate a fundamental knowledge of selected General Education subjects offered may be permitted to take a Challenge Examination for advanced standing in specific courses after having earned at least twelve (12) semester hours of credit in residency with a

GPA of at least 2.5. The student must obtain permission to sit for the examination from the appropriate department Chair, who must secure approval from the Dean and Chief Academic Officer.

An examination in each course may be taken only once, and the grade must be submitted within 30 days after the initiation of the request. A grade of P and regular credit in the course are entered in the student's record if a grade of C or higher is earned on the examination. A grade of P is not included in the calculation of the GPA. Credit by examination is not permitted for a course that the student has attended beyond the first week of classes.

Credits earned by examination may not be used to determine the number of registered hours. Credits earned by examination cannot be used to reduce the residency requirements of the University for a degree.

Eligibility

Enrolled students must submit a written petition for a CPL evaluation to his or her academic advisor at least two semesters before graduation. The advisor shall carefully consider what is required for a student's degree plan before accepting the petition. Students must be enrolled at UHC during the semester the credit is awarded.

Conditions

CPL is granted only for classes that are regularly offered at UHC. The same number of credits shall be awarded as those ordinarily awarded for a course or the minimum listed, whichever is greater. If no minimum credit is recommended for an exam or experience, the awarding of CPL is at the discretion of the Chief Academic Officer.

CPL credits are limited to less than fifty (50) percent of the credits needed in required major courses and shall not duplicate credit previously earned through a similar course, examination, information acquired from third-party providers, or through postsecondary courses in which a grade of "C" or higher has been earned.

Credits awarded will be recorded with a "P" grade and specifically identified on the transcript as credits for prior experiential learning. CPL shall become a permanent part of the student's record once he or she has achieved a grade point average of 2.0 or better and fifteen (15) or more earned credit hours at UHC. CPL credits are limited to three (3) during the final fifteen hours of program completion. Students must agree to additional testing, if required.

International Student Admission

University of Holy Cross welcomes applicants from other countries. The University is authorized under federal law to enroll non-immigrant alien students who have had all official transcripts evaluated by an international student transcript evaluating agency and have had results forwarded to the Office of Admissions.

To be considered for admission to the University, international applicants must submit all of the following items at least six months before the intended semester of matriculation:

- a completed application for admission;
- official transcripts from each secondary and post-secondary institution attended (Note: transcripts must be translated by an evaluation agency—see the Office of Admissions for a list of companies—and sent directly by the company to UHC);
- acceptable scores on the ACT;
- official scores on the *Test of English as a Foreign Language* (TOEFL) with a minimum paper-based TOEFL score of 550 or iBT score of 79 (the conditions of admission, as stated elsewhere in this *Catalog*, also apply to international applicants);
- a statement and supporting evidence of financial resources as required by the United States Immigration and Naturalization Service; and
- complete immunization records.

For complete information and assistance in applying for admission to the University, international applicants should contact the Office of Admissions.

Non-Degree Seeking Admission

Applicants who desire to enroll in courses offered by University of Holy Cross but who do not intend that their course work be credited toward a degree or certification program offered by the University may apply as non-degree seeking students. Students in this classification may earn up to 36 semester hours of credit. Under no circumstances may course work completed in a non-degree seeking status be applied to any degree or certification program at University of Holy Cross. Non-degree seeking students are not eligible to receive any form of financial aid administered by the University. There are two types of non-degree admissions: Visiting Student

Admission and Personal Enrichment Admission:

Visiting Student Admission

Visiting students are students presently enrolled at other colleges and universities who desire to take courses offered at University of Holy Cross. The visiting student should complete an application for admission and request to have a letter of good standing sent by the home institution. Visiting students are advised to obtain written permission to take specific courses offered by University of Holy Cross that are intended to be applied to their degree programs.

Personal Enrichment Admission

In order to be admitted for the purpose of personal enrichment, applicants must complete an application for admission.

Dual Enrollment (High school students)

UHC offers Dual Enrollment, an innovative program that gives qualified high school juniors or seniors opportunities to earn college credits. Dual Enrollment students can take up to 11 semester credit hours at UHC during the Fall or Spring semesters. Students attend regular UHC classes with other college students.

Students must complete an application for admission, submit an official high school transcript, and submit test scores.

In order to qualify for dual enrollment in college-level courses, high school students must meet the following requirements:

- Be a high school junior or senior in good standing;
 - Be approved for dual enrollment by meeting the minimum requirements set forth by a counselor at the high school in which they are enrolled;
 - Have a cumulative high school GPA of 2.5 or higher and minimum test scores as indicated below:*
- 18 on the English subtest and 20 on the mathematics subtest of the ACT;
 - 430 in English and 520 in mathematics on the SAT;

- 43 in English and 52 in mathematics on the PSAT; or
- An acceptable score on the University placement test.

*If subtest scores are lower, high school students who place into any developmental courses may be considered by the Admissions Office.

Alternative Certification

Applicants who have already earned a Baccalaureate degree from an accredited institution and desire to pursue teacher certification must have a minimum overall 2.5 GPA in all undergraduate course work or in the last 60 credit hours of course work.

Graduate Admission

See Graduate Programs in the Departments of Business, Counseling, Education Natural and Physical Sciences, and Theology.

Readmission to the University

Students who previously attended the University but have been away for more than one academic year or have graduated from a program are required to apply for readmission prior to registering for courses. Students must satisfy the degree requirements stated in the university catalog for the academic year in which the student is readmitted. Students who have attended another institution since last attending the University must submit official transcripts to the Office of Admissions.

Students who seek readmission to the University after being academically suspended may be readmitted only when they have satisfied the conditions of suspension described in the section of this Catalog covering academic policies.

Students should contact the Office of Financial Aid to determine the impact of withdrawal on future aid eligibility.

Payment for Registration

Students must pay full tuition and fees before classes begin. The payment deadline is given on the Academic Calendar on the UHC website: <http://uhcno.edu/events/> For

a complete list of tuition and fees, please go to the UHC website at <http://uhcno.edu/finaid/cost-of-attendance-what-does-it-cost-to-attend.html>

Refunds

All computations for refunds are based on the official withdrawal date, as shown on the *Change of Course* form properly filed by the student, regardless of the date of last attendance. Refunds are made for tuition only. Fees are not refundable. FAILURE TO ATTEND CLASSES DOES NOT CONSTITUTE A WITHDRAWAL.

Refund checks to accounts paid by personal check are made only after the initial payment has been credited to University of Holy Cross by the issuing bank. Refunds to accounts paid by cash or guaranteed financial assistance are made with the normal disbursement cycle.

Return of Title IV Funds for Title IV Aid Recipients Only (Section 668.22[i]): Designated Official

The designated office for students to contact to withdraw from a class or completely withdraw from UHC is the Registrar's Office. As per the UHC Student Handbook:

Students who want to drop all of their classes need to do so through the Office of the Registrar. The institution does not withdraw students who stop attending classes.

The student is not an official withdrawal from the University until the process is completed through the Registrar's Office.

Official Withdrawal

An official withdrawal is defined by the process of students' completing the official UHC procedure for removing themselves from all courses with a grade of "W." When a student reduces his or her course load from 12 credits to 9 credits, the reduction represents a change in enrollment status, not a withdrawal.

Official Withdrawal Process

To withdraw from UHC, a student must contact the Registrar's Office. The student must complete a Withdrawal Request and meet with a number of UHC student service offices, including the Office of Financial Aid.

Unofficial Withdrawal

Unofficial withdrawal from UHC will be processed when a student can be confirmed as no longer attending classes, but has not yet processed the paperwork with the Registrar's Office for an official withdrawal. Since UHC is not required to take attendance, the withdrawal date (last date of attendance) will be set at the latest point of attendance during the term (if known).

UHC has an FN grade to be used by faculty to grade a student who has failed the course due to excessive absences. This grade is calculated in the student's GPA in the same manner as an F. The FN is given to 1) students who never attended class but did not withdraw, or 2) students who stopped attending before the withdrawal deadline but did not withdraw. Students who stop attending after the withdrawal deadline and do not complete their course requirements receive an F grade not an FN. NOTE: the withdrawal deadline occurs after the 60% point in the term at UHC. If the student withdrew due to extenuating circumstances (illness, accident, grievous personal loss), the withdrawal date will be decided by the Provost on a case-by-case basis.

No Passing Grades

Students who complete a term without passing at least one course, with all grades of Withdrawal (W) or Failure Non-Attendance (FN), are to be considered unofficial withdrawals.

Students with all grades of W, FN, or I, and no other letter grades will be evaluated for Return of Unearned Funds once the term's grades have been processed by the Registrar's Office, approximately two weeks after the term ends.

For these withdrawals, the withdrawal date is the midpoint of the payment period or period of enrollment, as applicable, or the last date of an academically-related activity in which the student participated.

Incompletes

Students who have grades of Incomplete (I) are potential unofficial withdrawals. Students become unofficial withdrawals once the University-mandated time to clear an Incomplete grade has passed. Per university policy, in order to receive a grade of I in a course, the student must agree in writing to complete the requirements within a specified period of time, not to exceed 10 weeks after the end of the semester in which the course was taken, including the summer sessions. Failure of the student to submit the work by the specified date results in a grade of

F being recorded for the course.

Last Date of Attendance (LDA)

Since UHC is not required to take attendance, the withdrawal date is the date the student first provided notification to the school or began the school's withdrawal process.

If present, the Office of Financial Aid can use a student's last date of attendance at an academically-related activity, as documented in Power Campus, as the student's withdrawal date.

If a student begins the withdrawal process or otherwise provides official notification of his or her intent to withdraw and then attends an academically-related activity after that date, UHC has the option of using that last actual attendance date as the student's withdrawal date, provided documentation exists in Power Campus of the student's attendance at the activity.

Treatment of Title IV Funds When a Student Withdraws

When a recipient of Title IV grant or loan assistance withdraws during a payment period, the institution must determine the amount of Title IV grant or loan assistance that the student has earned as of the student's withdrawal date. If the total amount is less than the amount of Title IV assistance that was disbursed, the difference must be returned to the Title IV programs. If the total amount is greater than the amount disbursed, the difference must be treated as a post-withdrawal disbursement. Once the withdrawal date has been established and the calculations completed, the institution follows specified procedures for notifying the student (or parent, in the case of Parent Plus loans) and disbursing or returning funds. If any outstanding charges exist on the student's account and the student is entitled to a post-withdrawal disbursement, the institution may use some or all of the funds to cover certain charges outstanding on the student's account, such as tuition and fees.

As a requirement for making a post-withdrawal disbursement, an institution must offer to the student, or parent for Parent Plus loans, any amount of a post-withdrawal disbursement that is not credited to the student's account. In addition to written notification of eligibility, in some cases institutions must also make the student or parent aware of the outcome of any post-withdrawal disbursement request. If a response is not received from the student or parent declining the funds, the institution need not make follow-up contact and may return

any funds earned by the student or parent to the Title IV program. Section 668.22(a)(4)(ii)(E), however, requires an institution to notify a student or parent when the student's or parent's acceptance of the post-withdrawal disbursement was received after the 14-day time limit for responding has elapsed and the institution does not choose to make the post-withdrawal disbursement.

Order of Return of Title IV Funds

Section 668.22(i) specifies the order in which funds are to be returned. Loans are repaid in an order that gives highest priority for repayment to higher cost loans (unsubsidized) and lastly to Perkins loans. According to Section 668.22(i), the regulations take the 50% of the unused portion of the Pell Grant at the end of the calculation, not the beginning, and thus the potential liability for students who withdraw is greater. In short, the percentage of the unused portion of the Pell Grant is protected, not 50% of the original Pell Grant.

Time Frame for the Return of Title IV Funds

An institution must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew. The institution must determine the withdrawal date for a student who withdraws without providing notification to the institution no later than 30 days after the end of the payment period of enrollment, academic year, or educational program, as appropriate.

Financial Aid

The fundamental purpose of the Office of Student Financial Aid of University of Holy Cross is to assist students in pursuing a post-secondary education. To this end, financial aid assistance at University of Holy Cross is designed to supplement what the student and his or her family are able to contribute to his or her educational expenses.

The types of aid and their sources are varied. The basic types of financial aid are scholarships and grants, loans, and work-study. Sources range from the federal Title IV program, state programs, civic and private organizations, to individuals. University of Holy Cross is committed to providing funds to students as long as funds are available. Funds are disbursed and awards made according to established institutional policies and prescribed government regulations without regard to age, sex, race, religion, color, creed, handicap, national origin, marital

status, or veteran's status. Financial aid is applied to direct educational expenses (tuition and fees) in the following order: first, grants; second, scholarships; and, third, loans.

In order to determine the types of awards a student may be eligible for and the amounts of the awards, a student must

1. be enrolled as a degree-seeking or otherwise eligible student;
2. be enrolled for a minimum of six hours per term, including summer. Auditing of classes does not count toward required enrollment. This applies to both undergraduate and graduate students;
3. submit a Free Application for Federal Student Aid (FAFSA), as directed by the Office of Student Financial Aid, to the appropriate processor. It should be noted that the resulting needs analysis document must also be on file in the Office of Student Financial Aid;
4. submit all forms and documents requested by the Office of Student Financial Aid. University of Holy Cross cannot process a student's financial aid until it has all of the necessary documents;
5. return a signed award letter.

Once these steps are completed, the student is considered for all financial aid sources available at University of Holy Cross. All financial aid is packaged on a first come, first served basis. It should be noted that all required forms and documents must be complete and accurate in order to be accepted by the Office of Student Financial Aid.

Continuing Students

All financial aid awards are made for no more than one academic year. Continuing students who wish to be considered for financial aid reapply every year. Every award year is based on tax information; thus, a student should never assume that financial aid amounts are the same for the following year. If the reapplication process is not completed by July 1st for the fall semester, December 1st for the spring semester, or April 1st for the summer semester, the student should not assume that he or she will be eligible for federal financial aid. Also, students submitting their paperwork after the priority deadline may not assume they will receive their aid at registration.

First-Time Freshman Applicants

Applicants must

1. apply for admission to University of Holy Cross;

2. begin the Financial Aid process in January of the year the student plans to enter the University:
 - a. complete the FAFSA form online at www.fafsa.ed.gov. Be sure to include the University of Holy Cross SCHOOL CODE, 002023, on the FAFSA form. The priority application deadline is February 15th for incoming students;
 - b. read any letter University of Holy Cross sends and return the letter or any forms that are requested;
3. read the award letter carefully. Follow the directions in the letter and return it to the Office of Student Financial Aid by the designated date.

If students are taking out a loan, they must complete an online Entrance Interview module. The University cannot release a loan to anyone who does not have an Entrance Interview on file with the Department of Education. Students must also complete a Master Promissory Note (MPN). Both can be completed at <http://www.studentloans.gov>.

In order for aid to be processed, admission paperwork must be completed (i.e., academic transcripts and immunization records).

Transfer Students

Applicants must

1. apply for admission to University of Holy Cross;
2. cancel the financial aid at the school from which they are transferring. (Financial aid is not transferable.) If University of Holy Cross processes a loan for a transfer student, University of Holy Cross cannot not obtain a guarantee until the previous loan is cancelled;
3. complete the FAFSA form online, at www.fafsa.ed.gov, if it has not already been completed, and be sure to include the University of Holy Cross SCHOOL CODE, 002023, on the FAFSA form, whether students are making a correction or completing a new FAFSA. The priority application deadline is February 15th for incoming students;
4. wait to receive a award letter from University of Holy Cross, read the letter carefully, and return the signed letter and any forms requested in the letter; and
5. follow the directions in the letter and return it to the

Office of Student Financial Aid by the designated date.

If taking out a loan for the first time, students must complete an Entrance Interview and MPN at www.StudentLoans.gov.

In order for aid to be processed, the admission paperwork must be completed (i.e., academic transcripts and immunization records).

Financial Aid Award Letter

After the FAFSA has been received, a Financial Aid Award Letter describing the aid package is sent to the student. Students should read the Award Letter carefully and follow the instructions included. All pages of the Award Letter must be returned to the Office of Student Financial Aid, signed, and dated by the specific deadline (usually within 30 days). Receipt of the signed Award Letter constitutes acceptance of the award as written. Award Letters not returned by the specified deadline are considered declined, and those funds may be reallocated to other applicants.

Students not eligible for assistance are notified.

Federal Direct Loans

Students must first have completed and submitted a Free Application for Federal Student Aid (FAFSA), and the resulting needs analysis must be on file before a student's loan application can be certified. Master Promissory Notes for Federal Direct Loans are available online on the United States Department of Education webpage at <https://studentloans.gov/myDirectLoan/index.action>. Students need their ED PIN to sign both the MPN and the Entrance Interview. All students expecting to receive a loan must complete an Entrance Interview. It is also a requirement that all borrowers have an Exit Interview at the time of graduation or withdrawal. It is the responsibility of the students to notify the Office of Student Financial Aid when they are graduating or withdrawing so they may complete their Exit Interview. The Registrar's Office will not release final transcripts or diplomas until students complete this process.

When completing the Master Promissory Note, students should keep in mind that this request is for a loan that must be paid back.

Federal Direct Loans Limits

For guidelines concerning the limits which undergraduate

and graduate students can borrow in Federal Direct Loans for an academic year, please consult the information given on the following webpage:
<https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>

Federal Direct Parent Plus Loan

The federal Parent PLUS loan is designed for parents of dependent students. Unmarried students between the ages of 17 and 24 years of age who meet the standards of a dependent student qualify to apply for a Parent PLUS loan. The parent may borrow the amount of the student's annual budget, less any student financial aid received. The parent is expected to begin repaying the loan 30 days after the date of disbursement. Approval for the Parent PLUS loan is subject to a credit check by the United States Department of Education and final loan certification by the Office of Student Financial Aid.

Grants

The grants received by University of Holy Cross students are the Federal Pell, SEOG, TOPS, and the Louisiana GOGrant.

Scholarships

Please check the University of Holy Cross website for a list of available scholarships at
http://uhcno.edu/finaid/apply_for_scholarships

Satisfactory Academic Progress (SAP)

To be eligible for student financial aid, students must meet the standard of Satisfactory Academic Progress (SAP). The Office of Student Financial Aid (OSFA) has established the guidelines, based on Federal regulations, for evaluating student progress, taking into consideration cumulative UHC GPA, the cumulative number of hours attempted and completed at UHC, and the hours that have been successfully transferred to UHC from any other post-secondary institution. The OSFA's SAP policy and standards are not the same as the academic standards of the University, including specific departments or programs (i.e., the Nursing department). Enrollment in the University is not synonymous with financial aid satisfactory academic progress. **For more information on SAP, see the Academic Policies (p. 20) section of this Catalog.**

Minimum GPA and Credits SAP Standards for UHC Students

Undergraduate and graduate students should consult the information given on the following webpage:

<http://uhcno.edu/finaid/satisfactory-academic-progress.html>

Financial Aid Warning Period

If a student is denied financial aid based on SAP status, that denial takes precedence over any previous award notification he or she may have received previously. Students not meeting the minimum standards at the end of a semester receive a financial aid warning for the next semester. Students may continue to receive financial aid for this probationary period. Students failing to meet the minimum SAP standards by the end of the probationary period are placed on financial aid suspension.

For further information on the SAP policy, please consult the University of Holy Cross website at
<http://uhcno.edu/finaid/satisfactory-academic-progress.html>

Students who are suspended from federal student financial aid programs for their failure to meet these minimum standards can file an appeal with the Financial Aid Office. The Appeal Form is available online at
<http://uhcno.edu/finaid/docs/16-17/Satisfactory-Academic-Progress-Appeal-Appeals-Form.pdf>

Admissions and Student Affairs

The most important challenges of one's career are academic success and intellectual growth. Whether a student thrives or perishes in college is dependent on a variety of factors, many of which extend beyond the classroom.

Working in concert with academics, the Offices of Admissions and Student Affairs seek to improve the overall quality of student life and, in turn, to increase the likelihood of individual success and growth.

The University recognizes its responsibility and renews its commitment to holistic personal development—social, physical, intellectual, emotional, and spiritual—through the program services of the Office of Student Affairs and the Office of Campus Ministry.

These offices maintain an open-door policy and welcome suggestions for the improvement of student life.

Programs and Services

Textbooks and Gift Shop

University of Holy Cross has contracted with an online vendor to provide textbook services to students and faculty. Specific policies and information can be found at www.ecampus.com/UHC.

The University also maintains a gift shop on campus where members of the community may purchase school supplies and University of Holy Cross logo items. For more information, contact The Hurricane Café at (504) 398-2195.

Bulletin Boards

Bulletin boards are a means of communicating within the University community and have been placed in strategic locations around campus. Each board has been designated for a specific purpose: SGA/student organizations, Student Life, Alumni Affairs, Career Services, and General Announcements.

All posts must be submitted to the Director of Student Life for approval before being posted on campus. All postings that have not been approved are removed. *Please refrain from posting signs on painted surfaces.*

Career Planning and Placement

The Office of Student Affairs, in cooperation with the Thomas E. Chambers Counseling and Training Center, offers a wide variety of free services to students seeking career guidance. Some of the services available include individual career counseling, occupational and aptitude testing, and an extensive library of materials to assist students with career exploration. Workshops covering the topics of effective career planning, résumé writing, and successful interviewing are conducted throughout the fall and spring semesters. Job postings, career services information, and resources are made available through the University of Holy Cross website. For more information, contact the Office of Student Affairs at (504) 398-2110.

Counseling Services

The Thomas E. Chambers Counseling and Training Center provides free personal, academic, career, and crisis counseling to students desiring such assistance, either directly or by referral. Students in need of counseling services should call (504) 398-2168 to make an appointment.

Health Services

University of Holy Cross provides an Office of Student Health Services. Limited routine health care checkups are provided free of charge to students, who should contact the Office of Student Health Services at (504) 398-2127 for more information. The Office of Student Health Services also provides a wide variety of information and programming, covering a host of physical, medical, and psychological issues. Limited first aid supplies and over the counter medications are maintained in the Office of Student Health Services. Students are advised and encouraged to provide the Office of Student Health Services with information regarding special health needs. As part of the enrollment process, students are required to provide a copy of immunization records to the Office of Student Health Services. In emergency situations requiring immediate attention, the University utilizes the services of nearby hospitals, physicians, and ambulances.

The Hurricane Student Center

The Hurricane Student Center provides an area on campus for students to meet casually, study in groups, dine, and relax. It is comprised of Zydeco Point, the Hurricane Café, and the connecting courtyard. Zydeco Point, also known as the Student Lounge, is the perfect place to gather with friends to eat, relax, and study between classes. This area provides comfortable seating arrangements, tables, and various recreational games. The courtyard provides additional seating outdoors. The Hurricane Café is a one-stop-shop for all food service needs, including beverages and snacks, as well as hot and cold meal options.

ID Cards

Student ID cards are issued to new students each semester, including fall, spring, and summer. The cards are used to provide access to University services, including borrowing books from the library, the Bayou Bucks debit system for food services, and as a means of identification. ID cards are not transferable. If a student's ID card is lost, stolen, or misplaced, the student must visit the Office of Admissions immediately to obtain a replacement and to deactivate the missing card. The University is not responsible for Bayou Bucks funds used on the lost, stolen, or misplaced card.

Lost and Found

Those finding or seeking lost articles should contact the Copy Center, located at the front entrance of the building, at (504) 394-7744.

New Student Orientation

New student orientation is offered before the fall and spring semesters to all new students and their families. The program is designed to help foster a smooth transition to the UHC experience. All new students are strongly encouraged to attend, since orientation provides a valuable opportunity to learn about University resources, become familiar with faculty and staff, and begin building relationships with other students. During the orientation, information and guidance are provided to help student borrowers understand how to manage their debt and repay their loans. Any freshman student attending college for the first time is required to attend an orientation session. For more information about orientation, please contact the Office of Admissions at (504) 398- 2175.

Parking

Certain areas on campus are designated for student, faculty, staff, and administration parking. Students are expected to park in areas designated for student use. Visitors to the University may park in the visitor parking spaces. Vehicles parked in unauthorized areas are subject to a fine. The parking rules and regulations are given in the *Student Handbook*. For more information about parking on campus, contact the Director of Security at (504) 398-2108.

Photocopying

A coin-operated color copy machine is available in the Library.

Campus Security

The University has certain rules and regulations, which provide for the safety and security of students and campus property. Security guards are authorized to police the University property and request proper identification from all on campus.

Student Handbook

This publication contains information on the non-instructional aspects of campus life. University regulations and policies on student conduct are referenced in the *Student Handbook*, and compliance is required by all students.

Activities and Organizations

At University of Holy Cross, the family spirit extends beyond the classroom. Students work and relax together in a variety of service and academic organizations, spiritual groups, and sports activities.

The Student Government Association (SGA) is the governing body and voice of the students at University of Holy Cross. Every student is automatically a member and is encouraged to participate and to become involved in the many activities and efforts sponsored by the SGA each semester.

The University boasts numerous organizations in which students participate. Honor organizations include Kappa Delta Pi (Education); Kappa Gamma Pi (Catholic Students); Sigma Theta Tau (Nursing); Sigma Tau Delta (English); Beta Beta Beta (Biology); Phi Alpha Theta (History); and Chi Sigma Iota (Counseling). Professional organizations include the Association of Graduate Students in Counseling (AGSC); the Student Nurses Association (SNA); the Pre-Dental Society; the Literary Club (English, Fine Arts, and Liberal Arts); the Association of Psychology Students (Psychology); the Associated Professional Educators of Louisiana (A+PEL); the American Medical Students Association (AMSA); and the Business Club. Service organizations include Heart 2 Heart, Student Educators and Leaders (S.E.A.L.s), and the Literary Club.

Student Newspaper

The Holy Cross Chronicle, a student newspaper by and for students, is offered each year. Students interested in editing, writing, or photography should contact the Humanities Department at (504) 398-2105.

Campus Ministry

Campus Ministry provides for the spiritual well-being of students through pastoral counseling and the organizing of prayer services, evenings of reflection, and retreats. Students are also encouraged to embrace volunteerism to aid those in need.

Recreational Sports and Fitness

Sports play an important part in student activities. Athletics include a variety of recreational sports, including volleyball, flag football, and kickball. Whether as participants or spectators, students are encouraged to become involved in order to balance academic and social

responsibilities and achievements.

All University of Holy Cross students are offered access to a local fitness center. The facility includes a fully equipped weight training and fitness area, as well as individual guidance in these areas as requested. Additional information is available in the Office of Student Affairs.

Disability Accommodation Policy

In accordance with the Americans with Disabilities Act, University of Holy Cross provides disability accommodations for students with identified and/or diagnosed disabilities. Students with disabilities need not inform their instructors about the nature of their disabilities, but they are responsible for contacting and providing appropriate documentation to the Disability Services Coordinator prior to receiving accommodation(s). Requests for accommodations must be made each semester in which the student wishes to receive service. The process for requesting an accommodation is

- The student contacts the Disability Services Coordinator to provide appropriate documentation regarding the disability.
- The Disability Services Coordinator provides a letter of accommodation, which must be signed by the student prior to its being distributed to faculty.
- The student submits his or her schedule each semester to request the release of the accommodation letter to faculty. Accommodation letters are NOT automatically sent to faculty; the student must request accommodation(s) each semester.
- The Disability Services Coordinator notifies the student when the accommodation letter has been sent to the faculty members requested.
- Once the accommodation letter has been sent to the faculty requested by the student, it is the student's responsibility to meet with each faculty member to discuss how his or her accommodation(s) may be met within each course.

University of Holy Cross attempts to meet reasonable accommodations requested. A reasonable accommodation is a modification to a non-essential aspect of a course, program, service, or facility, which does not impose an undue burden and which enables a qualified student with a disability to have adequate opportunity to participate and to demonstrate his or her ability. Such accommodations are determined on an individual basis, depending upon the

nature and extent of the disability. If a student has a documented disability which requires accommodation(s), or if more information is needed, please contact the Disability Services Coordinator at (504) 398-2236.

Academic Policies

Students must meet all the requirements for a degree outlined in the current version of the University Catalog upon admission to the University. Students whose residence is interrupted for two regular semesters and those students changing majors or changing from undecided status to a major must abide by the current Catalog at the time of re-entry or change. Under no circumstances may a Catalog more than eight years old be used.

Minimum Degree Requirement Policy

The University awards degrees at the Associate level, all of which require at least 60 undergraduate semester credit hours; the Baccalaureate level, all of which require at least 120 undergraduate semester credit hours; the Master's level, all of which require at least 30 graduate semester credit hours; and the Doctoral level, all of which require at least 30 graduate semester credit hours above the Master's level.

Definition of Credit Hours

UHC defines a credit hour as a reasonable approximation of the student learning outcome equivalency of, at a minimum, a Carnegie Unit. Course developers ensure that the quantity of student learning required per credit is the equivalent of approximately 45 hours of course work for the semester (not less than 50 minutes of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for 15 weeks for one semester of credit) through activities that 1) address and demonstrate student competency in the defined learning outcomes; and 2) draw upon recommended instructional practices identified by the University.

Student Classification

Class status is defined as follows:

Freshman	00 - 29 semester hours
Sophomore	30 - 59 semester hours
Junior	60 - 89 semester hours
Senior	90 + semester hours

Degree-Seeking

A degree-seeking student is a candidate for a degree. During the first 60 hours of study, depending on majors, students seeking Bachelor's degrees are required to complete the 28 hour core curriculum within the 54 hour General Education requirements with a cumulative grade point average (GPA) of at least 2.0, before they may continue their studies for a major in any discipline. When a major is declared, the student is assigned an academic advisor within the major discipline. Students seeking the Associate's degree and those without a declared major are also assigned an academic advisor.

Non-Degree Seeking

A non-degree seeking student, although taking courses in regular classes with other students, is one who is not a candidate for a degree. The student either does not fulfill minimum requirements for entrance as a regular student or has been formally permitted to take a limited or special selection of courses without regard to requirements for a degree. Courses taken in non-degree status cannot be applied to a degree or certification. Non-degree seeking students are not eligible for the awarding of financial aid.

Course Loads

Enrollment Status

The minimum course load for full-time undergraduate students in a regular semester is 12 credit hours. The maximum course load for full-time undergraduate students in a regular semester is 18 credit hours. Students must obtain the department Chair's permission to register for 19 to 21 credit hours. Students are recommended to have earned a GPA of 3.0 for two consecutive semesters in order to register for more than 21 credit hours, and this exception must have the written approval of the department Chair. Students who are currently enrolled in two or more developmental courses are limited to a maximum of 12 credit hours per semester.

Summer Term

The maximum course load for students in the summer term

is 9 credit hours. To receive financial aid in the summer session, the student must enroll in and complete a minimum of 6 semester hours.

Candidates for Graduation

A candidate for graduation may submit a request in writing to the appropriate department Chair to be classified as a full-time student in a semester during which requirements for a degree are to be completed, even though the number of hours scheduled is less than that ordinarily required for classification as a full-time student.

Independent Study Courses

In special circumstances, students may request permission for a maximum of one independent study course per semester for a maximum of three per student while attending University of Holy Cross. No course that fulfills core curriculum requirements is permitted through independent study without the permission of the Chief Academic Officer. Independent study requires the written consent of the instructor, the Chair of the department, and the Chief Academic Officer. Independent studies are not normally available for courses currently on the schedule.

Student Advising

All students are assigned an academic advisor who helps the student plan his or her program, explore career alternatives, and resolve any academic problems. Transfer students whose records have been received are processed prior to priority registration for the following semester. Copies of their academic records and unofficial transcripts are available in the Office of the Registrar. Current students may view their unofficial transcript via Self-Service.

Students who apply on registration day are directed to an advisor through the Office of Admissions. Since the schedules recommended by these advisors are made without a review of official transcripts, provisionally admitted students and students who apply during the registration period accept the full responsibility for their schedules.

Priority Registration

Priority registration, regular registration, and late registration are held for each academic term.

Each student is assigned an academic advisor who is a member of the faculty. A student's schedule is planned with the advisor. It is, however, the responsibility of each student to be aware of the requirements of the curriculum in which he or she is enrolled and to register for course work applicable to the intended degree.

A period of advising for priority registration for the next semester is provided at the end of each regular semester. Currently enrolled students are expected to register for classes during the priority registration period using the available online tool—Self Service. Those who do not priority register are required to register during regular or late registration at the beginning of the semester. These students risk not being able to enroll in classes in their proper sequence. By priority registering, students may avoid the problem of closed classes that occurs during regular registration. Priority registration is the responsibility of the student.

Regular registration is held prior to the beginning of the term for new students and for students enrolled in the previous term who did not participate in priority registration.

A late registration period during the first week of classes is also provided for students who are not able to register during priority registration or regular registration.

Dates and procedures for priority registration, regular registration, and late registration are provided in the Academic Calendar, which is published on the University's website at <http://uhcno.edu/events/>. These procedures may change during the life of this *Catalog*.

Dual Enrollment (Current students)

A student enrolled in a degree program at the University may be given permission, under certain circumstances, to enroll at another institution. The student must submit a Pre-Transfer Agreement form available in the Office of the Registrar to ensure courses will satisfy their degree requirements.

Transfer Admissions

Applicants intending to transfer to University of Holy Cross from regionally accredited colleges and universities must be considered in good standing at the last school attended. Regardless of the date when courses were taken, credit may be transferred to UHC only for those courses in which a minimum grade of "C" was earned in college-level

course work.

Transfer of Credit Policy

The Admissions Office performs the initial evaluation of credits for all course work completed at a regionally accredited college or university. The review is conducted in accordance with courses of study and requirements for graduation at University of Holy Cross (UHC). Courses taken at a regionally accredited college or university for which a grade of C or better (2.0) was earned. Courses completed in quarter hours will be converted into semester hours. Grades of C- (1.667) will not be accepted. Developmental courses will not be accepted for credit.

Transferrable course work does not necessarily constitute applicable course work to the declared degree plan. Only sixty-six (66) semester hours of credit are transferable from an accredited college or university, unless otherwise stated for a particular course of study. For students with more than sixty-six (66) hours, the sixty-six (66) hours that best complete the degree plan as of the first semester the student attends UHC will be transferred. Transferrable courses are calculated into the student's UHC cumulative GPA. The Registrar or his or her designee is responsible for the final evaluation of credits.

Community college courses may not be transferred into UHC as upper-division courses (300-400 level), even though UHC may have an upper-division course with exactly the same name and description. Community college courses may not be used to fulfill the 30-hour upper-division requirement for graduation at UHC. However, the course may be used as a substitute for an upper-division course with an approved substitution form signed by the Chair and Dean.

English Proficiency Test

Beginning in Fall 2016, students transferring ENG 102 (English Composition II) are required to take the English Proficiency Test, administered by the English Program Coordinator, during transfer orientation and thereafter by appointment for those registering late. A mean score of 2 on the AAC&U (American Association of Colleges and Universities) Written Communication Value Rubric must be achieved. Students who do not achieve that benchmark score may petition the English Program Coordinator to repeat the test. (The repeated test may be taken in person or through distance learning.) Those who do not achieve a rubric score of 2 upon the second attempt are required to pass ENG 201, Introduction to Writing in the Disciplines, a non-credit tuition-free course, before they are allowed to

take upper-level writing-intensive courses in their major programs. They are urged to take this course during the first or no later than the second semester after transfer admission. Note: A special administrative fee will be assessed if students must repeat ENG 201.

Students transferring ENG 102 before Fall 2016, students exempt from taking ENG 102 due to standardized test scores, non-degree-seeking students, and students pursuing a second baccalaureate degree are exempt from this requirement.

Audit Policy

Auditing a course allows a student to take a class without the benefit of a grade or credit for a course. A student who audits a course does so for the purposes of self-enrichment and academic exploration. The course is offered **ONLY** on a space-available basis with the approval of both the instructor of the course and the academic dean of the college.

Tuition and fees for an audited course are set at a 50% reduction. Credit value of audited courses is included in the semester load for determining fees and the maximum number of credits carried each year. Audited courses do not fulfill full-time status requirements for scholarship, financial aid, or insurance purposes.

Senior citizens 65 and older with proof of age may audit courses under the state criteria at a 75% tuition reduction.

Audited courses must be arranged prior to the end of the Add/Drop period and cannot be changed to courses for credit after this period. Additionally, courses taken for credit cannot be changed to audit once the Add/Drop period has passed.

Students cannot audit laboratory, practicum, clinical, or internship courses. **Audited courses carry no academic credit, do not fulfill degree requirements, and may affect a student's classification as a full-time student.**

Course Definitions

Traditional or Face-to-Face Course

In a traditional or face-to-face course, students meet in person for regularly scheduled class sessions.

Online/Distance Education Course

Online/Distance education courses meet exclusively

online. Face-to-face instruction is not required. Online courses provide all instruction and course content using virtual resources. Instructors and students are physically separated. Online instruction may be all asynchronous, all synchronous, or a combination of both asynchronous and synchronous.

Hybrid/Blended Delivery Courses

A Hybrid/Blended course incorporates both face-to-face and online course delivery formats. In face-to-face sessions students meet in person for regularly scheduled sessions. The online sessions may include asynchronous or synchronous course formats.

Hyflex Format

With the Hyflex course delivery method, students have the option of attending class virtually or in person. Class sessions include only synchronous course formats.

Hyflex Hybrid Format

The Hyflex Hybrid course delivery method incorporates both synchronous and asynchronous sessions. However, students have the option of attending synchronous sessions virtually or in person. This course delivery method includes asynchronous learning methods.

Distance Education Policy

Definition of Distance Education

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), in its Distance and Correspondence Educational Policy Statement (July 2014), defines distance education as “. . . a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMS if used as part of the distance learning course or program.”

Curriculum and Instruction

Course content must align with the Mission of the University, departmental student learning outcomes, fields of study appropriate to higher education, and requirements

of the SACSCOC Principles of Accreditation. Courses may be taught solely in electronic format or as hybrid instructional models. Courses taught in electronic format, whether solely online or hybrid models, must utilize the University's technology platform. Course faculty determine how the course is set up and configured within the technology platform. Communication protocol between faculty and students and technology requirements must be established early in the class process and clearly explained in the syllabus. Course faculty should indicate availability to explain technology specific to the course.

Minimum standards regarding communication and participation standards between students and instructors must be addressed in the course syllabus, followed by the instructor and students, and monitored by the instructor. Instructional communication and content is left up to the individual course faculty in the technology platform and is available to all registered for that course. Specific instructions must be included in the course syllabus addressing how to access and complete course evaluations. Course faculty must be prepared to provide additional help with course and school software used in the course when it is requested by students.

Faculty/Administration

Faculty department chairs have the primary responsibility for providing oversight of distance education courses taught within their departments. Along with course faculty, faculty department chairs assess course/program rigor and instructional quality. Faculty department chairs are responsible for evaluating whether distance course faculty possess the skills necessary for teaching online. To teach these courses, faculty must possess the qualifications, skills, and training to deliver content in a distance education format (electronic, hybrid, or other). Course syllabi are to be constructed using the approved template and must include a statement of response time to communications. SACSCOC student authentication requirements are verified when students log into the course using a secure password of their own choosing. The University of Holy Cross IT Department independently establishes an initial password for student access to the program. Students may then sign on and change the password to one of their own choosing. All students are issued a unique University email address, which must be used to sign on to all school programs and communicate with faculty and administration.

Students

Before registering for an online course, students are responsible for determining whether they have the minimum requirements to participate in the course and access to an available computer capable of handling the software requirements for that course. In addition, prior to registering for a distance education course, students should be directed to access the school's link to determine online readiness:

<http://uhcno.edu/academics/docs/1%20Online%20Courses%20Are%20You%20Ready.pdf> and/or
<http://louisianaonline.smartermeasure.com/>.

Student Procedure for Protecting Privacy

1. A student who enrolls in a course that has components of distance education will have a unique Identification and password assigned by the Information Technology Center.
2. The University of Holy Cross Information Technology Department is responsible for maintaining a secure online environment.
3. The student is responsible for protecting his or her identification and password on any school-related electronic medium once individually issued by the Information Technology Department during the registration process.

Students who register for distance/online courses must authenticate their identity as that student in order to participate in, complete courses or programs, and receive academic credits. Any other circumstance violates the University Academic Honesty Policy. All students are to complete course and faculty evaluations prior to the end of the semester using the prescribed method authorized by the University.

Students on academic probation, students required to take developmental courses in reading (REA 100) and/or English (ENG 100) and have not successfully completed one or both of them, will not be permitted to register for online/distance courses.

Fees or charges for privacy protection or verification of identity: The University of Holy Cross has no plans at this time to apply any additional charges for identification verification for any class of student. Should such a charge be considered, pursuant to SACS 4.8.3, the school will notify students as part of the formal registration process.

Minimum Online Class Standards

Contact hours per week: Course faculty are responsible for delineating contact hours per week for the course in order to insure that content delivery and participation are the same as face to face instruction. Participation standards and methods for their monitoring are to be clearly outlined in the syllabus and monitored by the instructor. Evidence of participation may be determined by course statistics in Canvas and other course requirements.

Grading scheme: All grading assessments and grade points assignments should be clearly stated in the syllabus. Course faculty can use multiple assessment methods such as but not limited to tests, case study work, online discussion groups, and other assignments.

Attendance reporting: Course faculty are responsible for determining whether the student is meeting course requirements in a timely manner. Course faculty are to use the University approved attendance reporting structure.

Security identification: Students have the ability to choose a unique password to avoid entry by unauthorized users.

Course evaluations: Electronic course evaluations are completed and submitted through the specific course as authorized by the Academic Council.

Attendance Policy

Students are responsible for class attendance determined by individual instructors, as stated in each course syllabus. Students whose attendance is determined by external agencies must also abide by the attendance policies of those entities.

Census Date

The Census date is the date used to take a snapshot of enrollment for all students. This snapshot is used to establish the “official enrollment” for reporting purposes and financial aid eligibility.

This date is determined by counting fourteen actual class days from the first day of the semester, including Saturday meetings. Holidays are excluded. The Census Date is published on the Academic Calendar each semester.

Grading Policy

Instructors are permitted to determine their grading procedures. These are stated in each course syllabus and distributed to students at the beginning of each semester.

Course grades are assigned on a numerical quality-point basis, with 1.0 as the minimum passing quality point in

each subject. Grades are to be interpreted according to the following scale:

- A** - 4.0 quality points, indicates not only high achievement but also an unusual degree of intellectual initiative.
- B** - 3.0 quality points, well above average.
- C** - 2.0 quality points, the normal attainment for the average student.
- D** - 1.0 quality point, passing but showing deficiency in either ability or application. Students who receive a grade of D in ENG 101, ENG 102, or MAT 105 must repeat the course and attain a grade of C. Students who receive a grade of D in a required course in their field of concentration must repeat the course and attain a grade of C.
- P** - 0.0 quality points, indicates passing.
- NP** - N/A quality points, indicates no progress.
- AU** - Audit (audited courses cannot be converted to credit courses.)

Students who earn credit through the College Level Examination Program (CLEP), the Proficiency Examination Program (PEP), Advanced Placement (AP), departmental examinations, or the College Entrance Examination Board (CEEB) Advanced Placement Program receive the grade of P. This grade is not computed in the student’s average, carries no quality points, and cannot be translated to the grade of A, B, C, or D.

The following acronyms are used in the official recording of a student’s lack of academic achievement:

- F** - Failure, unacceptable work.
- FN** - Failure due to excessive absences. This grade is calculated in the student’s GPA in the same manner as an F.

Note: the FN is given to 1) students who never attended class but did not withdraw, or 2) students who stopped attending before the withdrawal deadline but did not withdraw. Students who stop attending after the withdrawal deadline and do not complete their course requirements receive an F not an FN.

- I** Incomplete. A student may request a grade of I, based on serious and compelling reasons why the student should be allowed more time to complete the course requirements. It is the faculty member's decision whether or not to award it. The student must have attended at least 67% of the course. There must be a reasonable likelihood that the student will successfully complete the courses requirements within the extended time allowed. The student must have passed the portion of the course completed to be eligible for an I grade. Normally, any course for which a student receives an I grade must be completed and the grade recorded within ten (10) weeks from the end of the semester in which the course was taken. After that time, a grade of F is issued in the course. A student who, because of medical or other serious factors, cannot complete the coursework with ten weeks will be withdrawn from the course and must repeat it.
- W** - Authorized withdrawal within a specified time.
- WAD** - Withdrawal by administrative action.
- WF** - Withdrawn Failing
- WM** Authorized withdrawal from the University for the student's medical reasons. The medical reasons must relate specifically to the student. Medical emergencies related to others do not qualify a student for consideration to receive the grade WM. The request for a medical withdrawal must be made within the semester of the medical emergency. If, during the term in question, the student's course or courses are finished within the term's calendar dates before he or she requests a Medical Withdrawal, those courses are considered completed and an appropriate final grade other than WM is awarded. The WM grade can be assigned only by the Chief Academic Officer after proper documentation is received from the student's physician.

Grade Policy

Midterm and final grades are posted on Self Service.

Midterm Grades

Midterm grades are given for all courses listed as 099-299 level courses. Midterm grades do not necessarily reflect 50% of a student's grade; they are only meant to give an estimate of the student's progress up to that point in time.

Final Grades

Final grades are compiled by the Office of the Registrar at the end of each semester. The Office of the Registrar cannot issue grades by telephone. No grades or transcripts are issued to students until all financial, administrative, and library obligations are met.

Errors in grades must be called to the attention of the Registrar within the next semester from the date on which grades were issued.

Grade appeals must be made within ten (10) days of the beginning of the following semester, inclusive of summer semester. The student should follow this process:

1. First, the student should consult the instructor to discuss the situation and attempt to arrive at a solution.
2. If the student cannot arrive at a solution with the instructor or cannot reach the instructor, the student should contact the instructor's department Chair and attempt to arrive at a solution.
3. If the student cannot arrive at a solution with either the instructor or the appropriate department Chair, then the student may submit a written statement of the problem with the grade to the Chief Academic Officer, with a copy given to the instructor and Chair. After meeting with the student and the instructor, the Chief Academic Officer considers the grade appeal. Copies of all materials that have been considered to date must be submitted to the Chief Academic Officer. Failure to submit all documentation with the appeal results in the appeal's not being considered by the Chief Academic Officer.
4. The decision of the Chief Academic Officer related to the grade appeal is final.
5. The student is informed in writing of the decision of the Chief Academic Officer.

Faculty members have six months after the last day of the semester to submit a change of grade for that semester to the Office of the Registrar. Requests for grade changes after the six-month period must have the approval of the Chief Academic Officer.

Grade Point Average

The semester Grade Point Average (GPA) is obtained by dividing the sum of the quality points earned by the sum of the semester hours attempted during the same period. Grades of P, W, WAD, WM, I, and NC are not included in the calculation of the cumulative Grade Point Average. The cumulative GPA is obtained by dividing the total number of quality points by the total number of semester hours attempted and hours accepted in transfer. Grades of P, W, WAD, WM, I, and NC are not included in the calculation of the cumulative Grade Point Average.

Semester Honors

The President's List and the Dean's List, announced at the end of each regular semester, are made up of full-time students whose semester GPA is at least 3.90 and 3.70, respectively, with no grade lower than a C. To be eligible for a semester honor, a student must complete a minimum of 12 semester hours. Students with an I grade are not considered for the President's or the Dean's List. Semester honors are not awarded during a semester in which a student is registered for a developmental studies course. Semester honors are noted on students' grade reports and transcripts.

Graduation Honors

A student graduates with honors when the following requirements have been met:

- Required Grade Point Average:

A cumulative Grade Point Average of at least 3.70 **CUM LAUDE**

A cumulative Grade Point Average of at least 3.80 **MAGNA CUM LAUDE**

A cumulative Grade Point Average of at least 3.90 **SUMMA CUM LAUDE**

- No grade of D or F

Graduation with honors is considered for transfer students who complete 50% or more of their total semester hours at

University of Holy Cross.

Repeating Courses

When a student repeats a course, only the highest grade and credits earned are used in computing the Grade Point Average. However, no grade or course is erased from the University of Holy Cross transcript.

Scholastic Probation, Suspension, and Readmission

All full-time or part-time students who fail to earn at least a C average (2.0) for all hours pursued during a semester are placed on probation.

Students placed on probation as full-time students may remove themselves from probation after successfully completing twelve semester hours of credit with a GPA of 2.0 or better. Part-time students are not removed from probation until they have successfully completed at least as many hours as they were pursuing at the time they were placed on probation over a period of no more than two consecutive semesters.

Students who do not earn a C (2.0) on all hours as required are suspended for one full semester and ineligible to attend the summer session. After the suspended semester, the student may be readmitted on probation.

A student suspended for a second or subsequent time must remain out of the University for at least one calendar year. In addition, after two semesters in a developmental course, if a student attains a grade of NC, the student is suspended from the University for one full year. The student may apply for readmission after one full year, which may be granted or denied.

Notice of probation or suspension is entered on the student's transcript.

Procedure for Formal Appeal of Academic Suspension

A student may initiate a formal appeal of academic suspension within thirty (30) days of receipt of the suspension. The student must submit a written appeal to the Chair, Director, or Coordinator of their specific department/program and include

- a full description of the basis for the student's appeal for reconsideration,
- a statement of the decision the student is seeking, and
- any supporting documents

The department Chair then forwards the appeal and all documentation to the Chief Academic Officer. The department Chair should take these steps within seven days of receiving the appeal to ensure that its review takes place in a timely manner.

Once reviewed, the Chief Academic Officer either approves or denies the student's request and produces an accurate and official recording of the decision.

Each student has the right to a meaningful opportunity to be heard and for his or her information and documentation presented to be reviewed with an unbiased opinion on the part of the reviewers, regardless of any unrelated discrepancies in the student's past academic performance.

University of Holy Cross Academic Honesty Policy

At University of Holy Cross intellectual integrity and academic honesty are fundamental to the processes of learning and of evaluating academic performance. Maintaining this integrity is the responsibility of all members of the University. Violations of academic honesty by any student are not tolerated and are dealt with severely.

Academic Dishonesty includes but is not limited to cheating, plagiarism, collusion, academic misconduct, falsification, and the attempt to commit such a violation. All work that is submitted by a student for credit must be the work of that student ONLY. Students should not allow anyone else to write their papers in part or whole. Failure to report the academic dishonesty of other students also constitutes a violation of this policy.

Plagiarism is a particularly serious violation of academic integrity. When students use words, ideas, or data from any source, including the Internet, that source must be cited (usually parenthetically but possibly with footnotes or endnotes, depending on the discipline), even if it is paraphrased. In addition to the citation, if the exact words of the source are used, they must be placed in quotation marks.

Turnitin.Com:

In order to identify and discourage plagiarism, it is strongly advised that instructors require all papers written outside of class to be submitted electronically to Turnitin.com so that an originality report may be generated. Other written assignments (such as homework exercises, informal essays, and take-home tests) are

submitted if the instructor determines it is necessary.

This procedure is highly recommended in all University of Holy Cross courses—classroom, hybrid, and online—at both the graduate and undergraduate levels. The academic departments or instructors have the right to require the use of Turnitin.com for all papers written outside of class. When Turnitin.com is required, a student will not receive a grade on a paper, get the paper back, or be allowed to revise the paper unless the paper is first submitted to Turnitin.com. Instructions on how to use Turnitin.com are included with the writing assignments.

Results of the originality report: If the originality report is in the red (75-100% unoriginal) or orange (50-74% unoriginal) category, the instructor will ask to meet with the student to discuss the issue. The instructor may, at his or her discretion, call the student in for discussion of the originality report with less than 50 percent of unoriginality, as deemed necessary. The instructor may also ask to meet with the student even if the originality report does not reveal a source has been used without citation, if the instructor has other evidence of or strongly suspects plagiarism.

Instructors may determine that a student has plagiarized by other means than using Turnitin.com. All evidence of plagiarism should be documented in hard copy.

Consequences and Sanctions—3 Strike Policy:

In all cases of plagiarism and any other form of Academic Dishonesty, including cheating on tests and submitting work that someone other than the student has written, a “3 Strike Policy” applies:

1st Offense:

For a first violation of any part of the Academic Honesty Policy,

- 1. The student receives a grade of F for the assignment.** If the instructor and/or department Chair determines that, in the case of plagiarism, the student did not understand or was not aware of procedures for citing sources and therefore did not intend to plagiarize, an F for the assignment is the only consequence for a first offense. But the offense is recorded according the procedure given below and counted as a first offense.

OR

- 2. The student receives a grade of F in the course and is placed on Academic Probation during the semester following the first offense.**

If the instructor and/or department Chair determines that, in the case of plagiarism, the student did understand and was aware of procedures for citing sources and therefore did intend to plagiarize, the student receives a grade of F in the course. This is also the sanction for any other act of Academic Dishonesty, including cheating OR having someone else write a paper for the student, in whole or in part.

2nd Offense:

For a second violation of any part of the Academic Honesty Policy,

1. The student receives a grade of F in the course.

A student may not plead ignorance of procedures for citing sources in a 2nd offense.

AND

2. The student is placed on Academic Suspension during the semester following the second offense.

AND

3. The department Chair of the student's program may decide to dismiss the student from his or her major program.

3rd Offense:

For a third violation of any part of the Academic Honesty Policy, the student is permanently dismissed from University of Holy Cross.

Procedure for Reporting and Recording All Offenses and For Applying Sanctions:

1. The instructor submits a report, in writing, of the student's violation to the Chair of the instructor's department and the Dean of the instructor's college, accompanied by the plagiarized assignment, the Turnitin.com originality report, or other evidence gathered of plagiarism, or evidence of any other violation of Academic Honesty, including cheating on tests (such as eyewitness testimony by the instructor or reports by other students).
2. The Dean submits the above report to the Provost of the University, and the report is kept on file in the Office of Academic Affairs.
3. After reviewing the student's file, the Provost informs the Dean and the Chair if previous offenses by the student have been reported.
4. The Provost consults with the Dean and the Chair, who comprise an advisory committee, and receives

their recommendations for the appropriate sanction. The Provost then makes the determination and informs the student of the sanction to be applied, whereupon the student has the right to appeal. (See below.)

5. If the student does not appeal or if the appeal is not successful, the Provost informs the student and authorizes the Registrar to apply the appropriate sanction to the student's academic record.

Appeal:

The student has the right to appeal the Provost's sanction to the Board of Review through the Coordinator of Student Life. The appeals process is described in the *UHC Student Handbook*.

Satisfactory Academic Progress

Satisfactory Academic Progress Overview

All students in degree-seeking programs at University of Holy Cross (UHC) must make Satisfactory Academic Progress to be eligible for financial aid. All students are evaluated for their eligibility to receive financial aid based on the minimum satisfactory progress standards. The following procedures are used to implement these policies:

Regulatory Citations

Pursuant to federal regulation (§668.16(e)(1)), UHC has implemented procedures for monitoring each student's satisfactory academic progress. The Satisfactory Academic Progress (SAP) policy at UHC is at least as strict as the "Good Standing" policy employed by Academic Affairs for students who are not receiving financial aid. The Financial Aid Office applies this policy consistently to all educational programs and to all students within categories, i.e., undergraduate and graduate students.

As permitted in regulation, the SAP policy includes an evaluation of academic progress after each term. Summer is considered to be a term.

Satisfactory Academic Progress Policy

The Satisfactory Academic Progress policy is comprised of three elements: Quantitative, Qualitative and Maximum Time Frame

1. Qualitative—evaluation based on grade point average (GPA)

2. Quantitative—evaluation based on completion rate toward educational objective
3. Maximum Time Frame—evaluation based on total number of credit hours attempted.
 - a. Undergraduate students will be eligible for financial aid for a maximum of 180 attempted credit hours (150% of the 120 credit hours required for all degree programs). Transfer hours are included in the total number of credit hours attempted.
 - b. Graduate students will be eligible for financial aid for a maximum of 150% of the total credits hours required of their program. Transfer hours are included in the total number of hours attempted.
 - c. Part-time attendance counts toward hours attempted in the maximum time frame calculation.
 - d. Attempted hours are counted for all terms, even those for which the student did not receive financial aid, transfer hours, and hours usually waived under academic amnesty policies.

Students are not packaged for financial aid nor can disbursement of any federal or state aid occur while a student is considered as NOT MEETING Satisfactory Academic Progress. As permitted by regulation, students who are not meeting but are in a FINANCIAL AID WARNING or FINANCIAL AID PROBATION status may be awarded and disbursed federal and state aid.

In order to re-establish eligibility, a student must be placed on probation through the evaluation and approval of an appeal or reevaluated after a term and meet all of the above stated criteria or be placed on probation after making an appeal for consideration.

The requirement that a student complete a number of credits or enroll for a number of academic periods without receiving federal student aid funds, or that he or she interrupt attendance for one or more academic periods, may be part of the appeal of decisions by the Financial Aid Office. However, neither paying for one's classes nor sitting out for a term affects a student's academic progress standing, so neither is sufficient to re-establish aid eligibility.

Qualitative Evaluation

The Qualitative evaluation monitors a student's progress based on his or her cumulative grade point average (GPA).

Undergraduate Student Qualitative Requirements

For undergraduates, a cumulative 2.0 GPA is required at the end of each term.

Graduate Student Qualitative Requirements

For graduate students, a cumulative 3.0 GPA is required.

Quantitative Evaluation

All students, undergraduate and graduate, must complete and pass 75% of all hours attempted at UHC. A student's completion rate is calculated by dividing hours earned by hour attempted.

- "Attempted course work" is defined as any course in which the student is enrolled after the University's Add/Drop period expires.
- "Successfully completed credit hours" are defined as the number of credit hours in which a student received a grade of A, B, C, D or P.
- Withdrawals, F, FN, Incomplete, Drop grades, and repeated courses are handled as follows:
 - Withdrawals (W, WAD and WM) are counted as credit hours attempted, if they occur after registration has closed and the Add/Drop period has ended. **Keep in mind that W grades will be included in the calculation, even if the date of withdrawal resulted in no tuition. The University's policy to assess tuition is separate from the Academic Progress calculation.**
 - F, FN, Incomplete, and Drop grades are included as credit hours attempted but not completed.
 - Developmental course work is not included in the calculation.
 - Initial and repeated enrollments in the same course count as credit hours attempted each time the course is taken.
 - Audit (AU) course work is not taken into consideration for the calculation.

Maximum Time Frame Evaluation

The Maximum Time Frame Evaluation is based on the total number of credit hours attempted, to ensure that the student is making appropriate progress toward a degree.

Undergraduate Student Maximum Time Frame:

Undergraduate students will be eligible for financial aid for a maximum of 180 attempted credit hours. Transfer hours are included in the total number of credit hours attempted.

Transfer hours are included in the total number of hours attempted.

The Maximum Time Frame calculation is reset for students who are attempting a second Bachelor's degree at the University.

Attempted hours are counted for all terms, even those for which the student did not receive financial aid, and including those usually waived under academic amnesty policies.

Students who are pursuing a second undergraduate degree at UHC are permitted to have the Maximum Time Frame "reset" so that only course attempts in pursuit of the second degree are calculated.

Graduate Student Maximum Time Frame:

Graduate students will be eligible for financial aid for a maximum of 150% of the total credits hours required of their program.

Attempted hours are counted for all terms, even those for which the student did not receive financial aid, and including those waived under academic amnesty policies.

Satisfactory Academic Progress Procedures**Financial Aid Warning**

Warning status lasts for one term, during which the student may continue to receive federal student aid funds.

Students who fail to make satisfactory progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on probation.

It is possible for a student to receive more than one Financial Aid Warning period during his or her enrollment at UHC. For example, a student may be placed on Financial Aid Warning for the spring term, following the review of the fall term, because he or she is not meeting one or more of the Satisfactory Academic Progress evaluations. The student could meet the requirements after spring and then fail to make Satisfactory Academic Progress during the subsequent fall term. The student could

again be placed on Financial Aid Warning. The only stipulation is that a student cannot have successive periods in Financial Aid Warning status.

Academic Plans

The Academic Advisor and the student will develop a plan that ensures that the student is able to meet the institution's Satisfactory Academic Progress standards by a specific point in time, but it is more generally established to guide the student to program completion.

Appeals and Probation

Students who are not meeting one or more of the SAP requirements may appeal on the basis of his or her injury or illness, the death of a relative, or other special circumstances. All appeals must explain why the student failed to make satisfactory progress and what has changed in his or her situation that will allow him or her to make satisfactory progress at the end of the next term.

An appeal may be approved without an academic plan if the student is able to meet the SAP standards by the end of the next term.

If it is reasonable for a student to meet the standards by the end of the next semester, UHC may place the student on probation without an academic plan. The University must review the student's progress at the end of that one payment period to re-determine whether the student has met the SAP criteria and/or the terms of the probation, as probation status is for one payment period only.

- An example is that of a student with a 1.99 GPA; it is possible to achieve a GPA in the next term and exceed the 2.0 minimum GPA required by the University's policy.

If the student will require more than one term to again meet the requirements of the SAP policy, an appeal may still be approved, but in combination with an academic plan. The academic plan may span more than one term but must map performance necessary to meet the SAP standards.

- An example is that of a student who has earned 40% of the courses attempted, as of a SAP evaluation. Even after completing 100% of the next term's courses, the student will not be over the 75% pace requirement in the University's policy.
- The academic plan would help guide the student through the required courses and actions

necessary to bring the 40% up to the required minimum standard of 75% completion.

At the end of the next term, if the student is meeting the requirements of the academic plan, the student is eligible to receive financial aid for the next term, even if he/she is not yet meeting the SAP policy standards.

Financial Aid Probation

UHC includes financial aid probation as part of the satisfactory progress policy.

When a student loses federal financial aid eligibility because he/she failed to make satisfactory progress, the student may appeal that determination on the basis of: injury or illness, the death of a relative, or other special circumstances. Any appeal submitted by a student must explain why he/she failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation.

If the Financial Aid Office determines, based on the appeal, that the student should be able to meet the Satisfactory Academic Progress standards by the end of the subsequent payment period, the student may be placed on probation without an academic plan. Generally speaking, UHC will not utilize this option and instead require all deficient students to meet with an academic advisor to develop or review their academic plan.

At the end of term on probation, the student must meet the Satisfactory Academic Progress requirements or must be meeting the requirements of the academic plan. Students who are placed on probation must:

- Achieve either at least a 2.0 Grade Point Average or the term GPA established in the student's academic plan for the term of probation; and
- Successfully complete ALL courses attempted.

A student who meets the above requirements of the academic plan can have the probation status continued for another term. A student who does not meet these requirements would have to successfully appeal to be placed on probation and have another academic plan. This appeal must explain why he/she failed to make satisfactory progress and what has changed in his situation that will allow him to make satisfactory progress at the next evaluation as well as detailed information about why the student failed to meet the requirements of the probation period, including what had changed and why the student will be able to meet the terms of the academic plan.

A student may be placed on probation for one term per appeal. It is possible that a student could be placed on probation more than once in his or her academic career, if there are successful appeals submitted and evaluated by the Financial Aid Office.

Notification to students

Students who fail to meet either of the Quantitative, Qualitative or Total Hours requirements of the Satisfactory Academic Progress policy are sent a notification email, which outlines the specific area of the Satisfactory Academic Progress policy that is deficient and explains that financial aid awards cannot be paid because of this deficiency. This email is a standard notification, with the appropriate paragraphs included. All notifications create a record in the system.

This email will include a link to the Satisfactory Academic Progress Appeal Form which is a form to standardize the appeals made to the Financial Aid Office. All forms must be signed by the student's Academic Advisor, after discussion of the academic plan, before consideration.

Schedule Changes

Schedule changes must be done within the dates published on the Academic Calendar. If online registration is closed, the appropriate form, available from the Office of the Registrar, should be completed, and the procedure printed on the Change of Schedule form should be followed. Students assume full responsibility for all changes in schedule. To be official, all changes to a student's schedule must be processed through the Office of the Registrar.

Change of Major

Students may change their majors in the Office of the Registrar or, if they have not yet enrolled in courses, at the time of admission in the Office of Admissions. Students who change their majors must follow the *Catalog* in effect at the time of the change.

Leave of Absence

A leave of absence (**LOA**) is a temporary interruption of a student's program of study with a firm and stated intention of returning to the University once the life situation has been resolved. This allows a student to react proactively before an event impacts his or her academic performance in a negative manner. Students may request a leave of

absence not to exceed two semesters, or 180 days. If the student does not report back to the University of Holy Cross before the end of the add/drop period of the indicated semester of return, the student will be considered to have withdrawn from the University as of the day the student began the LOA. Students returning from an LOA are required to file a readmission application that will be granted.

To be eligible for an LOA, students must be in good academic standing and have no holds that would prohibit registration. Students on leave may not use University facilities. While on LOA, students are not permitted to enroll in courses at another institution.

The deadline to apply for an LOA is the last day to register or drop courses in a semester. These dates are published on the Academic Calendar. LOA requests will not be considered after that date. The LOA request must be signed and dated by the student. Additionally, it must include the reason for the LOA and the date on which the student expects to return to the University. Approval must be given by the student's advisor, department chair, and academic dean.

International students with an **F-1/J-1** student visa must also receive approval from their International Student Advisor prior to being granted an LOA. Any student considering an LOA should consult with the Financial Aid Office to determine how his or her financial aid will be affected.

Administrative Withdrawal

An administrative withdrawal permits a student to be withdrawn from **all courses** in a semester after the date on which a student is eligible for withdrawal with a grade of "W." An administrative withdrawal facilitates the process for students to receive a grade of "WAD" or "WM" in **all** of their coursework for the semester requested, depending on the circumstances that have led to withdrawal. Requests may be made due to extraordinary circumstances beyond the student's control, such as a serious physical or mental health illness, death of a family member, military orders, or legal issues.

Medical or administrative withdrawals require review and approval by the student's department chair, dean, and the Vice President for Academic Affairs.

The University's administration has the authority to withdraw a student at any time for the following reasons:

- Engaging or threatening to engage in behavior that

poses a significant danger of causing imminent physical or psychological harm to others;

- Violating University Policies (Academic Honesty, Standards of Behavior, Standards of Student Conduct, Internet Usage Policy, Residence Hall Policies); and
- Severe psychological or health problems such that the student is unable to request a withdrawal on his or her own behalf.

Student-initiated administrative withdrawal requests must be submitted prior to the last day of the semester immediately following the semester in which the coursework was taken. The effective date of an approved medical/administrative withdrawal will be the date in which the request and all supporting documentation were submitted.

Students should speak with their financial aid advisors to determine if they may be required to pay funds back to the University for attempted coursework.

Students who wish to return to the University after receiving a medical or administrative withdrawal must comply with the University Readmission Policy. Additionally, the student must submit a written statement justifying his or her readiness to resume studies. All students who are readmitted after an administrative or medical withdrawal must comply with the degree program requirements in effect at the time of re-admittance.

Withdrawal from the University

Students who wish to withdraw from the University during the semester must obtain the appropriate form from the Office of the Registrar and follow the instructions therein. All signatures of individuals listed on the Withdrawal form must be obtained before the withdrawal is processed. Dates for withdrawal are listed on the Academic Calendar. Students who withdraw from the University receive a grade of W or WM in each course.

Students who absent themselves from the University without official withdrawal will not be assigned a grade of W and, at the end of the semester, will receive a grade of F or FN in all courses for which they are registered.

Definition of Course Levels

Upper-Division Courses Comprise all 300- and 400-Level Courses.

300-level course designation:

Courses of advanced difficulty taken by majors and upper-division students. These are often considered to be courses in the major offered for students clearly interested and qualified in a subject.

Assumptions:

Students are at ease and comfortable in the field; they have acquired an adequate general knowledge in the area to pursue some study in depth with the proper methodological tools.

Expectations:

1. Students have the ability to do research, or to obtain relevant information in the field through the proper use of libraries;
2. Students are fluent in the language of the field so as to read and analyze relevant information;
3. Students are able to combine the results of the research or the reading into cohesive statements;
4. Students are able to produce substantial work, such as a paper of "term-paper" length or a creative or experimental project.

400-level course designation:

Advanced upper-division courses, seminars, practicums, or internships for majors and upper-division students.

Assumptions:

1. Students have completed a substantial amount of work at the 300 level.
2. Students have the capacity to work independently under the guidance or supervision of an instructor.

Expectations:

Students are able to complete a research project or paper.

Graduate Course Levels:

500 and 600-level course designation:

Master's-level graduate courses number 500 and 600 require a Bachelor's degree and admission to a graduate program. These courses are more rigorous than undergraduate courses and often require previous graduate-level study. These courses also require a higher level of critical thinking, necessitate considerably more intellectual rigor, and demand integration of information into frameworks of knowledge.

Assumptions:

The Graduate Programs are specifically designed to enhance the student's knowledge, skills, and attitudes in their chosen academic arenas and to prepare them to accept professional responsibilities. Success in the Graduate Programs is based not only on completing the required courses work but also on demonstrating competencies and attitudes appropriate to the profession.

Expectations:

1. Students should be capable of sustained, independent inquiry and analysis;
2. Students should have a mastery of writing skills in the format required by the discipline;
3. Students should understand and carry out research at the Master's level;
4. Students should possess a thorough understanding of the literature within the discipline;
5. Students should possess the ability to communicate effectively on topics within the discipline of study.

700-level course designation:

These courses are reserved for clinical work in the discipline

Assumptions:

Courses at the 700 level are designed to prepare the graduate student for becoming a practitioner within the field.

Expectations:

1. Students should be able to function as practitioners in their field under the supervision qualified professionals;

2. Students should be able to self-evaluate while accepting guidance from supervisors.

800-level course designation:

These courses are offered at the doctoral level. Students must have been admitted into a doctoral program within the University.

Assumptions:

1. A doctoral program involves a serious commitment of time and energy. Requirements for completion of the degree go far beyond completion of courses, examinations, and a dissertation. Throughout the doctoral program, students are expected to be involved in the research projects of faculty members, to assist in teaching courses, to provide group and individual supervision when assigned, to attend and present at professional conferences, and generally to immerse themselves in professional activities at the University. These activities are designed to prepare doctoral students to become faculty members or leaders in their fields.
2. Students at this level should have completed a Master's degree within the discipline and mastered the requirements necessary to enter a doctoral program. These students should have leadership qualities and the ability to work independently toward completing not only rigorous course work but also independent research leading to a dissertation or action research project.

Expectations:

1. Students should be able to extend and contribute to theoretical and empirical knowledge in the fields;
2. Students should be able to demonstrate the ability to engage in critical thinking, decision making, and independent judgment;
3. Students should be able to design, conduct, evaluate, and disseminate research in their disciplines for its applicability to the field;
4. Students should be able to practice leadership skills in collaboration with members of the profession;
5. Students should be able to evaluate the impact of theory and practice as it relates to their fields;
6. Students should be able to accept individual responsibility and accountability for personal and professional growth;

7. Students should be able to design and complete independent research, leading to either a dissertation or action research project;
8. Students should be able to prepare to assume leadership roles in their fields.

Requirements for a Degree

1. Completion of all degree requirements including the minimum semester hours and Grade Point Average as determined by the department to which the student was admitted.
2. Completion at the University of at least one-fourth of the total number of credit hours in a degree program and at least 50% of the major courses of the curriculum.
3. Ascertainment by conference with the Advisor that the student's academic record is accurate and complete no later than the semester prior to the one during which he or she expects to complete degree requirements.
4. Payment of all financial indebtedness, including library fees, traffic violations, and graduation fees to the University.
5. Submission of an application for degree during the semester prior to the graduation semester. The deadline is stipulated on the Academic Calendar. The Graduation Application may be obtained in the Office of the Registrar.
6. Completion of a graduation clearance during the semester prior to the graduation semester. The clearance form must be signed by the department Chair.
7. Successful completion of all academic and institutional requirements.

Graduates are encouraged to attend all commencement ceremonies. Diplomas and transcripts are released only to students who have discharged their financial, administrative, and library obligations to the University.

Second Baccalaureate

If the first Baccalaureate degree has been earned at a regionally accredited college or university, a student may

earn a second Baccalaureate degree by completing a minimum of 30 semester hours in addition to the number of hours required for the first degree. The second degree must be earned in residence with required courses prescribed in writing by the Chair/Coordinator of the degree area. A student who pursues a second degree is accountable for all departmental requirements associated with the degree.

Examinations

Course Examinations

Instructors are free to give tests or quizzes at their discretion. Additionally, final examinations/evaluations are usually required and are administered at the end of each semester, in accordance with the schedule issued by the Registrar's office. Exceptions to this requirement may be made upon approval of the department Chair. All students are required to take examinations at the time officially scheduled. A student who, because of serious, valid reasons, such as personal illness or death of a family member, is absent from any final examination may request to take a special examination, only with the recommendation of the department Chair and the agreement of the course instructor.

Reports and Transcripts

Reports of final grades earned are posted on Self Service at the end of each semester. For purposes of confidentiality, grades are not released by the Office of the Registrar other than through the issuance of transcripts.

Requests for official transcripts should be made online at www.getmytranscript.com. Partial transcripts or the records of testing services or other universities are not issued. Every effort is made to issue transcripts within three to five business days. At the end of the semester, approximately two weeks are required to post grades and to issue transcripts for students who have just completed courses.

No student will receive an official transcript until all financial obligations to the University have been met.

Family Educational Rights and Privacy Policy (FERPA)

University of Holy Cross (UHC)

Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day UHC receives a request for access. A student should submit to the registrar a written request (Registrar@uhcno.edu) that identifies the record(s) the student wishes to inspect. The Registrar will create a plan for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask UHC to amend a record should write to the Registrar and clearly identify the part of the record the student wants changed and specify why it should be changed.

If UHC decides not to amend the record as requested, UHC will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before UHC discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

UHC discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official typically includes a person employed by UHC in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. An authorized official also may include a volunteer or contractor outside of UHC who performs an institutional service of function for which UHC would otherwise use its own employees and who is under the direct control of the school with respect to the use and

maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. An authorized official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for UHC.

Upon request, UHC also discloses education records without consent to officials of another educational institution in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UHC to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. UHC may disclose PII from the education records without obtaining prior written consent of the student —

- To other university officials, including instructors, within UHC whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such

as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37.(§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if UHC determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of UHC, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Students may contact the Registrar’s Office with questions:

Office of the Registrar

University of Holy Cross
 4123 Woodland Drive
 New Orleans, LA 70131
 Phone: (504) 398-2235
 FAX: (504) 392-9460
 Email: registrar@uhcno.edu

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, as amended (also known as the Buckley Amendment), affords students certain rights with respect to their educational records. Specifically, it affords students the right to:

1. Inspect and review their academic records;
2. Request the amendment of inaccurate or misleading records;
3. Consent to disclose of personally identifiable information contained in their education record; and
4. File a complaint with the U.S. Department of Education concerning alleged failures of the institution to comply with this law.

FERPA authorizes the release of “Directory Information” without the student’s prior written consent under certain conditions set forth in the Act.

What is Directory Information?

Directory Information is information contained in an academic record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory Information may only be released to third parties if such action is clearly identified as within an employee’s official duties. Any other release of use of directory information is a violation and is not permissible. Following guidelines provided by the FERPA Compliance Office, UHC defines the following as Directory Information:

- Name of student
- Local address and zip code
- Local telephone number
- E-mail address
- Major field of study
- Educational level (i.e. freshman, sophomore, etc.)
- Dates of attendance
- Enrollment status (full-time or part-time)
- Degrees and awards received
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

To whom can Directory Information be released without student consent?

- School employees who have a legitimate educational interest
- Other schools, upon request, in which a student is seeking or intending to enroll
- Accrediting organizations
- Organizations doing certain studies for or on behalf of the College
- Appropriate parties in connection with financial aid to a student to determine eligibility, amount or conditions of financial aid, or to enforce the terms and conditions of aid
- Parents, when a student over 18 is still a dependent (see additional information under parental rights)
- Certain government officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with an audit, authorized representatives of the U.S. Attorney General for law enforcement purposes or state or federally supported education program
- Individuals who have obtained a judicial order to subpoena
- School officials who have a need to know concerning disciplinary action taken against a student
- Appropriate parties who need to know in cases of health and safety emergencies, when necessary, to protect the health and safety of the students and/or others
- State or local authorities, within the juvenile justice system, pursuant to specific state law
- Alleged victim of a crime of violence, the results of a disciplinary proceeding with respect to that crime
- Parent or legal guardian of a student under the age of 21, information regarding any violation of

university policy of state, federal or local law, governing the use or possession of alcohol or a controlled substance

- Those requesting Directory Information on a student, provided the student has not requested his or her information be withheld.

Statement on Other Policies

Additional policies and regulations may be promulgated for the welfare of the academic community.

University Offerings

With the intention of enabling its students to gain insight into human existence and into the natural world, University of Holy Cross seeks to develop their intellectual, psychological, and spiritual potential and their talents to the fullest. To this end, the tradition of liberal arts education through the General Education curriculum is required for all degree programs.

Student Learning Outcomes of the General Education Curriculum\

Upon successful completion of the general education curriculum, students should be able to

1. Communicate logically and effectively their ideas and concerns in writing and in speaking correctly, using standard English;
2. Demonstrate critical thinking skills in interpreting data logically, discovering faulty logic, clarifying values, and making rational decisions;
3. Demonstrate mathematical skills sufficient to complete successfully a course in University Algebra or Finite Mathematics.

Degree Programs Offered

Doctoral Degrees

Counselor Education and Supervision (Ph.D.)
Executive Leadership (Ed.D.)

Master's Degrees

Biomedical Sciences (M.S.)
Catholic Theology (M.A.)
Clinical Mental Health Counseling (M.A.)
Educational Leadership (M.Ed.)
Humanities (M.A.H.)
Management (M.S.)
Marriage, Couple, and Family Counseling (M.A.)
School Counseling (M.A.)
Teaching and Learning (M.Ed.)

Bachelor's Degrees

Accounting (B.S.)
Addiction Counseling (B.S.)
Applied Behavioral Sciences (B.S.)
Biology (B.S.)
Business Administration (B.S.)
Culinology® (B.S.)
Elementary Education (B.S.)
English (B.A.)
Food Business (B.S.)
Food Science (B.S.)
General Studies (B.S.)
Health Sciences (B.S.)
History (B.A.)
Liberal Arts (B.A.)
Neurodiagnostic Technology (B.S.)
Nursing (B.S.)
Psychology (B.S.)
Radiologic Technology (B.S.)
Social Counseling (B.S.)
Social Sciences (B.A.)
Theology (B.A.)

Associate's Degrees

Addiction Counseling (A.S.)
Biology (A.S.)
Juvenile Counseling (A.S.)
Liberal Arts (A.A.)
Neurodiagnostic Technology (A.S.)
Radiologic Technology (A.S.)

Core Requirements in General Education

During the first 60 hours of study, all students are expected to complete the following Core Curriculum within the General Education requirements with a cumulative Grade

Point Average of at least 2.0 to 2.5, depending on departmental requirements, before they may continue their studies for a major in any department:

English Composition I and II	6 semester hours
Mathematics	3 semester hours
Natural Sciences	4 semester hours*
Philosophy	3 semester hours
Social Sciences	6 semester hours**
Fundamentals of Public Speaking	3 semester hours
Theology	3 semester hours
TOTAL	28 semester hours

*Students wishing to register for a Natural Science elective may choose a course from the following academic discipline prefixes: BIO, CHE, ENV, ESC, FSI, HSC, MAT, and PHY.

**Of these 6 semester hours in Social Sciences a student must take 3 hours in Sociology or Psychology and 3 hours in History, Geography, or Political Science.

Students wishing to register for a Social Science elective may choose a course from the following academic discipline prefixes: CJU, ECO, GEO, HIS, PSC, PSY or SOC.

General Education Requirements

The following courses form the General Education requirements for all programs (including the 28 hours of core requirements):

English Composition I and II	6 semester hours
English Literature (must be 200 level or above)	3 semester hours*
Fine Arts (Art, Fine Arts, Music)	3 semester hours*
Mathematics (with a minimum of 3 hours of College Algebra or Finite Mathematics, depending on degree requirements)	6 semester hours
Natural Sciences	9 semester hours**
Philosophy	6 semester hours*
Social Sciences (with a minimum of 3 hours in History)	12 semester hours* ***
Fundamentals of Public Speaking	3 semester hours
Theology	6 semester hours*
TOTAL	54 semester hours

*Courses in English Literature, Art and Music Appreciation, History, Philosophy, and Theology are not skills based and are therefore classified as pure Humanities courses.

**Students wishing to register for a Natural Science elective may choose a course from the following academic discipline prefixes: BIO, CHE, ENV, ESC, FSI, HSC, MAT, and PHY.

***Students wishing to register for a Social Science elective may choose a course from the following academic discipline prefixes: CJU, ECO, GEO, HIS, PSC, PSY or SOC.

General Education Requirements for Associate Programs

The following courses form the general education requirements for all Associate programs:

English 101 and English 102	6 semester hours
Mathematics 105	3 semester hours
Natural Science	4 semester hours*
Philosophy	3 semester hours
Social Sciences	3 semester hours**
Speech 101	3 semester hours
Theology	3 semester hours
TOTAL	25 semester hours

*Students wishing to register for a Natural Science elective may choose a course from the following academic discipline prefixes: BIO, CHE, ENV, ESC, FSI, HSC, MAT, and PHY.

**Students wishing to register for a Social Science elective may choose a course from the following academic discipline prefixes: CJU, ECO, GEO, HIS, PSC, PSY or SOC.

Requirements for a Major

A major is at least 30 hours in a discipline, 24 of which must be 300 or 400-level courses. The courses in the major may not be used to fulfill the Core or General Education requirements.

Requirements for a Dual Major

Undergraduate students may pursue two majors while enrolled at the University of Holy Cross. A dual major consists of meeting the requirements of two majors, resulting in either a BA or BS degree with one diploma issued. Both majors are printed on a single diploma. (For example, a student may elect to pursue a major in Accounting and a major in Business Administration as a Bachelor of Science degree.) Students may not pursue more than two majors concurrently in a single degree program. Please note that not all majors are compatible for earning dual majors. Students electing a dual major are encouraged to consult their financial aid counselor regarding aid eligibility. It is also suggested that they consult with their academic advisors about the possibility of earning an AA or AS degree while in the process of completing their baccalaureate programs.

Requirements for a Minor

A minor is at least 18 hours in a discipline, 9 of which must be 300 or 400-level courses. The courses in the minor may not be used to fulfill the Core or General Education requirements.

Let's Write Right Quality Enhancement Plan (QEP)

As part of the reaccreditation of the University of Holy Cross in 2017 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), a Quality Enhancement Plan or QEP was approved. Entitled Let's Write Right: Writing in the Disciplines, the overarching goal of the plan is to focus on improving the quality of undergraduate students' writing:

By increasing writing support and offering writing-intensive upper-level courses in each degree program, the Let's Write Right QEP will provide undergraduate students with the knowledge and skills necessary for successful writing in their chosen professional careers and/or graduate studies.

The Student Learning Outcomes (SLOs) of the plan reflect the types of learning expected:

1. Demonstrate an understanding of the "context, audience, and purpose" of the writing assignment;
2. Develop content that reveals sufficient knowledge and understanding of the subject throughout the writing assignment;
3. Apply the conventions for formatting and organizing the writing assignment in the style expected in their major discipline;
4. Synthesize evidence drawn from relevant sources with their own ideas, paraphrasing and quoting them correctly, and citing sources by using the format appropriate to their major disciplines; and
5. Write clearly and effectively, using syntax and mechanics appropriate to the writing assignment.

One part of the plan is to test students transferring credit for ENG 102 or completing it at UHC for writing proficiency. The English Proficiency Test is described elsewhere in this Catalog.

A second part is to require all undergraduate students to

successfully complete two writing-intensive courses (one at the 300 level and one at the 400 level) in their major disciplines. Implementation began in the 2018-2019 academic year with the designated courses (identified in the “Course Descriptions” section below) in major programs in the College of Liberal Arts and Sciences, continued in the 2019-2020 academic year in the College of Counseling, Education, and Business, and reaches full implementation with the addition of the College of Nursing and Health Sciences in the 2020-2021 academic year. Student writing in these courses is assessed by using the Association of American Colleges & Universities (AAC&U) Written Communication VALUE Rubric.

Affiliations

University of Holy Cross, a member of the **Consortium of Louisiana Colleges and Universities**, in cooperation with CODOFIL (Council for Development of French in Louisiana), provides Louisiana residents with an academic program in France geared largely, but not exclusively, toward French studies.

The affiliation of University of Holy Cross with the **Gulf Coast Research Laboratories** provides students with the opportunity for research in marine biology.

Membership in the **Louisiana Universities Marine Consortium (LUMCON)** provides students with the opportunity for research in marine biology.

Articulation and 2+2 Agreements

Aquinas Institute (Courses in Theology, Philosophy, or Language)

This agreement describes the collaborative relationship between the University of Holy Cross and the Aquinas Institute. It explains the procedures and expectations associated with this relationship, especially as regards course sharing. For more information, contact the Department of Theology at 504-398-2170. [The agreement will be up for renewal in Fall 2022.](#)

Delgado Community College (Accounting)

The Department of Business of the University of Holy Cross and the Accounting Associate Degree Program of the Business and Technology Division of Delgado Community College have signed an agreement that established a 2+2 program. This 2+2 program allows students who complete the courses prescribed in Delgado’s

Accounting degree to transfer credits that lead to a Bachelor of Science in Accounting degree from the University of Holy Cross. For more information, contact the Department of Business at 504-398-2359. [The agreement will be up for renewal in Spring 2021.](#)

Delgado Community College (Biological and Physical Sciences)

The Department of Biological and Physical Sciences of the University of Holy Cross and the Science and Math Division of Delgado Community College have signed an agreement that established a 2+2 program. This 2+2 program allows students who complete the courses prescribed by Delgado’s Associate of Applied Science in Science Laboratory Technology/Biotechnology degree to transfer credits that lead to a Bachelor of Science in Biological and Physical Sciences degree from the University of Holy Cross. For more information, contact the Department of Biological and Physical Sciences at 504-398-2129. [This is a perpetual agreement.](#)

Delgado Community College (Business)

The Department of Business of the University of Holy Cross and the Business Administration Associate Degree Program of the Business and Technology Division of Delgado Community College have signed an agreement that established a 2+2 program. This 2+2 program allows students who complete the courses prescribed in Delgado’s Business Administration Degree to transfer credits that lead to a Bachelor of Science in Business Administration degree from the University of Holy Cross. For more information, contact the Department of Business at 504-398-2359. [The agreement will be up for renewal in Spring 2021.](#)

Delgado Community College (Food Science)

The Food Science Program of the Department of Biological and Physical Sciences of the University of Holy Cross and the Culinary Arts (Professional Culinarian) and Culinary Management Programs of the Business and Technology Division of Delgado Community College have signed an agreement that established a 2+2 program. This 2+2 program allows students who complete the courses prescribed in Delgado’s Culinary Arts (Professional Culinarian) and Culinary Management Associate degree to transfer credits that lead to a Bachelor of Science in Food Science degree from the University of Holy Cross. For more information, contact the Department of Biological and Physical Sciences at 504-398-2129. [The agreement will be up for renewal in Spring 2022.](#)

Delgado Community College (Health Sciences, Respiratory Therapy)

The Department of Health Sciences of University of Holy Cross and the Division of Allied Health of Delgado Community College have signed an agreement that established a 2+2 program. This 2+2 program allows students who complete the courses prescribed in the Associate of Applied Science in Respiratory Care (A.A.S.) degree to transfer credits that lead to a Bachelor of Science degree in Health Sciences, Curriculum for Respiratory Therapists, at the University of Holy Cross. For more information, contact the Department of Health Sciences at 504-398-2215. This agreement will be up for renewal in Spring 2020.

Fletcher Technical and Community College (Business Administration and Accounting)

University of Holy Cross (UHC) and Fletcher Technical Community College (FTCC) have agreed to enter into an articulation agreement that allows students to complete the Associate of Applied Science (AAS) degree in Business Administration at FTCC and transfer credit hours earned in the various concentrations within that degree (as depicted in Appendices A through E) and apply them toward completion of the Bachelor of Science in Business Administration and Bachelor of Science in Accounting degrees at UHC. For more information, contact the Department of Business at 504- 398-2359. This is a perpetual agreement.

Fletcher Technical and Community College (Health Sciences)

University of Holy Cross (UHC) and Fletcher Technical Community College (FTCC) have agreed to enter into an articulation agreement that allows students to complete the Associate of Science (AS) degree in Cardiopulmonary Care Science (CPCS) at FTCC and transfer credit hours earned toward completion of the Bachelor of Science in Health Sciences Curriculum for Cardiopulmonary Care Science Technologists. The agreement will be up for renewal in Spring 2023.

Fletcher Technical and Community College (Nursing)

University of Holy Cross (UHC) and Fletcher Technical Community College (FTCC) have agreed to enter a Memorandum of Understanding for a 2+2 program between the two institutions. The 2+ 2 program allows students in the FTCC Associate of Science in Nursing (ASN) program to complete the first two years of study at FTCC and transfer all credit hours as designated to Holy

Cross toward completion of the Bachelor of Science in Nursing (BSN). Students transferring to Holy Cross may complete the last two years of their course work at Holy Cross. For more information, contact the Department of Nursing at 504-398-2215. This is a perpetual agreement.

Fletcher Technical and Community College (Social Sciences)

University of Holy Cross (UHC) and Fletcher Technical Community College (FTCC) have agreed to enter into an articulation agreement whereby FTCC students earning an Associate's degree in Criminal Justice may continue their studies at UHC and earn a Bachelor's degree in Social Sciences with a Concentration in Criminal Justice. The agreement will be up for renewal in Spring 2023.

Louisiana Community and Technical College System (Universal)

University of Holy Cross (UHC) and the Louisiana Community and Technical College System (LCTCS) have agreed to enter into an articulation agreement for 2+2 programs between the two institutions. The 2+2 program allows students in the LCTCS Associate of Science programs to complete the first two years of study at LTCC and transfer all credit hours as designated to Holy Cross toward completion of Bachelor's degree programs. Students transferring to Holy Cross may complete the last two years of their course work at Holy Cross. For more information, contact Academic Affairs at 504-398-2237. This is a perpetual agreement.

Louisiana Restaurant Foundation ProStart Program (Food Science)

The Department of Biological and Physical Sciences of the University of Holy Cross and the Louisiana Restaurant Foundation ProStart Program have signed an agreement that allows the transfer of up to thirteen semester credit hours from ProStart high schools toward degree completion of a Bachelor of Science degree in Food Science at the University of Holy Cross. The agreement will be up for renewal in Summer 2021.

National Restaurant Association Educational Foundation ProStart Program (Food Science)

The Department of Biological and Physical Sciences of the University of Holy Cross Food Science Program and the National Restaurant Association Educational Foundation ProStart Program have signed an agreement. The agreement allows high school students who have earned ProStart certificates of achievement or passed level one and/or two examinations to receive credits toward

completion of a Bachelor of Science in Food Science degree from the University of Holy Cross. For more information, contact the Food Sciences Program in the Department of Biological and Physical Sciences at 504-398-2129. The agreement shall renew annually until terminated.

Northshore Technical Community College (Biological and Physical Sciences, Business Administration, Health Sciences, and Nursing)

An articulation agreement was signed between the University of Holy Cross (UHC) in New Orleans, Louisiana and Northshore Technical Community College (NTCC) in Lacombe, Louisiana. The agreement permits NTCC students who successfully complete courses listed in the agreement to transfer them to UHC degree programs in the Biological and Physical Sciences, Business Administration, Health Sciences, and Nursing. This agreement is also known as a 2+2. NTCC students will earn a Bachelor's degree from UHC after successfully completing at least 60 additional semester hours at the upper level at UHC and meeting all UHC degree requirements. It is intended to facilitate completion of four-year degrees at UHC in high need areas and thereby increase the number of skilled professionals within the Louisiana workforce. For more information, contact Academic Affairs at 504-398-2221. The agreement will be up for renewal in Spring 2021.

Nunez Community College (Culinology)

The Department of Biological and Physical Sciences of University of Holy Cross and the Division of General Studies at the Nunez Community College have signed an agreement that established a 2+2 program. This 2+2 program allows students who complete courses prescribed in Nunez's Associate of General Studies-Culinary Concentration to transfer specified credit hours that lead to a Bachelor of Science in Culinology degree from the University of Holy Cross. For more information, contact the Department of Biological and Physical Sciences at 504-398-2129. This is a perpetual agreement.

Tulane University Senior Reserve Officer's Training Corps (SROTC) Program

This memorandum of agreement is to provide for enrollment and attendance of students from the cross-town institution, University of Holy Cross (UHC), in the host institution Tulane University SROTC Program. UHC will accept grades awarded by the program. Students are responsible for their own transportation. For more information, contact the Registrar's Office at 504-398-

2252. This is a perpetual agreement.

Clinical Agreements

Agreements with other institutions, such as hospitals, clinics, mental health facilities, and schools, afford students pursuing professional degrees the opportunity to gain the clinical experience essential to completion of their academic preparation. Appropriate academic departments (i.e., the Departments of Nursing, Health Sciences, Education, and Counseling) maintain the agreements and revise them as needed.

Contractual Agreements

Jazzmen Rice, Inc. (Food Science)

This agreement is a commitment by Jazzmen Rice, Inc. to support the University of Holy Cross Food Science Program in the following three ways: 1) an annual \$500 Jazzmen Rice Scholarship, 2) internships for qualified Food Science and Business students within the company, and 3) covering the website cost for the University of Holy Cross Food Science Recipe Blog highlighting Jazzmen Rice. For more information, contact the Food Sciences Program in the Department of Biological and Physical Sciences at 504-398-2129. This is a perpetual agreement.

Louisiana Course Choice (Dual Enrollment)

The agreement between the Louisiana Department of Education and the University of Holy Cross (UHC) provides State funds for public high school juniors and seniors in Louisiana who wish to attend dual enrollment courses at UHC. For more information, contact Academic Affairs at 504-398-2331. This is a perpetual agreement.

Notre Dame Seminary (General Education)

The University of Holy Cross (UHC) and Notre Dame Seminary (NDS) have signed a contractual agreement that pertains only to seminarians who have not previously completed Bachelor's degrees and must complete 56 hours of specific general education coursework to meet the requirements of admission through an exception in the NDS Bachelor of Philosophy (Philosophy for Theological Studies) degree program. These seminarians, who will receive their degrees from NDS, are enrolled at UHC as non-degree seeking students. They may earn up to 56 hours of general education credit and receive a 50% tuition discount. For more information, contact the Department of Theology at 504-398-2122. The agreement will be up for

renewal in spring 2022.

The Newman Idea (Integrated Knowledge Courses)

The agreement between the University of Holy Cross (UHC) and The Newman Idea (TNI), a not-for-profit corporation, allows TNI instructors who conform to UHC and SACSCOC standards, to teach Integral Knowledge (IKN) courses found in the UHC Catalog to students using both face to face and online instruction modalities. Students at other universities who wish to take TNI courses register as non-degree seeking students at UHC and pay an adjusted tuition rate. Although UHC and TNI are autonomous and have distinct missions, a major commitment of each is to provide Christian education for the holistic development of students. This common goal— together with those of assisting students in strengthening their intellectual foundations, renewing their personal life, and expressing Christian community—invites a close cooperation between the two institutions, whose missions are similar. For more information, contact the Department of Theology at 504-398-2122. The agreement will be up for renewal in Spring 2021.

Faculty and Student Exchange

Federal University of Espirito Santo in Vitoria, Brazil (Biological and Physical Sciences, Nursing, and Health Sciences)

This agreement between the Federal University of Espirito and the University of Holy Cross facilitates the exchange of teaching staff and researchers, joint development of research projects, joint organization of scientific and cultural events, interchange of information and academic publications, and exchange of students in the areas of biological and physical sciences, nursing, and health sciences. For more information, contact Academic Affairs at 504-398-2221. The agreement will be up for renewal in Spring 2021.

Arrangements

Council for Academic Libraries Liaison

Council for Academic Libraries Liaison (CALL) is a consortium of the 11 academic libraries in the New Orleans area (Delgado Community College, Dillard University, Loyola University of New Orleans, New Orleans Baptist Theological Seminary, Notre Dame Seminary, Nunez Community College, University of Holy Cross, Southern University at New Orleans, Tulane

University, the University of New Orleans, and Xavier University). University of Holy Cross graduate students and faculty members who wish to have borrowing privileges at these libraries may obtain a LOUIS Reciprocal Borrowing card from the Director of Library Services.

LOUIS: the Louisiana Library Network

LOUIS: the Louisiana Library Network is a consortium of Louisiana academic libraries. As a member of LOUIS, the Blaine S. Kern Library shares resources with other Louisiana public and private academic libraries. The LOUIS support team, from their headquarters at the Louisiana State Board of Regents in Baton Rouge, work with members to procure and support library technology and resources and facilitate training, collaboration, and reciprocal borrowing. LOUIS members provide input by participating in committees, listservs, and the LOUIS Users Conference.

LYRASIS

The Blaine S. Kern Library at the University of Holy Cross is a member of LYRASIS, a membership organization whose mission is to support enduring access to the world's shared academic, scientific, and cultural heritage through leadership in open technologies, content services, digital solutions, and collaborations with archives, libraries, museums, and knowledge communities worldwide.

Service Members Opportunity College Network

University of Holy Cross is a member of the Service Members Opportunity College Network (SOC) of some 400 post-secondary institutions, which is dedicated to serving the educational needs of active duty, reserve, and recently separated military personnel. Service personnel applying for admission should submit DOD Form DD-295 for evaluation of military education and training in terms of academic credit. As a member of the SOC Network, University of Holy Cross is committed to supporting and complying fully with SOC principles and criteria.

Several affiliations with selected agencies are recognized for the placement of business, education, nursing, counseling, and social science majors.

Air Force Reserve Officers Training Corps

The Air Force Reserve Officers Training Corps (AFROTC) offers one, two, three, and four-year programs leading to a commission as a second lieutenant in the United States Air Force. The four-year program is divided into two parts: the General Military Course (GMC) for

freshmen and sophomores and the Professional Officer Course (POC) for juniors, seniors, and graduate students.

GMC students attend a one-hour academic class and a two-hour laboratory each week, while POC students attend a three-hour academic class and a two-hour laboratory each week. In addition, all cadets are encouraged to maintain a physical fitness regimen and are required to participate in a monthly physical fitness test.

The two-year program begins with a five-week summer training at an Air Force base. Upon its successful completion, students enter the POC. Students interested in the two-year program should apply no later than February in the spring semester of their sophomore year. Applicants normally have four semesters of either undergraduate or graduate work remaining prior to entry into the two-year POC. However, the one-year University program allows selected seniors or graduate students to complete requirements in only two terms plus a summer program.

For GMC students, entry into the POC is competitive and is determined in late spring of their sophomore year. Prior to entry into the POC, all students in the four-year program must attend a four-week field training session, typically held in the summer between the sophomore and junior years.

AFROTC cadets may compete for one, two, and three-year scholarships that pay tuition, fees, textbook allowance, and a monthly subsistence of up to \$400 per month. Orientation flights in military aircraft and visits to Air Force bases are optional parts of AFROTC training.

Army Reserve Officers Training Corps (ROTC)

Army Reserve Officers Training Corps (ROTC) is a comprehensive program of studies through which a student can qualify to be commissioned as an officer in the United States Army, the National Guard, or the United States Army Reserve. Students learn leadership and management skills that will help in any profession. The Army ROTC program consists of a two-year Basic Course, which is open to freshmen and sophomores only, and a two-year Advanced Course. Non-scholarship students participating in the first two years of ROTC do not incur any obligation to the U. S. Army. A variety of Army ROTC scholarships is offered. These provide tuition assistance, up to \$600 for textbooks, and a \$250 to \$400 per month stipend allowance (up to 10 months per year).

Admission to ROTC is conditioned on meeting academic, physical, and age requirements, as well as the approval of

the Professor of Military Science. Physical fitness training is a requirement. A minimum of three days per week of physical fitness training is required.

To be commissioned as an officer, a student must complete either the regular four-year program, a three-year program (whereby the Basic Course is compressed into one year), or a two-year program (requiring completion of the summer ROTC Leaders Training Course giving the student credit for the Basic Course). Advanced placement for ROTC training may be given to veterans (including members of the National Guard or Army Reserve) and to students with previous ROTC experience. In addition to these requirements, a student must complete at least one course each in the areas of written communication, human behavior, military history, computer literacy, and mathematical logic reasoning.

Uniforms and military science textbooks are issued without cost to all students. Advanced Course students receive a subsistence allowance of \$250 to \$400 per month, as well as payment for the Advanced Leadership Camps they must attend prior to completing the Advanced Course. For more information on the ARMY ROTC program call (504) 865-5594.

Students should consult the ROTC Coordinator for complete details and an advisor for integration of Military Science into their academic program. Satisfactory completion of both the Basic and Advanced courses satisfies the requirements for a minor in any degree program.

Many summer opportunities are available on a volunteer basis. Cadets may attend the free fall parachute course or powered glider training at the Air Force Academy. Cadets may participate in Army Airborne Training or a Language Immersion Program. (The Language Immersion Program selects students with three years of college-level language to attend a foreign university for 30 days.) The Operation Air Force program gives cadets an opportunity to better understand Air Force life and careers, while spending three weeks at a base. Finally, cadets selected for pilot training complete 50 hours of civilian flight time and receive a FAA private pilot certificate.

University of Holy Cross Assessment Program

Introduction

At University of Holy Cross, three areas of college life are assessed: 1) student achievement, 2) academic programs, and 3) student attitudes toward the University.

The purpose of assessing student achievement is 1) to determine the students' readiness for entrance into the University and their placement in selected courses; 2) to ascertain their degree of proficiency in English and mathematics; 3) to determine their proficiency level in individual courses; 4) to verify their level of achievement in the General Education curriculum; 5) to ascertain student learning in relation to course objectives; and 6) to verify the level of their achievements in their chosen degree programs.

The purpose of assessing student attitudes toward the University is to obtain information concerning the degree of satisfaction with degree programs and the various services offered by the University and to determine the adequacy of preparation for the workplace.

Assessment of Student Achievement Assessment for Entrance and for Placement

University of Holy Cross accepts applications for admission from students of accredited secondary schools, students holding or pursuing the General Education Development Diploma (GED), and students transferring from regionally accredited colleges and universities.

To place students in an environment most conducive to their academic abilities and knowledge level upon entrance into the University, several different assessment parameters are utilized.

American College Test (ACT) scores may be presented as a basis for course placement in English and mathematics. In other areas of study previous course work and achievement of a minimum grade of C are also considered adequate to place students in the appropriate level of course work. Additionally, University of Holy Cross administers placement tests for mathematics, English, and reading to all students who do not have current ACT scores or previous college credit in these subjects in order to

achieve appropriate placement in the curriculum.

Assessment for Proficiency in the General Education Curriculum Prior to Acceptance into a Department

To assess the achievement of students in the General Education curriculum prior to acceptance into a department, the University uses both standardized tests and/or institutionally developed prompted essays. It is the responsibility of the students to schedule a testing session at an appropriate time in order to be accepted into an academic department.

Standardized testing is required for all students seeking admission to a degree program in Education or Nursing. The PRAXIS I (pre-professional skills test in reading, writing, and mathematics) is required for admission to the Teacher Education program. The Test for Essential Academic Skills (TEAS) is required for admission to the Nursing department.

For each of the aforementioned standardized tests, students are expected to adhere to all procedures that emanate from the national testing service sponsoring a particular test. These procedures may be obtained from the national testing service, from the Office of Admissions, or from the appropriate department Chair.

English Proficiency Test

Beginning in Fall 2016, students completing ENG 102 (English Composition II) at UHC must take a departmental English Proficiency Test as their final exam in the course. They must achieve a mean score of at least 2 on the AAC&U (American Association of Colleges and Universities) Written Communication Value Rubric. Students who do not achieve that benchmark score may petition the English Program Coordinator to repeat the test. (The repeated test may be taken in person or through distance learning.) Those who do not achieve a rubric score of 2 upon the second attempt are required to pass ENG 201, Introduction to Writing in the Disciplines, a non-credit tuition-free course, before they are allowed to take upper-level writing intensive courses in their major programs. They are urged to take this course during the first or no later than the second semester after completion of ENG 102. Note: A special administrative fee will be assessed if students must repeat ENG 201.

Students who completed ENG 102 at UHC before Fall 2016 are exempt from this requirement.

Assessment for Baccalaureate Achievement

During the semester prior to graduation, the achievement of students in their chosen degree programs is assessed. University of Holy Cross utilizes both standardized testing and institutionally developed, comprehensive examinations. It is the responsibility of the student to schedule a testing session at an appropriate time to meet the requirements of the degree program for graduation.

Standardized tests appropriate to the degree are required for all students seeking a degree in Education, Nursing, or Health Sciences. All required parts of the PRAXIS must be successfully completed prior to enrollment in methods courses and student teaching or internship. All students in Theology with a Concentration in Religious Education and Social Sciences with a Concentration in Teacher Certification for Secondary Schools must pass all required parts of the PRAXIS before completing their methods courses and student teaching or internship (i.e., EDU 305, EDU 310, EDU 421, EDU 460B, EDU 460C, EDU 460D, EDU 461A, and EDU 461B). In order to graduate from the University, Nursing majors must successfully pass the standardized *RN Comprehensive* that focuses on command of the curriculum content. In addition, *The National Council Examination for Licensure* (Registered Nurses) is required of Nursing graduates. The purpose of this test is to determine the degree of competency of the Nursing graduate for safe practice. For all students seeking a degree in Health Sciences, a certifying examination is required. For each of the aforementioned standardized tests, students are expected to adhere to all procedures that emanate from the national testing service sponsoring a particular test. These procedures may be obtained from the national testing service, from the Office of Admissions, or from the Chair of the Health Sciences department.

For most other curricula, institutionally developed, comprehensive exit examinations are administered. For the institutionally developed comprehensive exit examinations in each of the aforementioned curricula, students are expected to adhere to all procedures that emanate from the department with authority and responsibility for the course of study. Failure to meet defined standards may delay graduation, certification, and/or licensure.

Assessment of Academic Programs

The purpose of this assessment is to discover the strengths and weaknesses of the academic programs of the University. To determine the level of student success in relation to stated desired program outcomes, a variety of means is used: standardized tests, institutionally developed

tests, and attitudinal surveys. The results of the testing and the surveys are analyzed, interpreted, and evaluated by the appropriate administrative offices and are used as a component of the decision-making process with regard to the continuance, discontinuance, and/or improvement of academic programs.

Assessment of Student Attitudes

Graduate Survey

The Division of Liberal Arts and Sciences and the Division of Professional Studies have instituted surveys for graduating students. These instruments measure satisfaction with the curriculum to determine whether students think they have been prepared for a chosen profession. The surveys are mandatory for each graduating student. Candidates for graduation are given the *Survey of Graduating Seniors* by the Office of the Registrar at the same time they receive the *Graduation Application*. These two documents are available during the semester prior to the semester of anticipated graduation. A filing deadline for the application is stipulated in the Academic Calendar. The *Graduation Application* is not accepted by the Office of the Registrar without the completed *Graduate Survey*.

Periodic Survey of Employers of Graduates

Within two years after graduation from University of Holy Cross, some departments survey employers of recent graduates. Obtaining information about graduates' job performance, especially in comparison with that of employees with similar preparation at other colleges and universities, enables the department Chairs, program coordinators, and faculty to evaluate the effectiveness of their programs in preparing students for an occupation.

Library Services

The Blaine S. Kern Library, the heart of intellectual pursuit on campus, provides resources and services to complement the educational and research activities of the students, faculty, and staff of University of Holy Cross. Librarians offer general or specialized instruction to users one-on-one or in visits to classes at the request of faculty.

The library has a comprehensive collection, which includes print and electronic books and periodicals, audiovisual materials, and electronic databases. It serves as a selective depository for Federal Government documents. Special collections include Genealogy; the Richard Dixon History

of Algiers Collection; the Thomas E. Ellerman, S. M. Streetcar Collection; and the Tom Fox (Editor) Papers. Students, faculty, and staff have remote access to electronic books and databases 24 hours/7 days a week. For materials not owned by the Library, students, faculty and staff may submit interlibrary loan requests.

The Library is a member of LOUIS: the Louisiana Library Network and participates in the LOUIS Reciprocal Borrowing Agreement.

Detailed information about library resources and services is available by accessing the Library home page on the University web site: <http://uhcno.edu/library/>.

Religious Education Centers

An essential component of the Mission of University of Holy Cross is to share its spiritual, material, and educational resources with all. Toward this end, the Theology Program at University of Holy Cross assists three Louisiana dioceses in preparing catechists for work in primary, secondary, and other areas of religious education: the Diocese of Lafayette (Aquinas Institute) and the Diocese of Lake Charles (Office of Religious Education). In these dioceses the University sponsors activities for the personal enrichment, training, and continuing studies of catechists and others who desire further Christian formation through theological and philosophical courses in which students earn college credit.

Through participation in course work for credit or audit, students in these dioceses are assisted in

1. strengthening the intellectual foundation of their faith;
2. renewing their spiritual lives; and
3. enriching their experience of Christian community.

Campus Ministry

The Office of Campus Ministry is staffed by the Campus Minister. The staff provides for and nurtures the spiritual development of the University community by offering pastoral counseling, evenings of reflection, retreats, discussion and prayer groups, and opportunities for volunteerism through Christian witness. Religious services and celebrations are provided in accordance with University needs. Mass is offered frequently in the Mater Dei Chapel. For further information, contact the Office of Campus Ministry at 398-2117.

Foreign Studies

From time to time University of Holy Cross sponsors excursions to foreign countries, which may include courses for credit. It also encourages its students to participate in foreign study programs sponsored by other colleges and universities, especially those of the Holy Cross Family of Colleges and Universities. Information about these programs may be obtained at the Office of Academic Affairs and the Office of the Admissions.

College of Liberal Arts and Sciences

Welcome to the College of Liberal Arts and Sciences

It is a pleasure to welcome you to the College of Liberal Arts and Sciences. The three departments housed in this College are the Department of Biological and Physical Sciences; the Department of History, Social Sciences, and Mathematics; and the Department of Humanities.

Foundational study in the liberal arts forms the core and basis of every degree offered at University of Holy Cross. The philosophy of a liberal arts education is that a broad, well-founded education is the key to developing an active and adaptive mind. A person with such a mind naturally stands ready to set out on any of various paths, career or otherwise. Indeed, a literate, logical, motivated person who has facility with oral and written communication, connection of ideas, and quantitative and critical thinking is well prepared for any endeavor or occupation.

Within the College, the disciplines we offer cover a wide variety of topics, which together promote the basic aims of the liberal arts education and the development of faithful, dutiful, and capable citizens of the world. We currently offer Master's degrees in Biomedical Sciences, Catholic Theology, and Humanities; Bachelor's degrees in Biology, Culinology®, English, Food Business, Food Science, General Studies, History, Liberal Arts, Social Sciences, and Theology; and Associate's degrees in Liberal Arts and Biology.

In this supportive learning community that is University of Holy Cross, our students are taught by an exceptional and dedicated faculty.

I encourage you to consider the degree programs in the College of Liberal Arts and Sciences. The whole faculty stands ready to assist and guide you.

Michael F. Labranche, Ph.D.

Dean of Liberal Arts and Sciences

Department of Biological and Physical Sciences

Chair: Dr. Peter Yaukey

Description of Program

The curricula in Biological and Physical Sciences provide instruction in the disciplines of biology and food science, with support from the areas of chemistry, earth science, and physics, which assists students in the development of competence in their chosen field.

The department offers six degrees: 1) an Associate of Science in Biology; 2) a Bachelor of Science in Biology; 3) a Bachelor of Science in Food Science; 4) a Bachelor of Science in Food Business, 5) a Bachelor of Science in Culinology®, and 6) a Master of Science in Biomedical Sciences. The Associate degree is offered primarily to provide a core curriculum for students who are pursuing baccalaureate clinical programs at an institution other than University of Holy Cross. Since these programs are often on campuses where general education requirements are not offered, students applying must have already completed these requirements prior to acceptance into the program. The Associate of Science in Biology degree can be tailored to meet the prerequisites for application to these programs. The Bachelor of Science in Biology degree is offered using several tracks that are intended to provide a biological background, with each track constituted to prepare a student for one of the professional programs where biological and scientific preparation is often used as a prerequisite. The Bachelor of Science in Food Science is primarily intended to develop a background in issues of food analysis, food preservation and product development, and food safety. This program is intended to qualify the student for professional outcomes in Food Science in industry and post-baccalaureate education. The Bachelor of Science in Food Business is intended to prepare students with a background of Business courses with an emphasis in Food Science practices in order to pursue careers in the Food industry and post-baccalaureate education. The Bachelor of Science in Culinology® is a degree program customized for graduates of accredited culinary programs who will apply to University of Holy Cross after completing an Associate's degree. Students may also elect to accomplish a minor concentration in Biology, Chemistry, or Food Science.

Objectives

The major objectives of the curricula in the Department of Biological and Physical Sciences are

1. to develop within students an ability and inclination to think objectively and independently;
2. to develop a basic foundation which will provide the flexibility necessary to cope within an ever-changing technological society;
3. to provide courses that meet the curricular requirements for all programs in the institution; and
4. to provide prerequisite and supportive courses for students seeking post-graduate training in Biology and Food Science and professional schools.

Student Learning Outcomes

Upon successful completion of a major or minor concentration the Biology and Physical Sciences Program, students should be able to

1. recall essential factual information in their chosen curriculum;
2. read, understand, and critique standard reference works and professional periodicals in their area of concentration;
3. access critical theories and trends in the area of concentration of their chosen curriculum;
4. synthesize theoretical and empirical knowledge in the field of the natural sciences; and
5. demonstrate the ability to engage in critical thinking, decision making, and independent judgment in the area of concentration of their chosen curriculum;

Associate of Science in Biology

The degree of Associate of Science in Biology offered by the Department of Biology and Physical Sciences is conferred upon students who complete an approved program of study with a minimum Grade Point Average (GPA) of 2.0. Transfer students may apply a maximum of 30 hours of transfer credit toward this degree. An additional limitation of transfer credits is that no more than 8 hours of the transferred credit may be science credits. A minimum grade of C must be earned in all courses to apply for graduation credit. This requirement is necessary to meet the primary goal of this program, which is to prepare students to pursue clinical training leading to a Bachelor's

degree at another college or university. This transfer requires that all courses be completed with a grade of C or better.

Currently, there are two approved tracks for the Associate's degree. One track represents the approved minimum requirements necessary for an Associate's degree. The other track is specifically designed to meet the published requirements for the Dental Hygiene program at the Louisiana State University School of Dentistry in New Orleans. Completion of a particular track does not guarantee admission into any program, since programs are generally competitive in their selection process.

Associate's Degree Track Requirements

Biology

The Associate of Science in Biology degree is a program of a general nature designed for the student who has not decided on a career path in Biology. It is readily adaptable to a specific goal and is the type of degree associated with the completion of General Education requirements for progression into science or clinical programs not currently offered at University of Holy Cross.

Freshman

BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
ART/FNA/MUS	Fine Arts	3
PHI	Philosophy Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Elective	3

Subtotal: 31

Sophomore

BIO	Biology Electives	9
CHE 141	General College Chemistry I	3
	And	
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II	3
	And	
CHE 142L	General Chemistry II Lab	1

ENG 200	Introduction to Literary Forms	3
HIS Electives	History Elective Free Electives	3 6
	Subtotal: 29	
	Subtotal: 60	

Summary

Biology	13
Chemistry	8
Electives	6
English	9
Fine Arts	3
Mathematics	6
Philosophy	3
History	6
Speech	3
Theology	3
	Subtotal: 60

Pre-Dental Hygiene track

The track of Pre-Dental Hygiene leading to an Associate of Science in Biology degree is a degree program that meets the minimum requirements for acceptance into the Dental Hygiene program at Louisiana State University. Completion of this degree does not guarantee admission, and more course work may be necessary to be a competitive candidate for the program at LSU or similar programs in the United States. Guidance from the departmental advisor and contact with the admissions office of the specific dental hygiene programs should be sought in order to make the most effective applications.

Pre-Dental Hygiene Track Freshman

BIO 101	General Biology And	3
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
PSY 101	General Psychology	3
SPE 101	Fundamentals of Public Speaking	3
SOC 101	Introduction to Sociology	3

THE	Theology Elective	3
PHI	Philosophy Elective	3
	Subtotal: 34	

Sophomore		
BIO 370/HSC 370	Microbiology And	3
BIO 370L	Microbiology Lab	1
BIO 310	Zoology And	3
BIO 310L	Zoology Lab	1
BIO 261	Human Anatomy & Physiology I And	3
BIO 261L	Human Anatomy & Physiology I Lab	1
BIO 262	Human Anatomy & Physiology II And	3
BIO 262L	Human Anatomy & Physiology II Lab	1

CHE 141	General College Chemistry I And	3
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II And	3
CHE 142L	General Chemistry II Lab	1
ENG 200	Introduction to Literary Forms	3
HIS	History Elective	3
ART/FNA/MUS	Fine Arts	3
	Subtotal: 33	

Subtotal: 67

Summary

Biology	20
Chemistry	8
Psychology	3
English	9
Fine Arts	3
Mathematics	6
Philosophy	3
Sociology	3
History	6
Speech	3
Theology	3
Subtotal:	67

Bachelor of Science in Biology

The degree of Bachelor of Science in Biology offered by the Department of Biological and Physical Sciences is conferred upon students who complete an approved program of study with a minimum Grade Point Average (GPA) of 2.0. A minimum grade of C must be earned in Biology, Chemistry, Physics, and Mathematics courses and in the University's core curriculum courses to apply for graduation. A maximum of 16 hours of credit may be taken at the 100 or 200 level that may be applied for major credit. More credits at the 100 or 200 level may be taken but will be applied toward free elective credit. Passing grades of less than C in core curriculum courses may be applied as free elective credits if a suitable substitution course is available. The substitution course may be taken and counted for credit as a core curriculum or science component provided that the course is approved by the student's advisor and a minimum grade of C is earned. (For example, a student takes HIS 101 and receives a grade of D. This student then elects to take HIS 201 and receives a grade of C. The result is that HIS 201 is counted as core curriculum credit and HIS 101 is counted as elective credit in the Social Sciences or free electives.) In order to complete the program of study and receive a degree, a student must complete an exit exam.

There are several tracks developed by the Department of Biological and Physical Sciences that lead to the Bachelor's degree. Each track includes 38 credit hours in Biology, 8 credit hours in Chemistry, 6 credit hours in Mathematics, 9 credit hours in English, 4 credit hours in Physics, 6 credit hours in History, 6 credit hours in

Philosophy, 6 credit hours in Theology, 6 hours in Social Sciences (courses in Psychology, Sociology, Criminal Justice, Geography, or Political Science), 3 credit hours in Fine Arts (courses in Music, Art, or Fine Arts), 3 credit hours in Speech, and electives credits for a total of 120 hours of credit required for the degree. Some tracks have more requirements or have specific course selections for the course areas listed above, and the requirements of some tracks may not allow for any free electives credit to be applied toward graduation. The current tracks are General Biology, Cell and Molecular Biology, Biology leading to Teacher Secondary Certification, Pre-Medicine, Pre-Veterinary, Pre-Dentistry, Pre-Pharmacy, Pre-Optometry, and Pre-Physical therapy. Other professional programs such as Pre-Physician Assistant and Pre-Occupational Therapy may also be accomplished while at University of Holy Cross, and students seeking to apply to these programs should speak with their departmental advisor for guidance.

Selection of a particular track does not guarantee admission to any post-graduate or professional program. These programs are often extremely competitive, and admission is subject to the selection processes of the institutions offering the advanced programs. It is also possible to encounter Professional schools with slightly different requirements, and it is incumbent on the student to ensure that the alternative requirements are incorporated into his or her degree program with the assistance of the departmental advisor. The tracks simply allow the student to complete the requisite course work to be eligible for the application process. Selection of a particular track does not prevent students from applying to programs outside their tracks. Should a student want to change his or her focus or apply to a different post-graduate program, an advisor in the department can provide guidance to accomplish the student's goals.

Minors in Biology, Chemistry, and Food Science are also offered by the Department of Biological and Physical Sciences. A minor is 18 hours in a discipline, nine of which must be 300 or 400-level courses. The courses in the minor may not be used to fulfill the core or General Education requirements.

General Biology Track

The General Biology track leading to a Bachelor of Science in Biology degree is a program of a general nature, designed for the student who has not decided on a career path in Biology. It is readily adaptable to a specific goal and represents a minimal concentration in the Life Sciences. Students completing this minimal curriculum may have no more than 12 hours of credit at the 100 or 200

levels. Hours in excess of this amount may be used as free elective credits. In addition to the limit of credit at the Freshman and Sophomore levels, students completing this curriculum must have at least six courses in Biology with lab credits.

Freshman		
BIO 101	General Biology And	3
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
PSY/SOC	Psychology or Sociology Elective	3
SPE 101	Fundamentals of Public Speaking	3
SOC 101	Introduction to Sociology	3
PHI	Philosophy Elective	3
		Subtotal: 31

Sophomore		
BIO	Biology Elective	4
BIO	Organismal	4
CHE 141	General College Chemistry I And	3
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II And	3
CHE 142L	General Chemistry II Lab	1
ENG	English Literature Elective	3
HIS	History Elective	3
THE	Theology Elective	3
Elective	Free Elective	4
		Subtotal: 29

BIO (Biology Elective): lecture and lab

BIO (Organismal): BIO 261, BIO 262, BIO 310, BIO 311, BIO 312, BIO 350, or BIO 355 (lecture and lab)

Junior		
BIO	Environmental	3-4
BIO 375	Genetics And	3
BIO 375L	Genetics Lab	1
BIO	Biology Elective	3

PHY 151	General Physics I And	3
PHY 151L	General Physics I Laboratory	1
PHI	Philosophy Elective	3
	Social Science Elective	3
Elective	Free Electives	9
		Subtotal: 30

BIO (Environmental): BIO 302, BIO 345, or BIO 400 (lecture and lab)

Social Science Elective: PSY, HIS, ECO, CJU, SOC, or PSC

Senior		
BIO 499	Exit Exam in Biology	0
BIO 409	Senior Seminar in Biology	1
BIO	Biology Electives	17
THE	Theology Elective	3
ART/FNA/MUS	Fine Arts Elective	3
Elective	Free Electives	6
		Subtotal: 30
		Subtotal: 120

Summary

Biology	38
Chemistry	8
Electives	25
English	9
Fine Arts	3
Mathematics	6
Philosophy	6
Physics	4
Social Sciences	12
Speech	3
Theology	6

Subtotal: 120

Cell Biology and Molecular Biology Track

The Cell and Molecular Biology track leading to a Bachelor of Science in Biology degree is a program of a general nature, designed for the student who has decided on a research career path in Biology but is more inclined to seek courses focused on the cellular and molecular organization of biological systems. It is readily adaptable

to a specific goal and is a type of degree associated with application to Master's or Doctoral programs in the Life Sciences.

Freshman

BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
PSY/SOC	Psychology or Sociology	3
	Elective	
SPE 101	Fundamentals of Public Speaking	3
	Social Science Elective	3
PHI	Philosophy Elective	3

Subtotal: 31

Social Science Elective: PSY, HIS, ECO, CJU, SOC, or PSC

Sophomore

BIO 400	Ecology	3
	And	
BIO 400L	Ecology Lab	1
BIO	Organismal	4
CHE 141	General College Chemistry I	3
	And	
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II	3
	And	
CHE 142L	General Chemistry II Lab	1
ENG	English Literature Elective	3
HIS	History Elective	3
THE	Theology Elective	3
Elective	Free Elective	4

Subtotal: 29

BIO (Organismal): BIO 261, BIO 262, BIO 310, BIO 311, BIO 312, BIO 350, or BIO 355 (lecture and lab)

Junior

BIO 340	Cell Biology	3
BIO 375	Genetics	3
	And	
BIO 375L	Genetics Lab	1

CHE 201	Organic Chemistry I	3
	And	
CHE 201L	Organic Chemistry I Lab	1
CHE 202	Organic Chemistry II	3
	And	
CHE 202L	Organic Chemistry II Lab	1
PHY 151	General Physics I	3
	And	
PHY 151L	General Physics I Laboratory	1
PHY 152	General Physics II	3
	And	
PHY 152L	General Physics II Laboratory	1
PHI	Philosophy Elective	3
	Social Science Elective	3
Elective	Free Elective	1

Subtotal: 30

Social Science Elective: PSY, HIS, ECO, CJU, SOC, or PSC

Senior

BIO 499	Exit Exam in Biology	0
BIO 409	Senior Seminar in Biology	1
BIO	Biology Electives	9
BIO 370/HSC 370	Microbiology	3
	And	
BIO 370L	Microbiology Lab	1
BIO 360/CHE 360	Biochemistry	4
	Or	
CHE 360/BIO 360	Biochemistry	4
THE	Theology Elective	3
ART/FNA/MUS	Fine Arts Elective	3
Elective	Free Elective	7

Subtotal: 30**Subtotal: 120**

Summary	
Biology	38
Chemistry	16
Electives	10
English	9
Fine Arts	3
Mathematics	6
Philosophy	6
Physics	8
Social Sciences	12
Speech	3
Theology	6
	Subtotal: 120

Biology Leading to Teacher Secondary Certification Track

The Biology leading to teacher secondary certification is a specialized track that enables a graduate to enter a secondary certification curriculum upon graduation. In order to proceed into the certification program a student must pass PRAXIS I and PRAXIS II and have a 3.0 GPA in all courses identified as Education courses (EDU) and an overall GPA of 2.5. Students seeking to follow this curriculum should consult with their departmental advisor and with an advisor for the Education department to ensure that they are eligible for admission into the post-baccalaureate certification program.

Freshman (30 Credits)

BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
CHE 141	General College Chemistry I	3
	And	
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II	3
	And	
CHE 142L	General Chemistry II Lab	1
MAT 105	College Algebra	3

MAT 160	Introductory Statistics	3
THE	Theology Elective	3
ART/FNA/MUS	Fine Arts Elective	3

Sophomore (30 Credits)

BIO 375	Genetics	3
	And	
BIO 375L	Genetics Lab	1
BIO	Organismal	4
BIO 250		
	And	
BIO 250L		
HIS	History Elective	3
ENG	English Literature Elective	3
EDU 301/EDU 301	Educational Psychology	3

EDU 304A	The Learner with Special Needs	3
EDU 306	Classroom Organization & Management	3
PSY/SOC	Psychology or Sociology Elective	3

BIO (Organismal): BIO 261, BIO 262, BIO 310, BIO 311, BIO 312, BIO 350, or BIO 355 (lecture and lab)

Junior (31 Credits)

BIO 400	Ecology	3
	And	
BIO 400L	Ecology Lab	1
BIO	Biology Electives	8
PHY 151	General Physics I	3
	And	
PHY 151L	General Physics I Laboratory	1
HIS	History Elective	3
SPE 101	Fundamentals of Public Speaking	3
EDU 311	Teaching Reading in the Content Area	3
PHI	Philosophy Elective	3
Elective	Free Elective	3

Senior (29 Credits)

BIO 499	Exit Exam in Biology	0
BIO 409	Senior Seminar in Biology	1
BIO	Biology Electives	9
THE	Theology Elective	3
PHI	Philosophy Elective	3

EDU 345	Professional Laboratory Experience Program	4
	Social Science Elective	3
Elective	Free Electives	6
		Subtotal: 120

Notes:

1. EDU 345 must have passed PRAXIS Core Knowledge and II as a prerequisite
2. Social Science Elective: PSY, HIS, ECO, CJU, SOC, or PSC

Post-Baccalaureate certification

EDU 425	Foundations of Teaching & Learning	3
EDU 460D	Instructional Methodologies: Secondary	3
EDU 461A	Internship I	3
EDU 461B	Internship II	3

Summary

Biology	38
Chemistry	8
Electives	9
English	9
Fine Arts	3
Mathematics	6
Philosophy	6
Physics	4
Social Sciences	12
Education	16
Speech	3
Theology	6
Subtotal: 120	

Pre-Physical Therapy Track

The Pre-Physical Therapy track is a curriculum for students applying to a Doctor of Physical Therapy Program. This curriculum is applicable to most schools of Physical Therapy, but it is incumbent on students to insure that they have met the specific requirements of a particular program in consultation with their departmental advisor in order to maximize their potential for acceptance into these competitive programs.

Freshman	BIO 101	General Biology	3
	BIO 101L	General Biology Lab	1
	ENG 101	English Composition I	3
	ENG 102	English Composition II	3
	HIS	History Elective	3
	MAT 105	College Algebra	3
	MAT 160	Introductory Statistics	3
	THE	Theology Elective	3
	SPE 101	Fundamentals of Public Speaking	3
		Social Science Elective	3
	PHI	Philosophy Elective	3
		Subtotal: 31	

Social Science Elective: PSY, HIS, ECO, CJU, SOC, or PSC

Sophomore

BIO	Environmental	3-4
BIO	Organismal	4
CHE 141	General College Chemistry I	3
	And	
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II	3
	And	
CHE 142L	General Chemistry II Lab	1
ENG	English Literature Elective	3
HIS	History Elective	3
Elective	Free Electives	7
		Subtotal: 28-29

BIO (Environmental): BIO 302, BIO 345, or BIO 400 (lecture and lab)

BIO (Organismal): BIO 261, BIO 262, BIO 310, BIO 311, BIO 312, BIO 350, or BIO 355 (lecture and lab)

Junior

BIO	Biology Elective	4-5
BIO 375	Genetics	3
	And	
BIO 375L	Genetics Lab	1
PHY 151	General Physics I	3
	And	
PHY 151L	General Physics I Laboratory	1
PHY 152	General Physics II	3

PHY 152L	And General Physics II Laboratory	1
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
Elective	Free Electives	8
Subtotal: 30-31		
Senior		
BIO 499	Exit Exam in Biology	0
BIO 409	Senior Seminar in Biology	1
BIO 261	Human Anatomy & Physiology I And	3
BIO 261L	Human Anatomy & Physiology I Lab	1
BIO 262	Human Anatomy & Physiology II And	3
BIO 262L	Human Anatomy & Physiology II Lab	1
BIO	Biology Electives	9
THE	Theology Elective	3
ART/FNA/MUS	Fine Arts Elective	3
Elective	Free Electives	6
Subtotal: 30		
Subtotal: 120		
Summary		
Biology		38
Chemistry		8
Physics		8
Electives		21
Social Sciences		12
English		9
Speech		3
Fine Arts		3
Theology		6
Mathematics		6
Philosophy		6
Subtotal: 120		

Pre-Medicine Track

Specifically, the Pre-Medicine track leading to the Bachelor of Science in Biology degree provides the student with the requisite course work to qualify for application to an accredited medical college. The program offers depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, and social sciences to provide the student with a broad-based foundation for graduate study and success in the workplace. While this program has been specifically tailored to meet requirements for admission to medical school, medical school admission can also be achieved while majoring in other baccalaureate programs within the University (for example, Bachelor of Science in Food Science). Students who wish to pursue this option should consult with the faculty pre-medical advisor to ensure that their course of study will qualify them for application to medical school. For this curriculum it is highly recommended that Biology electives be taken in upper-level Biology courses that have a focus on Anatomy, Physiology, and Cell and Molecular Biology, and free elective credits would also be appropriate in the same concentrations as the Biology elective credits. This focus may be maintained through consultation with the Pre-Medical advisor in the department and by taking BIO 295 when students have earned 46 to 70 hours of credits toward their degree.

If a student thinks that he or she is qualified, application to medical school should occur between the junior and senior years, following completion of the core courses in biology, chemistry, mathematics, and physics, and after taking the Medical College Admissions Test (MCAT). Most Medical Schools also require that applicants use the American Medical College Application Service (AMCAS) to submit their application materials. Consultation with the Premedical Advisor in the department can help to make sure that an applicant is proceeding correctly.

The exit exam for this track must be completed by taking the Medical College Admissions Test (MCAT) (with students paying costs) and reporting the results to the University.

Freshman		
BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
BIO 261	Human Anatomy & Physiology I And	3

BIO 261L	Human Anatomy & Physiology I Lab	1		And		
			BIO 457L/HSC 457L	Cardiorespiratory Lab		1
ENG 101	English Composition I	3				
ENG 102	English Composition II	3	BIO 455/HSC 455	Neuroscience		3
MAT 105	College Algebra	3		And		
MAT 160	Introductory Statistics	3	BIO 455L	Neuroscience Lab		1
PHI	Philosophy Elective	3	CHE 201	Organic Chemistry I		3
SPE 101	Fundamentals of Public Speaking	3		And		
THE	Theology Elective	3	CHE 201L	Organic Chemistry I Lab		1
			Subtotal: 32			
Sophomore			CHE 202	Organic Chemistry II		3
BIO 262	Human Anatomy & Physiology II	3		And		
	And		CHE 202L	Organic Chemistry II Lab		1
BIO 262L	Human Anatomy & Physiology II Lab	1	CHE 360/BIO 360	Biochemistry		4
				And		
BIO 370/HSC 370	Microbiology	3	CHE 360L			
	And		PHY 151	General Physics I		3
BIO 370L	Microbiology Lab	1		And		
			PHY 151L	General Physics I Laboratory		1
BIO 375	Genetics	3	PHY 152	General Physics II		3
	And			And		
BIO 375L	Genetics Lab	1	PHY 152L	General Physics II Laboratory		1
BIO	Biology Elective	3	PSY 101	General Psychology		3
CHE 141	General College Chemistry I	3				Subtotal: 31
	And		Senior			
CHE 141L	General Chemistry I Lab	1	BIO 499	Exit Exam in Biology		0
CHE 142	General College Chemistry II	3	BIO 409	Senior Seminar in Biology		1
	And		BIO	Biology Elective		2
CHE 142L	General Chemistry II Lab	1	BIO 407	Histology		4
ENG	English Literature Elective	3		And		
SOC 101	Introduction to Sociology	3	HIS	History Elective		3
			THE	Theology Elective		3
Junior			ART/FNA/MUS	Fine Arts Elective		3
BIO 453/HSC 453	Clinical Pathophysiology	3	PHI	Philosophy Elective		3
	And		Elective	Free Electives		9
BIO 456L						Subtotal: 30-31
						Subtotal: 120
	Or					
BIO 457/HSC 457	Cardiorespiratory Physiology	3				

Summary

Biology	38
Chemistry	20
Electives	9
English	9
Fine Arts	3
Mathematics	6
Philosophy	6
Physics	8
Social Sciences	12
Speech	3
Theology	6
Subtotal: 120	

Pre-Physician Assistant Track

Specifically, the Pre-Physician Assistant track leading to the Bachelor of Science in Biology degree provides the student with the requisite course work to qualify for application to an accredited Physician Assistant program. The program offers depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, and social sciences to provide the student with a broad-based foundation for graduate study and success in the workplace. While this program has been specifically tailored to meet requirements for admission to a Physician Assistant program, Physician Assistant school admission can also be achieved while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Food Science). Students who wish to pursue this option should consult with the faculty advisor to ensure that their course of study will qualify them for application to Physician Assistant school.

For this curriculum it is highly recommended that Biology electives be taken in upper-level Biology courses that have a focus on Anatomy, Physiology, and Cell and Molecular Biology, and free elective credits would also be appropriate in the same concentrations as the Biology elective credits. This focus may be maintained through consultation with the advisor in the department.

If a student thinks that he or she is qualified, application to Physician Assistant school should occur between the junior and senior years, following completion of the core courses in biology, chemistry, mathematics, and physics, and after taking the GRE. Consultation with the Pre-Physician Assistant advisor in the department can help to make sure

that an applicant is proceeding correctly.

Freshman	
BIO 101	General Biology 3
	And
BIO 101L	General Biology Lab 1
ENG 101	English Composition I 3
	And
ENG 102L	
ENG 102	English Composition II 3
CHE 141	General College Chemistry I 3
	And
CHE 141L	General Chemistry I Lab 1
CHE 142	General College Chemistry II 3
	And
CHE 142L	General Chemistry II Lab 1
MAT 105	College Algebra 3
PSY 101	General Psychology 3
PHI	Philosophy Elective 3
SPE 101	Fundamentals of Public Speaking 3
Subtotal: 30	
Sophomore	
BIO 261	Human Anatomy & Physiology I 3
	And
BIO 261L	Human Anatomy & Physiology I Lab 1
BIO 262	Human Anatomy & Physiology II 3
	And
BIO 262L	Human Anatomy & Physiology II Lab 1
BIO	Biology Electives 5
HSC 110	Medical Terminology 3
CHE 201	Organic Chemistry I 3
	And
CHE 201L	Organic Chemistry I Lab 1
HIS	History Elective 3
ENG	English Literature Elective 3
MAT 160	Introductory Statistics 3
Subtotal: 29	

Junior			CHE 360/BIO 360	Biochemistry	4
BIO 453/HSC 453	Clinical Pathophysiology	3		And	
	And		CHE 360L		
BIO 456L			THE	Theology Electives	6
	Or		ART/FNA/MUS	Fine Arts Elective	3
			PHI	Philosophy Elective	3
			Elective	Free Electives	5
BIO 457/HSC 457	Cardiorespiratory Physiology	3			Subtotal: 31
	And				Subtotal: 120
BIO 457L/HSC 457L	Cardiorespiratory Lab	1	Summary		
			Biology		38
BIO 370/HSC 370	Microbiology	3	Chemistry		20
	And		Electives		9
BIO 370L	Microbiology Lab	1	English		9
BIO 375	Genetics	3	Fine Arts		3
	And		Mathematics		6
BIO 375L	Genetics Lab	1	Philosophy		6
PHY 151	General Physics I	3	Physics		8
	And		Social Sciences		12
PHY 151L	General Physics I Laboratory	1	Speech		3
PHY 152	General Physics II	3	Theology		6
	And				Subtotal: 120
PHY 152L	General Physics II Laboratory	1			
HIS	History Elective	3	Pre-Dentistry Track		
SOC 101	Introduction to Sociology	3	The specific purpose of the Pre-Dentistry track leading to the Bachelor of Science in Biology is to provide the student with the requisite course work to qualify for application to an accredited dental college. The program provides a depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, social sciences, and business to provide the student with a broad-based foundation for graduate study and success in the workplace. Dental school admission requirements may also be satisfied while majoring in other baccalaureate programs within the University (for example, Bachelor of Science in Food Science). Students who wish to pursue this option should consult with the faculty Pre-Dentistry advisor to ensure that their course of study will qualify them for application to dental school.		
Elective	Free Elective	4	If a student thinks that he or she is qualified, application to dental school should occur between the junior and senior years, following completion of the core courses in biology, chemistry, mathematics, and physics, and after taking the		
		Subtotal: 30			
Senior					
BIO 499	Exit Exam in Biology	0			
BIO 409	Senior Seminar in Biology	1			
BIO 455/HSC 455	Neuroscience	3			
	And				
BIO 455L	Neuroscience Lab	1			
BIO 407	Histology	4			
	And				
BIO 360/CHE 360	Biochemistry	4			
	And				
BIO 360L					
	And				

Dental Aptitude Test. Those students applying to schools outside of Louisiana should also consider enrolling in the American Association of Dental Schools Application Service.

Freshman

BIO 101	General Biology And	3
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
THE	Theology Elective	3
PSY/SOC	Psychology or Sociology Elective	3
SPE 101	Fundamentals of Public Speaking	3
Elective	Free Elective	3
PHI	Philosophy Elective	3

Subtotal: 31

Sophomore

BIO	Environmental	3-4
BIO	Organismal	4
CHE 141	General College Chemistry I And	3
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II And	3
CHE 142L	General Chemistry II Lab	1
ENG	English Literature Elective	3
HIS	History Elective	3
MAT 160	Introductory Statistics	3
Elective	Free Elective	4

Subtotal: 28-29

BIO (Environmental): BIO 302, BIO 345, or BIO 400 (lecture and lab)

BIO (Organismal): BIO 261, BIO 262, BIO 310, BIO 311, BIO 312, BIO 350, or BIO 355 (lecture and lab)

Junior

BIO 370/HSC 370	Microbiology	3
BIO 370L	And Microbiology Lab	1
BIO 375	Genetics And	3

BIO 375L	Genetics Lab	1
CHE 201	Organic Chemistry I And	3
CHE 201L	Organic Chemistry I Lab	1
CHE 202	Organic Chemistry II And	3
CHE 202L	Organic Chemistry II Lab	1
PHY 151	General Physics I And	3
PHY 151L	General Physics I Laboratory	1
PHY 152	General Physics II And	3
PHY 152L	General Physics II Laboratory	1
PHI	Philosophy Elective Social Science Elective	3 3

Subtotal: 30

Social Science Elective: PSY, HIS, ECO, CJU, SOC, or PSC

Senior

BIO 499	Exit Exam in Biology	0
BIO 409	Senior Seminar in Biology	1
BIO	Biology Elective	1-2
BIO 407	Histology And	4
BIO 360/CHE 360	Biochemistry And	4
BIO 360L	And	
CHE 360/BIO 360	Biochemistry And	4
CHE 360L		
BIO 261	Human Anatomy & Physiology I And	3
BIO 261L	Human Anatomy & Physiology I Lab	1
BIO 262	Human Anatomy & Physiology II And	3
BIO 262L	Human Anatomy & Physiology II Lab	1

THE	Theology Elective	3
ART/FNA/MUS	Fine Arts Elective	3
Elective	Free Electives	6

Subtotal: 30-31**Subtotal: 120****Summary**

Biology	38
Chemistry	16
Electives	13
English	9
Physics	8
Social Sciences	12
Speech	3
Fine Arts	3
Mathematics	6
Philosophy	6
Theology	6

Subtotal: 120**Pre-Optometry Track**

The specific purpose of the Bachelor of Science in Biology with a concentration in Pre-Optometry program is to provide the student with the requisite course work to qualify for application to an accredited optometry college. The program provides a depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, social sciences, and business to provide the student with a broad-based foundation for graduate study and success in the workplace. While this program has been specifically tailored to meet requirements for admission to optometry school, optometry school admission requirements can also be satisfied while majoring in other baccalaureate programs within the University (for example, Bachelor of Science in Biology). Students who wish to pursue this option should consult with the faculty Pre- Optometry advisor to ensure that their course of study will qualify them for application to optometry school.

If a student thinks that he or she is qualified, application to optometry school should occur between the junior and senior years, following completion of the core courses in biology, chemistry, mathematics, and physics, and after taking the Optometry Aptitude Test.

Freshman		
BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
THE	Theology Elective	3
PSY/SOC	Psychology or Sociology	3
	Elective	
SPE 101	Fundamentals of Public	3
	Speaking	
Elective	Free Elective	3
PHI	Philosophy Elective	3
		Subtotal: 31

Sophomore

BIO	Environmental	3-4
BIO	Organismal	4
CHE 141	General College Chemistry I	3
	And	
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II	3
	And	
CHE 142L	General Chemistry II Lab	1
ENG	English Literature Elective	3
HIS	History Elective	3
MAT 160	Introductory Statistics	3
Elective	Free Elective	4
		Subtotal: 28-29

BIO (Environmental): BIO 240, BIO 302, or BIO 400

BIO (Organismal): BIO 261, BIO 262, BIO 310, BIO 311, BIO 312, BIO 350, or BIO 355 (lecture and lab)

Junior

BIO 370/HSC	Microbiology	3
	370	
	And	
BIO 370L	Microbiology Lab	1
BIO 375	Genetics	3
	And	
BIO 375L	Genetics Lab	1
CHE 201	Organic Chemistry I	3
	And	
CHE 201L	Organic Chemistry I Lab	1

CHE 202	Organic Chemistry II And	3		Subtotal: 120
CHE 202L	Organic Chemistry II Lab	1	Summary	
PHY 151	General Physics I And	3	Biology	38
PHY 151L	General Physics I Laboratory	1	Chemistry	16
PHY 152	General Physics II And	3	Electives	11
PHY 152L	General Physics II Laboratory	1	English	9
PHI	Philosophy Elective	3	Fine Arts	3
	Social Science Elective	3	Mathematics	6
	Subtotal: 30		Philosophy	6
<i>Social Science Elective: PSY, HIS, ECO, CJU, SOC, or PSC</i>			Physics	8
Senior			Social Sciences	12
BIO 499	Exit Exam in Biology	0	Speech	3
BIO 409	Senior Seminar in Biology	1	Theology	6
BIO	Biology Elective	1-2		
			Subtotal: 120	
BIO 407	Histology And	4	Pre-Pharmacy Track	
BIO 360/CHE 360	Biochemistry And	4	The specific purpose of the Pre-Pharmacy track leading to the Bachelor of Science in Biology is to provide the student with the requisite course work to qualify for application to an accredited pharmacy program. The program provides a depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, social sciences, and business, to provide the student with a broad-based foundation for graduate study and success in the workplace. While this program has been specifically tailored to meet requirements for admission to pharmacy school, pharmacy school admission may also be satisfied while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Health Science). Students who wish to pursue this option should consult with the Pre-Pharmacy advisor to ensure that their course of study will qualify them for application to pharmacy school. It should be noted that the admission requirements of the two pharmacy programs in Louisiana are quite different and that the program described here most closely matches the requirements of Xavier University. Students wishing to apply to the Pharmacy program at the University of Louisiana at Monroe should check with the faculty pharmacy advisor for guidance. Admission requirements at both institutions have been recently updated and may not remain constant in the near future, so students should check with their faculty advisor and with the admitting institution for the most current requirements.	
BIO 360L	And			
CHE 360/BIO 360	Biochemistry And	4		
CHE 360L				
BIO 261	Human Anatomy & Physiology I And	3		
BIO 261L	Human Anatomy & Physiology I Lab	1		
BIO 262	Human Anatomy & Physiology II And	3		
BIO 262L	Human Anatomy & Physiology II Lab	1		
THE	Theology Elective	3		
ART/FNA/MUS	Fine Arts Elective	3		
Elective	Free Electives	6		
	Subtotal: 30-31			

If a student thinks that he or she is qualified, application to pharmacy school may occur after completion of the core courses in biology, chemistry, mathematics, physics, business, and accounting.

Freshman		
BIO 101	General Biology And	3
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
PSY 101	General Psychology	3
SPE 101	Fundamentals of Public Speaking	3
PHI	Philosophy Elective	3
THE	Theology Elective	3

Subtotal: 31

Sophomore		
BIO	Environmental	3-4
BIO	Organismal	4

CHE 141	General College Chemistry I And	3
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II And	3
CHE 142L	General Chemistry II Lab	1
ENG	English Literature Elective	3
HIS	History Elective	3
MAT 240	Applied Calculus	3
Elective	Free Elective	4

Subtotal: 28-29

BIO (Environmental): BIO 240, BIO 302, or BIO 400

*BIO (Organismal): BIO 310, BIO 311, BIO 312, BIO 350,
or BIO 355 (lecture and lab)*

Junior		
BIO 261	Human Anatomy & Physiology I And	3
BIO 261L	Human Anatomy & Physiology I Lab	1
BIO 262	Human Anatomy & Physiology II And	3

BIO 262L	Human Anatomy & Physiology II Lab	1
BIO 375	Genetics And	3
BIO 357L		1
CHE 201	Organic Chemistry I And	3
CHE 201L	Organic Chemistry I Lab	1
CHE 202	Organic Chemistry II And	3
CHE 202L	Organic Chemistry II Lab	1
PHY 151	General Physics I And	3
PHY 151L	General Physics I Laboratory	1
PHY 152	General Physics II And	3
PHY 152L	General Physics II Laboratory	1

BUS 218	Introduction To Business	3
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Subtotal: 31

Senior		
BIO 499	Exit Exam in Biology	0
BIO 409	Senior Seminar in Biology	1
BIO	Biology Elective	5-6

BIO 370/HSC 370	Microbiology And	3
BIO 370L	Microbiology Lab	1
BIO 360/CHE 360	Biochemistry Or	4
CHE 360/BIO 360	Biochemistry	4

ECO 201	Principles of Economics I Macroeconomics	3
PHI	Philosophy Elective	4
THE	Theology Elective	3
ART/FNA/MUS	Fine Arts Elective	3
Elective	Free Elective	3

Subtotal: 30-31

Subtotal: 120

Summary

Biology	38
Business	3
Chemistry	16
English	9
Fine Arts	3
Mathematics	9
Philosophy	6
Physics	8
Social Sciences	12
Speech	3
Free elective	7
Theology	6
	Subtotal: 120

Pre-Veterinary Medicine Track

The specific purpose of the Pre-Veterinary medicine track leading to the Bachelor of Science in Biology is to provide the student with the requisite course work to qualify for application to an accredited veterinary program. The program provides a depth of study in biology and chemistry as well as courses in science mathematics, fine arts, humanities, social sciences, and business to provide the student with a broad-based foundation for graduate study and success in the workplace. While this program has been specifically tailored to meet requirements for admission to medical school, veterinary medical school admission can also be satisfied while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Health Science). Students who wish to pursue this option should consult with the veterinary advisor to ensure that their course of study will qualify them for application to veterinary school.

If a student thinks that he or she is qualified, application to veterinary school should occur between the junior and senior years, following completion of the core courses in biology, chemistry, mathematics, and physics, and after taking the Graduate Record Examination or the Medical Colleges Admissions Test. Experience working with animals must also be demonstrated, either through volunteer work or employment activities that involve care and familiarity with animals. Generally, admission to veterinary medical school is limited by the state residency requirements of the individual veterinary schools.

Freshman			
BIO 101	General Biology		3
	And		
BIO 101L	General Biology Lab		1
ENG 101	English Composition I		3
ENG 102	English Composition II		3
HIS	History Elective		3
MAT 105	College Algebra		3
MAT 160	Introductory Statistics		3
PSY/SOC	Psychology or Sociology		3
	Elective		
SPE 101	Fundamentals of Public		3
	Speaking		
PHI	Philosophy Elective		3
THE	Theology Elective		3
			Subtotal: 31

Sophomore

BIO	Environmental		3-4
BIO	Organismal		4
CHE 141	General College Chemistry I		3
	And		
CHE 141L	General Chemistry I Lab		1
CHE 142	General College Chemistry II		3
	And		
CHE 142L	General Chemistry II Lab		1
ENG	English Literature Elective		3
HIS	History Elective		3
Elective	Free Electives		7

Subtotal: 28-29*BIO (Environmental): BIO 240, BIO 302, or BIO 400**BIO (Organismal): BIO 261, BIO 262, BIO 310, BIO 311, BIO 312, BIO 350, or BIO 355 (lecture and lab)*

Junior

BIO	Biology Elective		4-5
BIO 375	Genetics		3
	And		
BIO 375L	Genetics Lab		1
CHE 201	Organic Chemistry I		3
	And		
CHE 201L	Organic Chemistry I Lab		1
CHE 202	Organic Chemistry II		3
	And		
CHE 202L	Organic Chemistry II Lab		1

PHY 151	General Physics I	3	
	And		
PHY 151L	General Physics I Laboratory	1	
PHY 152	General Physics II	3	
	And		
PHY 152L	General Physics II Laboratory	1	
PHI	Philosophy Elective	3	
	Social Science Elective	3	
Subtotal: 30-31			
<i>Social Science Elective: PSY, HIS, ECO, CJU, SOC, or PSC</i>			
Senior			
BIO 499	Exit Exam in Biology	0	
BIO 409	Senior Seminar in Biology	1	
BIO	Biology Electives	9	
BIO 370/HSC 370	Microbiology	3	
	And		
BIO 370L	Microbiology Lab	1	
BIO 360/CHE 360	Biochemistry	4	
	And		
BIO 360L			
	And		
CHE 360/BIO 360	Biochemistry	4	
	And		
CHE 360L			
THE	Theology Elective	3	
ART/FNA/MUS	Fine Arts Elective	3	
Elective	Free Electives	6	
Subtotal: 30			
Subtotal: 120			

Summary

Biology	38
Chemistry	16
Electives	13
English	9
Fine Arts	3
Mathematics	6
Physics	8
Social Sciences	12
Speech	3

Subtotal: 120**Food Science Programs**

The Department of Biological and Physical Sciences offers three degree programs in Food Science: Bachelor of Science in Food Science, Bachelor of Science in Food Business, and Bachelor of Science in Culinary[®]. These programs have been designed to incorporate courses in Basic Science, Food Science and Engineering, and Business to prepare students for careers in industry and government or for post-graduate training. The programs include experiential learning and opportunities to interact with established businesses and governmental agencies as part of the undergraduate experience. A minor concentration may also be earned in this discipline.

Bachelor of Science in Food Science

The Bachelor of Science in Food Science focuses on how food goes from a crop to the point where consumers buy and use these products. Food science uses the principles of basic science (biology, chemistry, and physics) to improve processing, preservation, and safety of food products. There are two tracks to the food science degree: food science and beverage science.

Freshman

BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
FSI 101	Fundamentals of Food Science	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI 207	Introduction to Logic &	3

	Critical Thinking		FSI 350L	Food Microbiology Laboratory	1
ECO	Economics Elective	3			
SPE 101	Fundamentals of Public Speaking	3	MAT 240	Applied Calculus	3
THE	Theology Elective	3			
		Subtotal: 31	PHY 151	General Physics I And	3
Sophomore			PHY 151L	General Physics I Laboratory	1
ART/FNA/MUS	Fine Arts Elective	3	PSY/SOC	Psychology or Sociology Elective	3
BIO 370/HSC 370	Microbiology And	3	THE	Theology Elective	3
BIO 370L	Microbiology Lab	1			Subtotal: 30
CHE 141	General College Chemistry I And	3	Senior BUS 252	Principles of Marketing	3
CHE 141L	General Chemistry I Lab	1	BIO 360/CHE 360	Biochemistry	4
CHE 142	General College Chemistry II And	3	CHE 360/BIO 360	Or Biochemistry	4
CHE 142L	General Chemistry II Lab	1	FSI 405	Food Engineering and Manufacturing And	3
ENG	Literature Elective	3	FSI 405L	Food Engineering & Manufacturing Laboratory	1
FSI 270/BIO 270/HSC 270	Human Nutrition	3			
FSI 295	Certification of Standing in Food Science	0	FSI 409	Senior Seminar I	1
FSI 370	Food Processing & Preservation And	3	FSI 410	Senior Seminar II	1
FSI 370L	Food Processing & Preservation Laboratory	1	FSI 417	Food Chemistry And	3
HIS	History Elective	3	FSI 417L	Food Chemistry Laboratory	1
MAT 160	Introductory Statistics	3	FSI 425	Food Composition Analysis & Quality Assurance And	3
		Subtotal: 31	FSI 425L	Food Composition Analysis & Quality Assurance Laboratory	1
Junior			FSI 457	Product Development And	3
CHE 201	Organic Chemistry I And	3	FSI 457L	Product Development Lab	1
CHE 201L	Organic Chemistry I Lab	1	FSI 495	Graduation Certification	0
FSI	Food Science Elective	4	PHI	Philosophy Elective	3
FSI 310	Food Laws, Standards. & Regulations	2			Subtotal: 28
FSI 330	Food Safety & Hazard Analysis	3			Subtotal: 120
FSI 350	Food Microbiology And	3			

Summary			I	
Biology	8		And	
Business	3	CHE 141L	General Chemistry I Lab	1
Chemistry	16	CHE 142	General College Chemistry	3
English	9		II	
Economics	3	CHE 142L	And	
Fine Arts	3		General Chemistry II Lab	1
Food Science	41	ENG	Literature Elective	3
Mathematics	9	FSI 270/BIO	Human Nutrition	3
Philosophy	6	270/HSC 270		
Physics	4	FSI 295	Certification of Standing in	0
Social Sciences	9		Food Science	
Speech	3	FSI 360	Commercial Beverage	3
Theology	6		Production	
		FSI 360L	And	
			Commercial Beverage	1
			Production Laboratory	
	Subtotal: 120	HIS	History Elective	3
		MAT 160	Introductory Statistics	3
			Subtotal: 31	

Bachelor of Science Food Science Beverage Science Track

			Junior	
			BUS 205	3
Freshman				
BIO 101	General Biology	3	CHE 201	Organic Chemistry I
	And			And
BIO 101L	General Biology Lab	1	CHE 201L	Organic Chemistry I Lab
ENG 101	English Composition I	3	FSI	Food Science Elective
ENG 102	English Composition II	3	FSI 310	Food Laws, Standards. &
FSI 101	Fundamentals of Food Science	3		Regulations
HIS	History Elective	3	FSI 330	Food Safety & Hazard
MAT 105	College Algebra	3		Analysis
PHI 207	Introduction to Logic &	3	FSI 350	Food Microbiology
	Critical Thinking			And
ECO	Economics Elective	3	FSI 350L	Food Microbiology
SPE 101	Fundamentals of Public	3		Laboratory
	Speaking			
THE	Theology Elective	3	PHI 306	Philosophical Ethics
			PSY/SOC	Psychology or Sociology
		Subtotal: 31		Elective
Sophomore			THE	Theology Elective
ART/FNA/MUS	Fine Arts Elective	3		3
				Subtotal: 29
BIO 370/HSC 370	Microbiology	3		
	And		Senior	
BIO 370L	Microbiology Lab	1	BUS 252	Principles of Marketing
				3
CHE 141	General College Chemistry	3	BIO 360/CHE	Biochemistry
				4

360			
BIO 360L	And		
	And		
CHE 360/BIO 360	Biochemistry	4	
CHE 360L	And		
FSI 409	Senior Seminar I	1	
FSI 410	Senior Seminar II	1	
FSI 425	Food Composition Analysis & Quality Assurance	3	
	And		
FSI 425L	Food Composition Analysis & Quality Assurance Laboratory	1	
FSI 431	Fermentation I	3	
	And		
FSI 431L	Fermentation I Laboratory	1	
FSI 432	Fermentation II	3	
	And		
FSI 432L	Fermentation II Laboratory	1	
FSI 433	Distillation	3	
	And		
FSI 433L	Distillation Laboratory	1	
FSI 457	Product Development	3	
	And		
FSI 457L	Product Development Lab	1	
FSI 495	Graduation Certification	0	
			Subtotal: 29
			Subtotal: 120

Summary

Biology	8
Business	6
Chemistry	16
Economics	3
English	9
Fine Arts	3
Food Science	45
Mathematics	6
Philosophy	6
Social Sciences	9
Speech	3
Theology	6
	Subtotal: 120

Bachelor of Science in Food Business

The Bachelor of Science in Food Business is a degree plan which trades some basic science credit for more business courses. This degree is for those students who wish to focus more on the business of food.

Requirements

Freshman		
BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
FSI 101	Fundamentals of Food Science	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI 207	Introduction to Logic & Critical Thinking	3
ECO	Economics Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Elective	3
		Subtotal: 31

Sophomore

ART/FNA/MUS	Fine Arts Elective	3
BIO 370/HSC 370	Microbiology	3

BIO 370L	And Microbiology Lab	1	Senior BUS 251	Principles of Management	3
CHE 141	General College Chemistry I	3	BUS 252	Principles of Marketing	3
CHE 141L	And General Chemistry I Lab	1	BUS 460	Special Topics in Business	1-6
CHE 142	General College Chemistry II	3	BIO 360/CHE 360	Biochemistry	4
CHE 142L	And General Chemistry II Lab	1	BIO 360L	And	
ENG FSI 270/BIO 270/HSC 270 FSI 295	Literature Elective Human Nutrition Certification of Standing in Food Science	3 3 0	CHE 360/BIO 360	Biochemistry	4
FSI 370	Food Processing & Preservation	3	CHE 360L	And	
FSI 370L	And Food Processing & Preservation Laboratory	1	FSI 409	Senior Seminar I	1
HIS MAT 160	History Elective Introductory Statistics	3 3	FSI 417	Food Chemistry	3
	Subtotal: 31		FSI 417L	And Food Chemistry Laboratory	1
Junior BUS 205 BUS 209		3 3	FSI 425	Food Composition Analysis & Quality Assurance	3
CHE 201	Organic Chemistry I	3	FSI 425L	And Food Composition Analysis & Quality Assurance Laboratory	1
CHE 201L	And Organic Chemistry I Lab	1	FSI 457	Product Development	3
FSI FSI 310	Food Science Elective Food Laws, Standards. & Regulations	4 2	FSI 457L	And Product Development Lab	1
FSI 330	Food Safety & Hazard Analysis	3	FSI 495	Graduation Certification	0
FSI 350	Food Microbiology	3	PHI 306	Philosophical Ethics	3
FSI 350L	And Food Microbiology Laboratory	1		Subtotal: 29	
PSY/SOC	Psychology or Sociology Elective	3		Subtotal: 120	
THE	Theology Elective	3			
	Subtotal: 29				

Summary

Biology	8
Business	15
Chemistry	16
Economics	3
English	9
Fine Arts	3
Food Science	36
Mathematics	6
Philosophy	6
Social Sciences	6
Speech	3
Theology	6
Subtotal: 120	

Bachelor of Science in Culinary®

The Bachelor of Science in Culinary® is a degree that is only available to transfer students that have culinary training at an accredited institution of higher learning. The degree is based on an assumption that individuals will apply to the program with training in culinary arts that will include sanitation, meat identification/fabrication, soup and sauces fundamentals, baking fundamentals, food service costing, and an externship with a minimum of 12 credit hours effort. Students applying to this program are evaluated on an individual basis for the application of their culinary credits. It is also expected that General Education credits may be earned while completing culinary training and are also eligible for transfer credit following the individualized evaluation. The total transfer credits may not exceed 60 hours.

Requirements

Freshman		
BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
FSI 101	Fundamentals of Food Science	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI 207	Introduction to Logic &	3

SPE 101	Critical Thinking	
	Fundamentals of Public	3
	Speaking	
FSI	Culinary Arts transfer credits	6
Subtotal: 31		

FSI (Culinary Arts transfer credits): Food Science Electives

Sophomore		
BIO 370/HSC	Microbiology	3
370		
	And	
BIO 370L	Microbiology Lab	1
CHE 141	General College Chemistry I	3
	And	
CHE 141L	General Chemistry I Lab	1
CHE 142	General College Chemistry II	3
	And	
CHE 142L	General Chemistry II Lab	1

ECO	Economics Elective	3
ENG	Literature Elective	3
FSI 295	Certification of Standing in Food Science	0

FSI 370	Food Processing & Preservation	3
	And	
FSI 370L	Food Processing & Preservation Laboratory	1

FSI	Food Science Electives	3
FSI	Culinary Arts transfer credits	6
Subtotal: 31		

*FSI (Culinary Arts transfer credits): Food Science Electives**FSI 295: lecture and lab*

Junior		
ART/FNA/MUS	Fine Arts Elective	3
CHE 201	Organic Chemistry I	3
	And	
CHE 201L	Organic Chemistry I Lab	1
FSI	Food Science Electives	3
FSI 310	Food Laws, Standards, & Regulations	2
FSI 325	Ingredients, Additives, and Functionality	3

FSI 350	Food Microbiology And	3	Summary	
FSI 350L	Food Microbiology Laboratory	1	Biology	8
HIS	History Elective	3	Business	6
MAT 160	Introductory Statistics	3	Chemistry	12
THE	Theology Elective	3	Culinary Arts	12
	Subtotal: 28		Economics	3
Senior			English	9
BUS 252	Principles of Marketing	3	Fine Arts	3
BUS 321	Consumer Behavior	3	Food Science	37
FSI 409	Senior Seminar I	1	Mathematics	6
FSI 417	Food Chemistry And	3	Philosophy	6
FSI 417L	Food Chemistry Laboratory	1	Social Sciences	9
FSI 457	Product Development And	3	Speech	3
FSI 457L	Product Development Lab	1	Theology	6
FSI 460	Advanced Product Development And	3	Subtotal: 120	
FSI 460L	Advanced Product Development Laboratory	1	Master of Science (M.S.) in Biomedical Science	
FSI 475	Food Science Externship	2	Coordinator: Dr. Brian Adams	
FSI 495	Graduation Certification	0	Scope and Purpose	
PHI 306	Philosophical Ethics	3	The Master of Science in Biomedical Sciences Degree within the Department of Biological and Physical Sciences is a 12-month, 36-hour, non-thesis degree program which features graduate- level instruction in courses such as Gross Anatomy, Physiology, Histology, Biochemistry, Microbiology/Virology, Immunology, Neuroscience, Human Genetics, Pharmacology, and other Biomedical Sciences. One goal of the curriculum is to help students become stronger applicants to the various healthcare graduate programs (medical school, dental school, pharmacy school, physician assistant program, optometry school, physical and occupational therapy schools are common examples), as well as to improve probability for admission. Courses offer didactic and laboratory experiences where appropriate.	
PSY/SOC	Psychology or Sociology Elective	3	Philosophy and Conceptual Framework of the Graduate Program	
THE	Theology Elective	3	Many students enter college with dreams of pursuing medical school or other advanced degree programs within the healthcare arena. If these students struggle early or if their academic performance sags due to circumstances	
	Subtotal: 30			
	Subtotal: 120			

beyond their control, the impact on their grades may be such that any subsequent academic improvement is insufficient to attain the minimum G.P.A. required for professional school admission. In fact, it is for circumstances such as these that the LSU School of Medicine in New Orleans established a “32-hour policy” that allows applicants to distance themselves from a weaker undergraduate G.P.A. by pursuing a minimum of 32 hours of post-baccalaureate coursework in biology, chemistry, physics, or mathematics. For the purposes of student selection, the admissions committee then bases any decisions strictly upon the G.P.A. attained in those 32 hours or more of post-baccalaureate courses. This graduate program in biomedical sciences not only serves those students who need to strengthen their G.P.A., but also provides the academic support necessary to improve a weak MCAT, DAT, or GRE score.

Student Outcomes of the Graduate Program

Upon completion of the Master’s degree in Biomedical Sciences, students should be able to:

1. Demonstrate acquisition of the core knowledge and critical thinking skills in the biomedical sciences necessary to compete successfully for admission to graduate programs in the health professions;
2. Correlate fundamental facts, processes, and pathways in the biomedical sciences with clinical applications in the health professions;
3. Read, understand, and critique standard reference works and professional periodicals.
4. Demonstrate laboratory proficiencies in dissection, microscopy, and basic interpretation of radiographic images; and
5. Communicate effectively with peers and healthcare professionals incorporating the biomedical and clinical terminology specific to the field of health sciences.

Nature of Graduate Work

Candidates are expected to demonstrate knowledge, skills, and dispositions appropriate to their respective professions. Throughout the Program, candidates experience academic rigor through learning assessments such as oral and written presentations, traditional tests, and a mandatory participation in a graduate seminar. Graduate candidates are expected to assume responsibility in pursuing lifelong learning that will best meet their professional needs.

Degree Offered

The Department of Biological and Physical Sciences administers the Master of Science (M.S.) in Biomedical Sciences.

Graduate Admissions

In accordance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, University of Holy Cross accepts applications for admission from students without regard to ethnicity, race, creed, color, sex, age, disability status, or national origin.

Admission Procedures to The University of Holy Cross

Applicants must first be admitted to the University. To be considered for admission to the University, applicants must submit the following:

1. A completed official graduate application form;
2. Official transcripts for all prior undergraduate and graduate course work. (Transcripts must be sent directly to the Office of Admissions from each institution attended, which must indicate completion of a minimum of a Baccalaureate degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign university.); and
3. Three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise.

The above-listed criteria should be received by the Office of Admissions within 30 days of the beginning of the applicant’s first semester.

The application and letters of recommendation forms are available online at www.uhcno.edu and at the Office of Admissions. A one-time, non-refundable application fee must accompany the admission application.

Admission Procedures to a Graduate Program (Candidacy)

To be considered for admission to the Program for the Master of Science in Biomedical Sciences, applicants must submit the following by the designated deadline posted in the application packet:

- A completed official graduate application form;

- Payment of a one-time, non-refundable graduate application fee;
- A completed Baccalaureate degree from an accredited College or University. The application may be made prior to graduation, but the degree must be completed prior to beginning the graduate program;
- Official transcripts for all prior undergraduate and/or graduate course work with documentation that a baccalaureate degree has been awarded by a university or college approved by a recognized regional accrediting agency in the United States, or proof of equivalent training at a foreign university. The minimum G.P.A. required for admission into the program is 2.75. Transcripts are to be sent from the institutions attended directly to the Office of Admissions. The earned baccalaureate degree does not have to be in Biology; however, applicants are expected to have completed the following prerequisites:
 - Biology: 16 credit hours (including 8 hours in Anatomy and/or Physiology)
 - General/Inorganic Chemistry: 8 credit hours
 - Organic Chemistry: 4 credit hours
 - Physics: 8 credit hours
 - Math: 6 credit hours

Students who do not have these prerequisites are considered for admission but may be required to complete prerequisite courses prior to taking specific graduate courses. This is a decision made by the graduate coordinator;

- Three references letters from professors, physicians, or other appropriate professionals who can speak to your potential to succeed in a graduate program. Two of the letters must be from previous science professors;
- A current resume including a one-page personal goal statement;
- Current scores from one of the following standardized tests: Medical College Admissions Test (MCAT), Graduate Record Exam (GRE), or Dental Admissions Test (DAT) score. The following thresholds for admission are used:
 - MCAT minimum score: 495

- GRE minimum score: 290
- DAT minimum score: 15

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in the reading, writing, and speaking of English. The applicant may do so by presenting a satisfactory score on the Test of English as a Foreign Language (TOEFL), normally 550, or iBT score of 79. For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, DC 20036 or visit www.ets.org/toefl/index.html. A foreign applicant is also required to take the Graduate Record Examination.

Financial Aid

There are several aid programs to which graduate students may apply. Information about other loan options may be obtained from the Office of Admissions.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credit or as guest students must submit a Letter of Good Standing and are not be required to submit complete transcripts. The Letter of Good Standing must come from the Dean of the student's Graduate School.

Course Load

To be classified as full time, a graduate student must register for at least nine (9) credit hours each semester. The advisor must approve overloads.

Grade-Point Requirements

An overall Grade Point Average of 2.75 on a 4.0 scale is required for the maintenance of good standing in the graduate program. A passing grade for graduate students in Biomedical Sciences must be no lower than a C. A graduate student who attains a D or lower in any course is automatically placed on probationary status, must repeat the course during the next semester it is offered, and must earn a minimum of a B in that course, or the student will be dropped from the graduate Biomedical Sciences program. Students will be allowed to repeat a course only once, and the course must be repeated at UHC. If a student receives more than one D during the program of study, the student will be dropped from the graduate program in Biomedical Sciences.

Graduate students whose semester average in course work

is below 2.75 are placed on probationary status and are not allowed to register for more than seven (7) hours during the following semester, unless approved by the Director of the program. To be removed from probationary status, the student must raise his or her cumulative Grade Point Average to 2.75. If a student on probation fails to raise his or her cumulative Grade Point Average to 2.75 within a two-semester period, the student will be dropped from the graduate program

Appeal

Subject to the review of the Graduate Council, students may be dropped from the program for factors other than Grade Point Average, without having a probationary period. The Graduate Council then determines the student's status. The student may appeal decisions of the Graduate Council by submitting a written appeal to the Chief Academic Officer.

Time Limit

A maximum of five (5) years from the first semester attended is permitted to complete the requirements for the Master's degree. Re-admission does not qualify the applicant to begin anew the five-year requirement. Exceptions are considered on a case-by-case basis.

Student Responsibility

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master's degree. Students should become familiar with this section of the *Catalog* and the *Graduate Handbook*. The graduate student must sign and give to his or her advisor the Agreement Contract, which is at the back of the *Graduate Handbook*.

Transfer Credits

A maximum of nine (9) semester hours may be transferred from a regionally accredited institution. Approval of all transfer credits must be obtained from the Graduate Program Coordinator. An official transcript from the institution in which the courses were taken must verify these courses. Only courses taken within the past five years may be transferred if approved, unless an exception is made by the Chair of the Department of Biological Sciences in consultation with the Graduate Program Coordinator.

Advisor

Each student, upon admission to the University, is assigned an advisor. The advisor is usually assigned before the

student's first registration and aids the student in the development of the individual graduate program.

Program of Study

The student works closely with his or her advisor to develop a sequence of study that outlines the courses to be taken toward the Master's degree. The sequence is designed to meet both the student's and the institution's goals and objectives for graduate study.

Comprehensive Examination

Candidates are required to demonstrate readiness for graduation by successful completion of the MCAT, DAT, or GRE exam (or an approved equivalent). Taking one of these national exams serves as the exit exam for this graduate degree program. The student must register for BIO 699, Exit Exam, during his or her final semester. The national exam scores must be reported to the school prior to the end of the student's final semester in order for the student to achieve a passing grade for BIO 699.

Commencement

Upon successful completion of course work and the comprehensive examination, a candidate is eligible for graduation. Candidates who qualify for graduation are expected to attend commencement exercises.

When eligible, candidates must apply for graduation. A Graduation Clearance Form must be completed during the semester prior to graduation. The due dates for submission of this form are published in the Academic Calendar.

Required BIO 503	Principles of Pharmacology	3
BIO 507	Histology And	4
BIO 553	Clinical Pathophysiology	3
BIO 580	Graduate Seminar	1
BIO 635	Human Genetics	3
BIO 645	Cell & Molecular Biology	3
BIO 655	Clinical Anatomy And	4
BIO 655L		
BIO 662	Medical Biochemistry	3
BIO 672	Clinical Microbiology & Virology And	3

BIO 672L	Clinical Microbiology & Virology Lab	1
BIO	Biomedical Science Electives	7
		Subtotal: 36

Courses may be substituted or changed with the approval of the Graduate Advisor in consultation with the Graduate Coordinator and the Department Chair.

Department of History, Social Sciences, and Mathematics

Chair: Dr. Michael F. Labranche

In addition to supporting the basic goals of the liberal arts core curriculum and General Education requirements of every student through its course offerings, the Department of History, Social Sciences, and Mathematics offers Bachelor of Arts degree programs in History and Social Sciences and a Bachelor of Science degree program in General Studies. There are programs in Social Sciences with various areas of concentration, and the program in General Studies is flexible and wide-ranging. Thus, the department is an accommodating academic home to students of many and varied interests.

A full listing of those programs is given below. Please see the pertinent sections which follow for details of each of these programs.

Bachelor of Arts

History
 Social Sciences
 Social Sciences with a Concentration in Criminal Justice
 Social Sciences with a Concentration in Legal Studies
 Social Sciences with a Concentration in Teacher Certification for Secondary Schools

Bachelor of Science

General Studies

Minors

A student in any other degree program may minor in History by successfully completing eighteen (18) semester hours in addition to the core and General Education requirements. Of these eighteen (18) semester hours, at least nine (9) semester hours must be at the 325-level or higher.

In order to minor in Social Sciences, a student in any other degree program must successfully complete eighteen (18)

semester hours in Social Sciences courses in addition to their core and General Education requirements. These Social Sciences courses include Criminal Justice, Economics, Geography, History, Political Science, Psychology, and Sociology. Of these eighteen (18) semester hours, at least nine (9) semester hours must be at the 300-level or higher.

In addition to these minors there are special minors in disciplines or mixtures of disciplines which do not have their own major courses of study.

Requirements

Minor in Criminal Justice

CJU 100	Introduction To Criminal Justice	3
CJU 200	Criminal Investigation	3
CJU 210	Criminal Law	3
CJU 350	Criminology	3
CJU 450	Forensic Evidence	3
CJU	Elective 300 or 400 level required	

Minor in Law and Politics

CJU 210	Criminal Law	3
PSC 275	State & Local Government	3
PSC 350	Government Regulation & the Legal Environment of Business	3
CJU 374	Court Procedure Evidence	3
PSC 375/CJU 375	Judicial Process	3
	And	
CJU 375	Judicial Process	3
PSC 380	Constitutional Law	3

Bachelor of Arts in History

Program Description

The History program is centered on developing each student's understanding of the recurring patterns in our nation's history and culture and of other past and present societies. The study of history is one of the oldest courses of study among the world's institutions of higher learning. It remains recognized as one of the primary pillars of a liberal arts education.

Students earning a degree in History have a foundation in the liberal arts through content courses in History and other

Social Sciences and are able to relate lessons and achievements from the past to the challenges of the present. History students enhance their intellectual maturation through the development of their thinking, speaking, research, and writing. A major emphasis of the History program is the sharpening of each student's ability to analyze critically and make sound judgments concerning the past as a prelude to the future.

The skills and material presented to students of the History program are essential to any number of modern careers. Among these job-attracting skills are critical reading skills, analytic and problem-solving skills, writing skills, oral communication and listening skills, research skills, information management, and task organization skills—all talents in demand in the modern world of work. Most notably, these skills come to bear when addressing the needs of our students who plan to attend law school. History graduates are also prepared for employment in a wide variety of jobs and professions where these skills are sought after by employers. A partial list includes such occupations as archivist, curator, journalist, librarian, public relations, sports analyst, stock analyst, political and union organizer, tourism manager, grant writer, foreign service staff, insurance agent and adjuster, marketing, the military, and law enforcement officer.

Student Learning Outcomes

While discussing the need for the teaching of history, the respected historian David McCullough once noted that “Amnesia of society is just as detrimental as amnesia for the individual.” Hence, the objective of the History program is to provide all students with a broad-based study of mankind's past and skills, including critical thinking, research, and writing, which will be vital for success in a student's future career and role as a contributing citizen.

Upon successful completion of the Bachelor of Arts in History, students demonstrate

1. professional competence and the ability to recognize those beliefs which are essential to and necessary for the advancement of human life;
2. critical thinking and writing skills;
3. knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era;
4. the ability to engage successfully in historical research; and

5. recall of important historical facts and the ability to read, understand, and critique historical works.

Degree Requirements

The degree of Bachelor of Arts in History is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.0 in all 120 semester hours of the curriculum, at least 2.0 in all core and General Education requirements, and at least 2.5 in all course work pertaining to the major course of study. History majors must complete a course of study that includes a minimum of 36 hours of courses in History, of which 24 must be 325-level or higher; a minimum grade of C must be earned in all courses pertaining to the major course of study. Note: MAT 100A and MAT 100B classes are not acceptable as electives.

Core and General Education Requirements

Biology			
BIO 101	General Biology		3
BIO 291			
English			
ENG 101	English Composition I		3
ENG 102	English Composition II		3
Elective	Literature		3
Fine Arts			
Elective	ART/FNA/MUS		3
History			
HIS 101	History of Western Civilization I		3
	And		
HIS 102	History of Western Civilization II		3
Mathematics			
MAT 105	College Algebra		3
MAT 160	Introductory Statistics		3
Natural Science			
Elective	BIO/ESC/CHE/MAT/PHY		4
Philosophy			
PHI 101	Introduction to Philosophy		3
PHI 207	Introduction to Logic & Critical Thinking		3
Political Science			
250	American Government		3
Speech			
SPE 101	Fundamentals of Public		3

Speaking		
Political Science or History		
Elective	Political Science or History	3
Elective	Theology Elective	3
		Subtotal: 54
Major Requirements		
Elective	CIS elective	3
Computer Info Systems		
Elective	CIS elective	3
English		
Elective	Literature Elective	3
Foreign Language		
101	Elementary French Latin Spanish I And	3
102	Elementary French Latin Spanish II	3
Geography		
GEO 201	World Geography	3
GEO 202	Geography of the United States & Canada	3
History		
HIS 201	History of the United States I And	3
HIS 202	History of the United States II	3
HIS 301	Louisiana History	3
HIS 442	History of Contemporary America from 1945 to the Present	3
Or		
HIS 485	Contemporary Europe: Europe since World War II	3
450	Louisiana Heritage Research in Louisiana History	3
History	Electives	15
<i>History Electives: History electives at or above 325 level</i>		
Political Science or History		
Elective	Courses above the 300 Level	6
Free Electives		
	Electives	12
		Subtotal: 66
		Total: 120

Bachelor of Arts in Social Sciences

Program Description

The Social Sciences program is centered on developing each student's understanding of modern society and the recurring patterns in our nation and the world's history and culture. Among the common themes of this program is the study of such institutions as government, family structure, religion, economics, legal studies, criminal justice, and geography. The reality of interdependence among men and women and nations on all levels brought about by advances in technology is studied in all of the Social Science disciplines. Students earning a degree in Social Sciences have a foundation in the liberal arts through a variety of content courses and are able to relate lessons and achievements from the past and other cultures to the challenges of the present. Social Sciences students enhance their intellectual maturation through the development of their thinking, speaking, research, and writing. A major emphasis of the Social Sciences program is the sharpening of each student's ability to analyze critically and make sound judgments concerning the past as a prelude to the future.

The skills and material presented to students of the Social Sciences program are essential to any number of modern careers. Among these job-attracting skills are critical reading skills, analytic and problem-solving skills, writing skills, oral communication and listening skills, research skills, information management, and task organization skills—all talents in demand in the modern world of work. Most notably, these skills come to bear when addressing the needs of our students who plan to attend law school. Social science graduates are also prepared for employment in a wide variety of jobs and professions where these skills are sought after by employees. A partial list includes such occupations as archivist, curator, journalist, librarian, public relations, sports analyst, stock analyst, political and union organizer, tourism manager, grant writer, foreign service staff, insurance agent and adjuster, marketing, the military, and law enforcement officer.

Objectives/Outcomes

The objective of the Social Sciences program is to provide all students with a broad-based study of mankind's past, ancient and current cultures, and a variety of marketable skills, including critical thinking, research, and writing, which will be vital for success in a student's future career and role as a contributing member of society.

Upon successful completion of the Bachelor of Arts in Social Sciences, students shall demonstrate

1. professional competence and the ability to recognize those beliefs that are essential to and necessary for the advancement of human life;
2. critical thinking and writing skills;
3. knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era;
4. the ability to engage successfully in social science research; and
5. recall of important historical facts and the ability to read, understand, and critique works in the social sciences.

Admission

Admission to the program in Social Sciences is defined in the admission policies and procedures of the College of Liberal Arts and Sciences. Students who seek to enter a degree program in Social Sciences must have

1. successfully completed all of the core curriculum courses in their freshman and sophomore years;
2. attained a minimum overall grade point average of 2.0;
3. successfully completed the requirements of the major;
4. attained a minimum grade point average of 2.5 in all general education classes.

Degree Requirements

The degree of Bachelor of Arts is conferred upon students who complete an approved program of study consisting of 120 hours of course work with a 2.0 cumulative grade point average and a 2.5 grade point average in professional course work. Social Science majors shall complete a course of study that includes a minimum of 36 hours of courses in the Social Sciences, of which 24 must be at the 300 level or higher, and a minimum grade of C must be earned in all courses pertaining to the major course of study. For a minor in Social Sciences, students must complete 18 hours in social science courses, six of which must be at the 300 or higher level. Note: MAT 100A and MAT 100B classes are not acceptable as electives in any of the Social Science curricula.

Core and General Education Requirements

Biology BIO 101 BIO 291	General Biology	3
English ENG 101	English Composition I And	3
ENG 102	English Composition II	3
ENG 250	American Literature I Or	3
ENG 251	American Literature II	3
	Or	
ENG 300	British Literature I Or	3
ENG 301	British Literature II	3
Fine Arts Elective	ART/FNA/MUS	3
History HIS 101	History of Western Civilization I And	3
HIS 102	History of Western Civilization II	3
Mathematics MAT 105 MAT 160	College Algebra Introductory Statistics	3 3
Natural Science Elective	BIO/ESC/CHE/MAT/PHY	4
Philosophy Elective PHI 207	Philosophy Introduction to Logic & Critical Thinking	3 3
Political Science 250	American Government	3
Political Science or History Elective	Political Science or History Elective	3
Theology THE 220	Religious Traditions and Cultures	3
Elective	Theology Elective	3

Subtotal: 54

Major Requirements

English			
	Elective		3
<i>Elective: ENG 250, 251, 300, or 301— American or British Literature I or II</i>			
Foreign Language			
101	Elementary French Latin Spanish I amp II	And	6
102	Elementary French Latin Spanish I amp II		6
<i>101 and 102 (Elementary French/Latin/Spanish I & II): must be 6 hours in the same language</i>			
Geography			
GEO 201	World Geography		3
GEO 202	Geography of the United States & Canada		3
History			
HIS 201	History of the United States I	And	3
HIS 202	History of the United States II		3
HIS 301	Louisiana History		3
Elective	Above 300 level		3
HIS 450	Louisiana Heritage: Research in Louisiana History		3
	History Electives		12
<i>History Electives: must be 300 level or higher</i>			
Political Science			
380	Constitutional Law General		3
	Psychology		
101	Law General		3
Psychology			
Electives	Psychology		12
Social Sciences			
Any of the following courses may be taken: Criminal Justice, Economics, Geography, History, Political Science, Psychology, or Sociology (6 hours must be above 300 level) (12 Credits)			
Free Electives			6
Subtotal: 66			
Total: 120			

Social Sciences--Criminal Justice

The Social Sciences program is centered on developing each student's understanding of modern society and the recurring patterns in our nation's and the world's history and culture. Among the common themes of the program is the study of such institutions as government, family structure, religion, economics, legal studies, criminal justice, and geography. The reality of inter-dependence among men and women and nations on all levels brought about by advances in technology is studied in all of the Social Science disciplines. Students earning a degree in Social Sciences have a foundation in the liberal arts through a variety of content courses and are able to relate lessons and achievements from the past and other cultures to the challenges of the present. Social Science students enhance their intellectual maturation through the development of their thinking, speaking, research, and writing. A major emphasis of the Social Science program is the sharpening of each student's ability to analyze critically and make sound judgments concerning the past as a prelude to the future.

The Bachelor of Arts in Social Sciences with a Concentration in Criminal Justice program is designed to provide students who are interested in a career in Criminal Justice and law enforcement with a strong background in the skills needed to achieve success in careers in law enforcement or post-graduate studies. The major is designed to stimulate critical and analytical thinking and inquiry about the theoretical and practical dynamics, historical framework, and cultural parameters of the study of Criminal Justice. Among the skills covered in the program are critical reading, analytic and problem solving, writing, oral communication and listening, research, information management, and task organization—all talents in demand in the preparation for a career in Criminal Justice.

Student Learning Outcomes

The objective of the Social Sciences with a Concentration in Criminal Justice program is to provide all students with a broad-based study of mankind's past, ancient and current cultures, and a variety of skills, including critical thinking, research, and writing, which will be vital for success in a student's future career in the field of Criminal Justice in America.

Upon successful completion of the Bachelor of Arts in Social Sciences with a Concentration in Criminal Justice, students demonstrate

1. professional competence and the ability to recognize

those beliefs that are essential to and necessary for the advancement of human life;

2. critical and analytical thinking and writing skills;
3. knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era;
4. the ability to engage successfully in Social Science research;
5. recall of important historical facts and the ability to read, understand, and critique works in the Social Sciences;
6. an interdisciplinary approach to the study of society and the role Criminal Justice plays in maintaining an ordered society; and
7. critical understanding of American social policy within the framework of the current concerns and practices in the administration of justice in America.

Degree Requirements

The degree of Bachelor of Arts in Social Sciences with a Concentration in Criminal Justice is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.0 in all 120 semester hours of the curriculum, at least 2.0 in all core and General Education requirements, and at least 2.5 in all course work pertaining to the major course of study. Social Sciences majors must complete a course of study that includes a minimum of 36 hours of courses in Social Sciences, of which 24 must be 300-level or higher; a minimum grade of C must be earned in all courses pertaining to the major course of study.

Note: MAT 100A and MAT 100B classes are not acceptable as electives.

For a minor in Social Sciences, students must complete 18 hours in Social Sciences courses, six of which must be at the 325-level or higher.

Core and General Education Requirements

Biology			
BIO 101	General Biology	3	
BIO 291			
English			
ENG 101	English Composition I And	3	

ENG 102	English Composition II	3	
ENG 250	American Literature I And	3	
ENG 251	American Literature II	3	
Fine Arts Elective	ART/FNA/MUS	3	
History			
HIS 101	History of Western Civilization I And	3	
HIS 102	History of Western Civilization II	3	
Mathematics			
MAT 105	College Algebra	3	
MAT 160	Introductory Statistics	3	
Natural Science Elective	BIO/ESC/CHE/MAT/PHY	4	
Philosophy			
PHI 101	Introduction to Philosophy	3	
PHI 207	Introduction to Logic & Critical Thinking	3	
Political Science or History Elective	Political Science or History Elective	3	
Political Science			
250	American Government	3	
Speech			
SPE 101	Fundamentals of Public Speaking	3	
Theology			
THE 220	Religious Traditions and Cultures	3	
Elective	Theology Elective	3	
Subtotal: 54			
Major Requirements			
Computer Info Sys			
CIS 120	Introduction to Computer Information Systems	3	
Elective	CIS elective	3	
Criminal Justice			
100	Introduction to Criminal Justice	3	
200	Criminal Investigation	3	

210	Criminal Law	3
350	Criminology	3
374	Court Procedure and Evidence	3
376	Juvenile Justice	3
450	Forensic Evidence	3
Elective	Criminal Justice Elective	3
Foreign Language		
101	Elementary French/Latin/ Spanish I And	6
102	Elementary French/Latin/ Spanish II	6
Political Science		
275	State and Local Government	3
380	Constitutional Law	3
History		
HIS 201	History of the United States I And	3
HIS 202	History of the United States II	3
HIS 301	Louisiana History	3
HIS 450	Louisiana Heritage: Research in Louisiana History	3
Elective	History elective at 300 level or above	3
Psychology		
PSY 101	General Psychology	3
English		
Elective	Literature Elective	3
Free Electives		
	Elective	3
	Subtotal: 66	
	Subtotal: 120	

Social Sciences--Legal Studies

Program Description

The Social Sciences program is centered on developing each student's understanding of modern society and the recurring patterns in our nation and the world's history and culture. Among the common themes of the program is the study of such institutions as government, family structure, religion, economics, legal studies, criminal justice, and geography. The reality of interdependence among men/women and nations on all levels brought about by

advances in technology is studied in all of the social science disciplines. Students earning a degree in Social Sciences have a foundation in the liberal arts through a variety of content courses and shall be able to relate lessons and achievements from the past and other cultures to the challenges of the present. Social Science students enhance their intellectual maturation through the development of their thinking, speaking, research and writing. A major emphasis of the Social Science program is the sharpening of each student's ability to analyze critically and make sound judgments concerning the past as a prelude to the future.

The Bachelor of Arts in Social Sciences with a Concentration in Legal Studies program is designed to provide students who are interested in a career in law or law enforcement with a strong background in the skills needed to achieve success in the study of law or other similar graduate-level programs. The major is designed to stimulate critical and analytical thinking and inquiry about the theoretical and practical dynamics, historical framework, and cultural parameters of law. Among the skills covered in the program are critical reading, analytic and problem solving, writing, oral communication and listening, research, information management, and task organization—all talents in demand in the preparation for a career in law.

Student Learning Outcomes

The objective of the Social Sciences with a Concentration in Legal Studies program is to provide all students with a broad-based study of mankind's past, ancient and current cultures, and a variety of skills, including critical thinking, research, and writing, which will be vital for success in a student's future career in the study of law and role as a contributing member of Society.

Upon successful completion of the Bachelor of Arts in Social Sciences with a Concentration in Legal Studies, students demonstrate

1. professional competence and the ability to recognize those beliefs which are essential to and necessary for the advancement of human life;
2. critical and analytical thinking and writing skills;
3. knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era;
4. successful engagement in social science research;

5. recall of important historical facts and the ability to read, understand and critique works in the social sciences;
6. an interdisciplinary approach to the study of law and society; and
7. critical understanding of American social policy within the framework of the current concerns and practices in jurisprudence and theories of justice.

Degree Requirements

The degree of Bachelor of Arts is conferred upon students who complete the approved program of study consisting of 120 hours of course work with a 2.0 cumulative Grade Point Average and a 2.5 grade point average in professional course work. Social Sciences majors complete a course of study that includes a minimum of 30 hours of courses in the social sciences, of which 24 must be 300 level or higher; a minimum grade of C must be earned in all courses pertaining to the major course of study.

Core and General Education Requirements

Biology		
BIO 101	General Biology	3
BIO 291		
English		
ENG 101	English Composition I And	3
ENG 102	English Composition II	3
ENG 250	American Literature I And	3
ENG 251	American Literature II	3
Fine Arts		
Elective	ART/FNA/MUS	3
History		
HIS 101	History of Western Civilization I And	3
HIS 102	History of Western Civilization II	3
Mathematics		
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
Natural Science		
Elective	BIO/ESC/CHE/MAT/PHY	4

Natural Science		
Elective	BIO/ESC/CHE/MAT/PHY	4
Philosophy		
PHI 101	Introduction to Philosophy	3
PHI 207	Introduction to Logic & Critical Thinking	3
Political Science or History		
Elective		3
Political Science		
PSC 250	American Government	3
Speech		
SPE 101	Fundamentals of Public Speaking	3
Theology		
THE 220	Religious Traditions and Cultures	3
Elective	Theology Elective	3
		Subtotal: 54

Major Requirements

Computer Info Sys		
CIS 120	Introduction to Computer Information Systems	3
Elective	CIS elective	3
Criminal Justice		
100	Introduction to Criminal Justice	3
200	Criminal Investigation	3
210	Criminal Law	3
350	Criminology	3
Economics		
ECO 201	Principles of Economics I: Macroeconomics	3
English		
Elective	Literature Elective	3
Foreign Language		
101	Elementary French/Latin/ Spanish I And	6
102	Elementary French/Latin/ Spanish II	6

Political Science		
350	Govt Regulations & the Legal Environment of Business	3
375	Judicial Process	3
380	Constitutional Law	3
History		
HIS 201	History of the United States I And	3
HIS 202	History of the United States II	3
HIS 301	Louisiana History	3
HIS 450	Louisiana Heritage: Research in Louisiana History	3
Electives	History electives at 300 level or above	6
Psychology		
PSY 101	General Psychology	3
Business		
BUS 218	Introduction to Business	3
BUS 401	Business Law I	3
BUS 402	Business Law II	3
Free Electives		3
	Subtotal: 66	
	Subtotal: 120	

Social Sciences--Teacher Certification for Secondary Schools

Program Description

The Social Sciences program is centered on developing each student's understanding of modern society and the recurring patterns in our nation and the world's history and culture. Among the common themes of the program is the study of such institutions as government, family structure, religion, economics, legal studies, criminal justice, and geography. The reality of the interdependence among men and women and nations on all levels brought about by advances in technology is studied in all of the Social

Science disciplines. Students earning a degree in Social Sciences have a foundation in the liberal arts through a variety of content courses and are able to relate lessons and achievements from the past and other cultures to the challenges of the present. Social Science students enhance their intellectual maturation through the development of their thinking, speaking, research, and writing. A major emphasis of the Social Science program is the sharpening of each student's ability to analyze critically and make sound judgments concerning the past as a prelude to the future.

The Bachelor of Arts in Social Sciences with a Concentration in Teacher Certification for Secondary Schools program is designed to provide students who are interested in a career teaching the Social Sciences at the secondary level with a strong background in their discipline. The necessary professional courses in Education provide each student with the skills and academic work needed for a successful career in teaching in Louisiana's public, private, and parochial schools. The skills and material presented to students of the Social Sciences program are important competencies for a successful teaching career. Among these skills are critical reading, analytic and problem solving, writing, oral communication and listening, research, information management, and task organization skills—all talents in demand in the Education field and the modern world of work.

Student Learning Outcomes

The objective of the Social Sciences with a Concentration in Teacher Certification for Secondary Schools program is to provide all students with a broad-based study of mankind's past, ancient and current cultures, and a variety of skills, including critical thinking, research, and writing, which will be vital for success in a student's future career in education and role as a contributing member of society. The program also provides each student with the professional Education courses needed to prepare them for teacher certification and a successful career in Education.

Upon successful completion of the Bachelor of Arts in Social Sciences with a Concentration in Teacher Certification for Secondary Schools, students demonstrate

1. professional competence and the ability to recognize those beliefs that are essential to and necessary for the advancement of human life;
2. critical thinking and writing skills;
3. knowledge and appreciation of the political,

historical, social, economic, and broad cultural experiences of peoples from early times to the modern era;

4. the ability to engage successfully in Social Science research;
5. recall of important historical facts and the ability to read, understand, and critique works in the Social Sciences;
6. a passing grade in the PRAXIS I exam (reading, writing, and mathematics) or ACT of at least 22 and PRAXIS II exam (Social Studies content area).

Degree Requirements

The degree of Bachelor of Arts in Social Sciences with a Concentration in Teacher Certification for Secondary Schools is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.5 in all 121 semester hours of the curriculum, at least 2.0 in all core and General Education requirements, at least 3.0 in all Education (EDU) course work, and at least 2.5 in all other course work pertaining to the major course of study. Social Sciences majors must complete a course of study that includes a minimum of 36 hours of courses in Social Sciences, of which 24 must be 300 level or higher; a minimum grade of C must be earned in all courses pertaining to the major course of study. Note: MAT 100A and MAT 100B classes are not acceptable as electives.

To earn a concentration in Secondary Education, students must complete 15 hours in professional Education, all of which are at the 300 or higher level. A GPA of 3.0 must be attained in the professional Education courses.

Core and General Education Requirements

Biology			
BIO 101	General Biology	3	
BIO 291			
English			
ENG 101	English Composition I	3	
	And		
ENG 102	English Composition II	3	
ENG 250	American Literature I	3	
	And		
ENG 251	American Literature II	3	
Fine Arts			
Elective	ART/FNA/MUS	3	

History			
HIS 101	History of Western Civilization I	3	
	And		
HIS 102	History of Western Civilization II	3	
Mathematics			
MAT 105	College Algebra	3	
MAT 160	Introductory Statistics	3	
Natural Science			
Elective	BIO/ESC/CHE/MAT/PHY	4	
Philosophy			
PHI 101	Introduction to Philosophy	3	
PHI 207	Introduction to Logic & Critical Thinking	3	
Political Science			
250	American Government	3	
Sociology			
SOC 201		3	
Speech			
SPE 101	Fundamentals of Public Speaking	3	
Theology			
THE 220	Religious Traditions and Cultures	3	
Elective	Theology Elective	3	
			Subtotal: 54

Major Requirements

Criminal Justice			
Elective	Criminal Justice Elective	3	
<i>Elective (Criminal Justice elective): above 300-level</i>			
Foreign Language			
101	Elementary French Latin Spanish I amp II	6	
	And		
102	Elementary French Latin Spanish I amp II	6	
Geography			
GEO 201	World Geography	3	
GEO 202	Geography of the United States & Canada	3	
History			
HIS 201	History of the United States I	3	

HIS 202	And History of the United States II	3
HIS 301	Louisiana History	3
HIS 450	Louisiana Heritage: Research in Louisiana History History Electives	3 9
<i>History Electives: above 300-level</i>		
Psychology		
PSY 101	General Psychology	3
PSY 340	Human Growth & Development	3
Social Science		
Electives		
<i>Electives: Courses may be taken in Criminal Justice, Economics, Geography, History, Political Science, Psychology, or Sociology (above 300- level).</i>		
Education*		
EDU 301/EDU 301	Educational Psychology	3
EDU 304A	The Learner with Special Needs	3
EDU 306	Classroom Organization & Management	3
EDU 311	Teaching Reading in the Content Area	3
EDU 345	Professional Laboratory Experience Program	4

Subtotal: 67

EDU 345: These courses require successful completion of PRAXIS I and PRAXIS II content exams before a student can register for them. A minimum 2.5 overall GPA is also required for graduation. To complete Louisiana certification in Secondary Education (grades 6-12), EDU 424 Foundations of Teaching and Learning, EDU 460D Instructional Methodologies, EDU 461A Internship I, and EDU 461B Internship II must be taken after graduation.

**In order for the listed Education (EDU) courses to be counted by the State of Louisiana toward Teacher Certification, students must attain a 3.0 GPA in all courses identified as an Education class (EDU).*

Subtotal: 121

General Studies

Program Description

The curriculum of the General Studies degree program is designed to provide latitude and flexibility for students in choosing an undergraduate degree plan. The program allows students many options in selecting disciplines to create a curriculum to meet their particular needs, interests, and time constraints. The curriculum is comprised of a set of general core requirements along with minors in three discipline concentrations and elective courses.

Each General Studies student must choose three discipline concentrations. In order to complete each minor course of study, the student must earn 18 semester hours with at least 9 of these at or above the 300 level. Moreover, at least one of these upper-level courses in each discipline concentration must be one designated as a writing-intensive course. The remaining hours in the curriculum are free electives.

The four options for discipline concentrations are

Humanities (ART, ENG, FNA, FRE, MUS, PHI, SPA, SPE, THE), Natural Sciences (BIO, CHE, ENV, ESC, FSI, MAT, PHY), Professional Studies (BUS, CIS, EDU, HSC, HCM, NDT, NSG, RAD, RTC, SED), and Social Sciences (CJU, COU, ECO, GEO, HIS, PSC, PSY, SOC).

Outcomes of the General Studies Program

The overall purpose of the program in General Studies is to form in the student a firm foundation and a broad academic experience on which can be built further study or which can be readily applied to a wide variety of fields. This purpose is delineated as follows:

1. The successful student gains a knowledge and appreciation of the political, historical, social, economic, and cultural experiences of peoples from prehistoric times to the modern era.
2. The program provides flexible support to enable students in other disciplines to meet degree attainment or certification goals.
3. The program affords students the opportunity to pursue areas of special interest in humanities, business, psychology, sociology, natural and social sciences, and mathematics.

Student Learning Outcomes of the General Studies Program

Upon successful completion of the General Studies Program, students are able to

1. recall essential factual information in the areas of concentration;
2. read, understand, and critique standard reference works and scholarly or professional periodicals in the areas of concentration;
3. assess critical theories and trends in the chosen areas of concentration;
4. synthesize theoretical and empirical knowledge in the fields of concentration; and
5. demonstrate the ability to engage in critical thinking and independent judgment in the areas of concentration.

Degree Requirements

The degree of Bachelor of Science in General Studies is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.0 in all 120 semester hours of the curriculum, at least 2.5 in all core and general education requirements, and at least 2.5 in all course work. Alternatively, students may earn the degree of Bachelor of Arts in General Studies if, among the selected elective courses, at least six semester hours are earned in a single foreign language.

Note: ENG 100, MAT 100A, MAT 100B, and REA 100 classes are not acceptable as electives.

A partial four-year plan is given below as a suggestion, with the first two years devoted to the completion of the core and general education course requirements.

Freshman (29 credits)

	Natural Science Elective	5
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
	Social Science Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Elective	3

Sophomore (25 credits)

ENG	Literature Elective	3
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ART/FNA/MUS	Fine Arts Elective	3
MAT	Mathematics Elective	3
PHI	Philosophy Elective	3
THE	Theology Elective	3
	Natural Science Elective	4
	Social Science Electives	6
		Subtotal: 54

Junior and Senior

During the Junior and Senior years, in consultation with and with the approval of the assigned General Studies advisor, the student must choose and complete three discipline concentrations and 12 additional semester hours of free electives.

General Studies Summary

Core Curriculum Requirements	28
General Education Requirements	26
Three Minor Courses of Study	54
Elective Requirements	12

Subtotal: 120

Preparing Students for Success Program

Director: Ms. Meredith Reed

Program Description

In keeping with the Mission of University of Holy Cross, the Preparing Students for Success Program (PSSP) offers holistic support for underprepared students through developmentally appropriate placement, courses, and resources. The PSSP was first implemented in the fall semester of 2009. It is a direct result of the University of Holy Cross Quality Enhancement Plan (QEP) submitted to the Southern Association of Colleges and Schools Council on Colleges (SACSCOC) in partial fulfillment of accreditation renewal in 2009.

The overarching goal of the PSSP is to design, implement, maintain, and continually evaluate a program that assists underprepared students in acquiring the knowledge, critical thinking skills, and attitudes necessary for success in the General Education curriculum. Subsidiary program goals promote development of the following:

1. Vocabulary, comprehension, and fluency skills necessary for reading and understanding college-level material;

2. Logical and effective written communication skills, at the college-level, using standard English;
3. Mathematical concepts and competencies necessary for success in College Algebra;
4. Personal, technical, and social skills necessary for college success, promoted by holistic support, membership in a learning community, and service learning.

The PSSP is guided by the Marianite core values, the University Mission, and best practices recommended by the National Association of Developmental Education (NADE). Engagement in the PSSP unites undergraduates in a learning community, thereby helping students to build relationships and skills that benefit them throughout their college careers.

Courses

The following PSSP courses help underprepared students acquire proficiencies needed for success in subsequent courses in the General Education curriculum in college: Introduction to College Success (ICS 100), Introduction to College English (ENG 100), Fundamentals of Mathematics (MAT 099), Introduction to College Algebra I (MAT 100A), Introduction to College Algebra II (MAT 100B), and Introduction to College Reading (REA 100).

All first-time freshmen must successfully complete ICS 100. For transfer students, successful completion of ICS 100 is required of all students taking one or more PSSP courses. Exemptions are granted to students who have previously taken ICS 100 or a similar course and to juniors and seniors. ICS 100 introduces students to the Marianite core values and the University Mission. Campus involvement, service learning, and personal/career goal setting are also components of ICS 100. Course embedded sessions at the Thomas E. Chambers Counseling and Training Center and a resource binder are provided at no cost to students. Guest speakers from various academic and administrative departments visit class sessions to orient students to the special services, curricula, and involvement opportunities available at UHC. Enrollment in ICS 100, therefore, helps students to become part of the larger learning community. Introduction to College Success is a one-credit tuition-free course.

Intended Student Learning Outcomes

Upon successful completion of corresponding PSSP courses, at least 70% of students should be able to demonstrate

1. Reading skills (REA 100) necessary to function successfully in a college-level social science course, as measured by a final semester grade of C or higher in HIS 101, HIS 102, HIS 201, or HIS 202;
2. Writing skills (ENG 100) necessary to function successfully in a college-level English composition course, as measured by a final semester grade of C or higher in ENG 101;
3. Pre-college algebra mathematics skills (MAT 100A and MAT 100B) necessary to function successfully in college-level algebra, as measured by a final semester grade of C or higher in MAT 105;
4. Prerequisite basic mathematics skills (MAT 099) necessary to function successfully in a pre-college algebra course, as measured by a final semester grade of C or higher in MAT 100A or MAT 100B;
5. Personal, technical, and social skills (ICS 100) necessary to function successfully in undergraduate college-level courses, as measured by a student satisfaction survey.

Pre and Post-Testing

ACT or ACCUPLACER subtest scores are also used as course pre-tests. Post-test results are given in the final two weeks of the semester. *ACCUPLACER placement and pre-/post-tests are administered on campus at no cost to students.*

Resources

Multiple resources aid in providing holistic support for underprepared students. Services are centralized in the Center for Teaching and Learning (CTL), which houses the administrative office of the PSSP, the services of a skilled advisor, and three tutoring labs. The Director of the CTL monitors the effectiveness of the PSSP. Additional resources include access to the Academic Skills Center, the Blaine S. Kern Library, the Thomas E. Chambers Counseling and Training Center, the Office of Campus Ministry, and the Office of Student Life.

Computer-assisted support, such as *Learning Express*, provides PSSP participants with 24-hour electronic access to study guides, practice examinations, career information, and tutorials, which are available both on and off campus. Critical thinking, active learning, pre-/post-testing, and the posting of mid-term grades are essential components of all PSSP courses. The administrative office of the PSSP houses resource materials and equipment that may be checked out by instructors and students.

Early Intervention

In addition to posting midterm grades, PSSP instructors alert students and their advisors when grades and attendance are unsatisfactory. This is done through Early Intervention Forms, which are completed at midterm and throughout the semester. The Director receives a copy of the completed forms and follows up by requesting conferences with the students. During the conferences, the Director recommends strategies that aid each individual student in achieving greater academic success.

Evaluation

All students enrolled in PSSP courses receive midterm grades in addition to final semester grades. Midterm grades are intended to represent the instructor's estimate of the student's progress at that point in time, not 50% of the final grade. Because attendance is an important element of success in developmental courses, attendance requirements are embedded in the evaluation matrix used in each course. Students who do not satisfy the requirements of a PSSP course due to excessive absences receive a midterm or final grade of FN, meaning failure due to non-attendance. Students with low academic performance and/or too many absences are referred for early intervention and support prior to or during the midpoint of the semester. The final grade of a student who does not fulfill the counseling component (personal/career/goal setting) or campus involvement requirements of ICS 100 will be reduced by one letter grade.

Academic Credits

Institutional credit hours earned upon successful completion of ICS 100, ENG 100, MAT 100A, MAT 100B, and REA 100 do not satisfy general education requirements but may be used as electives, where applicable. Successful completion is defined as earning a final semester grade of C or higher.

Remedial credit hours earned upon successful completion of MAT 099 do not satisfy General Education requirements, nor are they applicable to any degree program. Successful completion is defined as earning a final semester grade of P on a PASS/FAIL scale.

Maximum Number of Credits

Students enrolled in PSSP courses may enroll in a maximum of thirteen credit hours per semester.

Repeating Courses

Students may spend one semester or a maximum of two

semesters in each PSSP course. Courses repeated should be taken in the regular semester immediately following the first time they were taken. Students who are unsuccessful in completing MAT 099 a second time will receive a final semester grade of F. PSSP courses not successfully completed within the first two semesters on campus or successfully repeated in the semester immediately following place the student in jeopardy of academic suspension for one full year, including the summer term.

Dropping Courses

A student must obtain written approval from the Director of the Center for Teaching and Learning in order to drop a PSSP course.

Department of Humanities

Chair: Dr. Claudia M. Champagne

Description of Curricula

The curricula in the Humanities offer a broad spectrum of liberal arts courses aimed at educating students

1. to think critically,
2. to communicate effectively,
3. to judge carefully and discern goodness,
4. to seek the truth, and
5. to appreciate beauty.

Courses are designed to guide students in understanding their cultural heritage from literary, philosophical, and aesthetic perspectives in order that they may determine and ultimately fulfill their own personal goals as citizens serving their community.

Student Learning Outcomes

The broad purpose of the Humanities curricula is to cultivate the qualities of mind that enable the individual to appreciate the multi-cultural human heritage.

Through the study of the Humanities in the General Education courses, students should attain basic skills and depth of knowledge. Specifically, students should demonstrate

1. proficiency in effective oral and written communication;

2. capability for disciplined, analytical, and creative thinking and problem solving;
3. sensitivity to a variety of human values and attitudes in order to develop a personal value system;
4. awareness of and respect for the spiritual dimension of human existence; and
5. critical appreciation of artistic creations and their impact on cultures, past and present.

Through the study of the Humanities in the major curricula offered, at both the undergraduate and graduate levels, students are encouraged to acquire a broad view of human life and learning and to study in depth those subjects that are vital to a liberal arts education.

Degrees Offered by The Department of Humanities:

Associate of Arts degree:

Liberal Arts

Bachelor of Arts degrees:

English

Liberal Arts

Master of Arts degree:

Humanities

Bachelor of Arts in English

Coordinator: Dr. Claudia M. Champagne

Program Description

The English curriculum offers a broad spectrum of courses aimed at training students

1. to think clearly,
2. to communicate effectively,
3. to read carefully,
4. to analyze and interpret critically, and
5. to appreciate the aesthetic beauty of great literature.

Along with required survey courses in American and British literature, the curriculum requires courses in *Shakespeare*, *Advanced Composition*, and a 400-level seminar course. Other courses include *Women in Literature*, *World Literature*, *Southern Literature*, *African-American Literature*, and *Creative Writing*. A Special Topics seminar is offered as needed; possible topics are

Linguistics, *Literary Criticism*, *Christianity and Literature*, *The Bible as Literature*, and *Epic Poetry*. During their senior year, English majors must 1) serve as interns in a pre-professional capacity in a communications-related field, such as book editing, public relations, television, radio, or newspaper, or 2) pursue an approved independent study project manifesting scholarly-level writing and research and aimed at producing a Senior Thesis or engage in a creative writing project as a Senior Thesis.

Student Learning Outcomes of the English Program:

Upon successful completion of the English Program, English majors should be able to

1. demonstrate critical thinking;
2. demonstrate effective oral and written communication;
3. critique literary passages in terms of style, tone, historical context, genre, and technique;
4. identify themes common to various genres of both British and American literary works; and
5. critically analyze literary works.

Admission to the Bachelor of Arts in English Program

The English Program has an open enrollment policy; all students who are admitted to the University and who declare the major are admitted.

Requirements for the English Major

An undergraduate major in English consists of a total of 39 semester hours in English courses. English majors must complete 30 semester hours from courses above the 9 hours of General Education requirements in English (ENG 101, 102, and 200). Most of the courses in the English major are required.

All English courses, both General Education (ENG 101, 102, and 200) and major courses, must be passed with a grade of C or higher for students to be eligible for graduation. A cumulative GPA of 2.5 or higher is also required.

English courses at the 300 and 400 levels, except ENG 321 (Creative Writing) and ENG 401 (Advanced Composition) are offered according to a 2-year cycle. Students are advised to plan ahead as early as possible to make sure their major is well balanced and that courses they wish to take are available.

Note: MAT 100A and 100B are not accepted as electives.

Freshman		
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS 101	History of Western Civilization I And	3
HIS 102	History of Western Civilization II	3
MAT 105	College Algebra	3
PHI 207	Introduction to Logic & Critical Thinking	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Elective	3
	Biological Science Elective	4
FRE/LAT/SPA	Foreign Language Elective	3
Subtotal: 31		

Art/Fine Arts/Music Elective		3
General Electives		6
Subtotal: 30		
<i>ENG (English Elective): 300 level or above</i>		
Senior		
ENG 401	Advanced Composition	3
ENG 352	Shakespeare I	3
ENG 407	Seminar in Selected Topics	3
Or		
ENG 410	Shakespeare II	3
ENG 498	Senior Internship	3
Or		
ENG 499	Senior Thesis	3
ENG	English Elective	3
	Art/Fine Arts/Music Elective	3
THE	Theology Elective	3
	General Electives	9
Subtotal: 30		
<i>ENG (English Elective): 300 level or above</i>		

Subtotal: 120

Sophomore		
ENG 200	Introduction to Literary Forms	3
ENG 250	American Literature I And	3
ENG 251	American Literature II	3
HIS 201	History of the United States I And	3
HIS 202	History of the United States II	3
MAT	Mathematics Elective	3
	Art/Fine Arts/Music Elective	3
FRE/LAT/SPA	Foreign Language Elective	3
	Natural Science Elective	5
Subtotal: 29		

English Summary	
English	39
Art/Fine Arts/Music Electives	9
Foreign Language	6
History	12
Mathematics	6
Natural Sciences	9
Philosophy	6
Social Sciences	9
Speech	3
Theology	6
General Electives	15
Total	120

MAT (Mathematics Elective): above 105

Junior		
ENG 300	British Literature I And	3
ENG 301	British Literature II	3
ENG	English Elective	3
PHI	Elective	3
SOC/PSY	Electives	6
	Social Science Elective	3

Required Courses for English Minor		
ENG 101	English Composition I And	3
ENG 102	English Composition II	3
ENG 200	Introduction to Literary Forms	3
ENG 250	American Literature I And	3
ENG 251	American Literature II	3

ENG 300	British Literature I And	3
ENG 301	British Literature II	3
ENG 352	Shakespeare I	3
ENG	Elective 300 or 400-level	3
Subtotal: 27		

Note: All English courses must be passed with a grade of C or higher for the successful completion of the English minor.

Requirements for Certification to Teach English At the Secondary Education Level:

Students who want to be certified to teach English at the Secondary Education level (Grades 6-12) may use their General Electives to fulfill 12-16 hours of the following Education requirements:

Required		
EDU 301/EDU 301	Educational Psychology	3
EDU 304A	The Learner with Special Needs	3
EDU 306	Classroom Organization & Management	3
EDU 311	Teaching Reading in the Content Area	3
EDU 345	Professional Laboratory Experience Program	4
Subtotal: 12-16		

EDU 345: May be taken after graduation, must have passed PRAXIS I and II as a prerequisite

Requirements

Upon graduating with a Bachelor of Arts in English and a GPA of 3.00 in all EDU courses, students may complete the ALTERNATIVE PATH TO CERTIFICATION IN SECONDARY (Grades 6-12) EDUCATION by passing the PRAXIS I and II and successfully completing the following courses:

Post-Baccalaureate certification		
EDU 425	Foundations of Teaching & Learning	3
EDU 460D	Instructional Methodologies: Secondary	3
EDU 461A	Internship I	3
EDU 461B	Internship II	3

Please see the admissions requirements given in the Department of Education's (p. 150) description of the Alternative Certification Program in this Catalog. English

majors who wish to complete certification at the secondary level should consult an Education advisor.

Liberal Arts

Coordinator: Dr. Claudia M. Champagne

Program Description

The curricula of the Liberal Arts degree programs are structured to offer a broad range of courses at the Associate's level and to provide the student with a choice of concentrations in two subject areas of interest at the Bachelor's level. The Bachelor of Arts program gives the student latitude in creating a curriculum to meet his or her needs and interests. It affords the opportunity to combine areas of concentration mutually enhancing to each other, thereby providing a more effective and comprehensive education.

Outcomes/Objectives

The broad purpose of the programs in Liberal Arts is to provide a firm foundation upon which to gain understanding and appreciation of mankind's accomplishments in the arts, sciences, and humanities. This purpose is described by the following Student Learning Outcomes for the Liberal Arts degrees:

1. The successful student gains knowledge and appreciation of the artistic, political, historical, social, economic, and broad cultural experiences of peoples from prehistoric times to the modern era;
2. The student is given the opportunity to pursue areas of special interest in various disciplines of the Liberal Arts and Sciences: Art, Biology, Business, Education, English, History, Philosophy, Psychology, and Theology

Degrees Offered

Associate of Arts in Liberal Arts
Bachelor of Arts in Liberal Arts

Associate of Arts in Liberal Arts

An Associate's degree in Liberal Arts prepares students through multi-disciplinary course work in Humanities, Natural Sciences, Social Sciences, and the Arts. This is an ideal course of study for a wide variety of entry-level positions or as a basis for further study.

Student Learning Outcomes of the Liberal Arts

Associate Program

Liberal Arts graduates

1. develop thoughtful judgment;
2. understand problems;
3. imbue critical thinking with ethical values; and
4. communicate those solutions to others.

Many employers seek college graduates who possess these skills.

The Associate of Arts in Liberal Arts degree requires a total of 60 semester hours. Within that total, 54 semester hours meet the General Education requirements for Bachelor’s degrees at University of Holy Cross; the remaining six semester hours are foreign language electives required for all Bachelor of Arts degrees.

Requirements

Freshman

BIO	Biology Elective	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
FRE/LAT/SPA	Foreign Language Elective	3
HIS	Electives	6
MAT 105	College Algebra	3
PHI 207	Introduction to Logic & Critical Thinking	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Elective	3
		Subtotal: 31

Sophomore

HSC 291	Stress Management	1
ENG	Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
FRE/LAT/SPA	Foreign Language Elective	3
MAT	Mathematics Elective	3
PHI	Elective	3
	Elective	3
	Physical Science Elective	4
PSY 101	General Psychology	3
	Social Science Elective	3
THE	Elective	3
		Subtotal: 29

MAT (Mathematics Elective): above 105

Subtotal: 60

Bachelor of Arts in Liberal Arts

The degree of Bachelor of Arts in Liberal Arts is conferred upon students who complete an approved program of study with a 2.5 or higher cumulative Grade Point Average and a minimum grade of C in all courses within the chosen curricular modules.

Student Learning Outcomes of the Liberal Arts Bachelor’s Program

Upon successful completion of the Liberal Arts Bachelor of Arts program, with regard to the chosen areas of concentration, students should be able to

1. recall essential factual information;
2. read, understand, and critique primary texts and scholarly or professional articles;
3. assess critical theories and trends;
4. synthesize theoretical and empirical knowledge; and
5. demonstrate the ability to engage in critical thinking and independent judgment.

The Liberal Arts curriculum is made up of General Education courses, a foreign language requirement, 3 other required courses, and two (2) discipline modules chosen by the student. Each of these modules is twenty-one (21) credit hours, twelve (12) of which are at or above the 300 level. Each module includes course work pertinent to a specific discipline (or combination of allied disciplines) and a capstone course. These modules all adhere to the rules that define official minors and are formulated by departments and approved by the Academic Council. See Course Descriptions for prerequisites for some of the required module courses. Module courses are over and above General Education requirements in the discipline.

The courses required for each of the Liberal Arts modules are listed below:

Module 1: Art

ART 101	Basic Drawing I	3
	And	
ART 102	Basic Drawing II	3
ART 300	Special Topics in Art	3
ART 304	Painting I	3
	And	
ART 305	Painting II	3

ART 315	Art Appreciation	3			
ART 400	Art Studio Seminar	3			
ART 404	Or Painting III	3			
		Subtotal: 21			
Module 2: Biology					
BIO	200 level & above (Elective)	4			
BIO	300 level & above (Electives)	8			
BIO 375	Genetics	3			
BIO 400	Ecology	3			
BIO 409	Senior Seminar in Biology	1			
		Subtotal: 21			
Module 3: Business					
BUS 218	Introduction To Business	3			
BUS 251	Principles of Management	3			
ECO 202	Principles of Economics II	3			
	Microeconomics				
ACC 205	Principles of Accounting I	3			
BUS 311	Principles of Business Finance	3			
BUS 409	Business & Society	3			
BUS 416	Organizational Behavior	3			
		Subtotal: 21			
Module 4a: Elementary Education					
EDU 201	Literature for Children and Youth (1-6)	3			
EDU 215	Introduction to Education: Content Knowledge Professional Dispositions, & Pedagogical Skills	3			
EDU 301/EDU 301	Educational Psychology	3			
EDU 304A	The Learner with Special Needs	3			
EDU 306	Classroom Organization & Management	3			
EDU 312	Materials & Methods Teaching Mathematics I	3			
EDU 313	Materials & Methods Teaching Mathematics II	3			
		Subtotal: 21			
Module 4b: Secondary Education					
EDU 215	Introduction to Education: Content Knowledge Professional Dispositions, & Pedagogical Skills	3			
EDU 301/EDU 301	Educational Psychology	3			
EDU 304A	The Learner with Special	3			
	Needs				
EDU 306	Classroom Organization & Management	3			
EDU 311	Teaching Reading in the Content Area	3			
EDU 345	Professional Laboratory Experience Program	4			
		Subtotal: 19			
					<i>*Students choosing the Secondary Education module must complete 2 additional hours of Free Electives to complete the Liberal Arts degree, for a total of 11 credits hours of Free Electives instead of the 9 hours required for all other 21-hour modules.</i>
Module 5: English					
ENG 250	American Literature I And	3			
ENG 251	American Literature II	3			
ENG 300	British Literature I And	3			
ENG 301	British Literature II	3			
ENG 352	Shakespeare I	3			
ENG	300 or 400 level (Elective)	3			
ENG 407	Seminar in Selected Topics Or	3			
ENG 410	Shakespeare II	3			
		Subtotal: 21			
Module 6: History					
HIS 201	History of the United States I And	3			
HIS 202	History of the United States II	3			
HIS 301	Louisiana History	3			
HIS 305	Introduction to Public History above 325 (Elective)	3			
HIS	400 level (Elective)	3			
HIS 450	Louisiana Heritage: Research in Louisiana History	3			
		Subtotal: 21			
Module 7: Philosophy					
PHI 231/THE 240	Philosophy & Being	3			
PHI 250/THE 243	Epistemology: Belief, Knowledge, & Truth	3			
PHI 306	Philosophical Ethics	3			
PHI 331	Existentialism: Literature & the Philosophical Movement	3			
PHI	300 or 400 level (Elective)	3			

PHI 480	Senior Seminar	3
PHI 495	Social & Political Philosophy	3
		Subtotal: 21

Module 8: Psychology

PSY 310	Social Psychology	3
PSY 350/EDU 301	Psychology of Learning	3
PSY 402	Psychology of Human Sexuality	3
PSY 421	Advanced Abnormal Psychology	3
PSY 490	Research	3
PSY	300 or 400 level (Electives)	6
		Subtotal: 21

Module 9: Theology

THE 202	The Revelation of God	3
THE 203	Jesus, Son of God	3
THE 280	Catholic Moral Principles	3
THE 300	Theological Principles & Methods	3
THE 343	Sacraments and Liturgy	3
THE	300 or 400 level (Elective)	3
THE 435	Senior Seminar	3
		Subtotal: 21

Requirements

Freshman		
BIO/CHE/ENV/ESC/FSI/HSC/MAT/PHY	Natural Science Elective	4
ENG 101	English Composition I	3
ENG 102	English Composition II	3
FRE/LAT/SPA	Foreign Language Elective	3
HIS	Electives	6
MAT 105	College Algebra	3
PHI 207	Introduction to Logic & Critical Thinking	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology	3

Elective
Subtotal: 31

FRE/LAT/SPA (Foreign Language Elective): Must be 6 hours in the same foreign language.

Sophomore	ENG 200	Introduction to Literary Forms	3
	ART/FNA/MUS	Fine Arts Elective	3
	FRE/LAT/SPA	Foreign Language Elective	3
	MAT	Mathematics Elective	3
	PHI 306	Philosophical Ethics	3
	BIO/CHE/ENV/ESC/FSI/HSC/MAT/PHY	Natural Science Electives	5
	CJU/ECO/GEO/HIS/PSC/PSY/SOC	Social Science Electives	6
	THE	Elective	3
		Subtotal: 29	

FRE/LAT/SPA (Foreign Language Elective): Must be 6 hours in the same foreign language.

MAT (Mathematics Elective): above 105

Junior		
ART/FNA/MUS	Fine Arts Elective	3
PHI	Elective	3
	Liberal Arts Module 1	9
	Liberal Arts Module 2	9
	Free Electives	6
		Subtotal: 30

Senior		
PHI	Elective	3
	Liberal Arts Module 1	12
	Liberal Arts Module 2	12
	Free Elective	3
		Subtotal: 30

Subtotal: 120

Summary

General Education	54
Module I	21
Module II	21
Additional Requirements	15
Electives	9
Subtotal: 120	

Master of Arts in Humanities (MAH)**Graduate Humanities Program Coordinator: Dr. Claudia M. Champagne**

Beginning in Fall 2019, the Humanities Department is offering the Master of Arts in Humanities (MAH), the University's first interdisciplinary graduate-level program, focused initially on English and Philosophy as concentrations. The MAH is a 36-hour, two-year curriculum, including a Master's thesis that is interdisciplinary in nature and instruction. Students take required core curriculum courses in each discipline, team-taught courses in the two disciplines, and electives in the concentration of their choice. Additionally, students selecting English as their concentration may focus on either Literary Studies or Creative Writing. Students are directed in writing their thesis by faculty in their concentration. Courses are primarily seminars and workshops that emphasize discussion, student presentations, and guest lectures.

The MAH degree reflects the Mission of the University of Holy Cross to provide a quality, well-rounded liberal education to the community. The program serves the community, both traditional and non-traditional students, by providing a means to professional advancement in a variety of fields from Education to Law. Interdisciplinary studies are a unique way to fulfill the University's Mission to educate the minds as well as the hearts of its students. Specifically, the discipline of Philosophy is directed toward critical thinking that is key to the pursuit of truth and goodness, and the discipline of English promotes creativity and appreciation of artistic beauty, as well as clear and logical verbal and written communication.

An additional benefit of this curriculum is that students complete more than 18 hours of graduate credits in either English or Philosophy, which will qualify them to teach courses in their discipline at the college level.

Program Goals

The overarching program goals for the MAH program are to enhance the students' knowledge, skills, and attitudes in the Humanities and to prepare them to accept professional responsibilities. The objectives for effective teaching and advising are

1. to recruit, maintain, and matriculate culturally diverse students who demonstrate the potential to contribute to their chosen profession;
2. to monitor students individually throughout their graduate academic careers in order to promote both personal and professional development;
3. to prepare students to be skillful researchers and to apply appropriate methodology in further pursuits **through adequate resources and faculty mentoring;**
4. to encourage the presentation and publication of research findings; and
5. to prepare students to become professionals capable of applying their studies in a professional setting by sponsoring or encouraging students to attend seminars, workshops, and institutes in order to promote their continuing education in the Humanities in New Orleans and beyond.

Student Learning Outcomes and Assessments

Student Learning Outcomes	Assessment	Benchmarks
Students will demonstrate proficiency in critical thinking, as evidenced by sustained, independent inquiry and analysis.	Two written essays per 500 and 600-level course, scored via rubrics with cell levels 1-4, with 4 being the highest.	75% of students will achieve the average score of 2.5 in 500-level courses and 3.5 in 600- level courses.
Students will demonstrate mastery of writing skills respective to literary analysis or creative writing or philosophical argumentation and the use of research tools.	A Master's thesis (including oral presentation) written in the style appropriate to the discipline, 50- 100 pages in length, reviewed by a team of at least three faculty members, scored via rubrics with cell levels 1-4, with 4 being the highest.	80% of students will achieve a mastery score of 3.5.
Students will demonstrate thorough understanding of literature within the disciplines of English and philosophy.	Written examinations with essay questions and participation in graduate seminars.	80% of students will demonstrate mastery (80%) proficiency on examinations, 80% on graduate seminar participation checklists.
Students will demonstrate effective communication skills with regard to topics within the disciplines of English and philosophy.	Two oral presentations per 500 and 600-level course, scored via rubrics with cell levels 1-4, with 4 being the highest.	75% of students will achieve the average score of 2.5 in 500-level courses and 3.5 in 600- level courses.

Admissions for Master of Arts in Humanities (MAH)

Graduate Admissions

In accordance with Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972, the Master of Arts in Humanities Program accepts applications for admission from students without regard to ethnicity, race, color, sex, age, disability status, or national origin.

Applications are accepted by the following deadlines:

1. July 1 for the Fall semester,
2. November 1 for the Spring semester,
3. February 15 for Scholarship consideration for the following academic year; and
4. May 1 for the Summer semester.

Applicants are be admitted to the Master of Arts in Humanities (MAH) Program by the submitting the following:

To the Office of Admissions

1. a completed online application form;
2. application fee; and
3. a record of or waiver for immunizations.

To the Graduate Program Coordinator (Chair of the Humanities Department)**

1. a personal written essay (see below);
2. a Curriculum Vitae;
3. at least three letters of recommendation written by people qualified to evaluate the applicant's academic potential as well as personal and professional promise; and
4. at least 6 hours of undergraduate or graduate credit in one foreign language recorded on the applicant's transcript; applicants who do not have these credits on their transcript must take 6 hours of a foreign language at University of Holy Cross.

**N.B. Applicants (especially those who intend to do doctoral work) may be asked for aptitude scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). If these are requested by the Graduate Humanities Coordinator, the scores must be sent directly to the Office of Admissions. Individuals who have

completed another Master's degree or have sufficient graduate hours from an accredited institution are exempt from the GRE or MAT.

Admission Essay Requirements

The applicant's personal statement must be a part of the application. This statement should be between 1500-2000 words and address the following:

1. What has motivated the applicant to apply for the MAH? The applicant should include a brief narrative of his or her educational background and interests, including undergraduate major, graduate work completed, and any other relevant professional and/or internship experience;
2. What are the applicant's educational and career goals? How would a graduate degree in Humanities help the applicant fulfill those goals?
3. What are the applicant's principal strengths for graduate studies in Humanities, as well as areas of needed development?

Academic Requirements

Admission to the MAH at the University of Holy Cross is based on the evaluation of the applicant's personal, professional, and academic records by the Graduate Humanities Faculty. The University recruits qualified applicants from diverse backgrounds who display intelligence, character, commitment to learning, and professional promise. At a minimum, applicants are expected to have the following academic qualifications:

1. a Baccalaureate degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign institution of higher learning;
2. a record of undergraduate study that is predictive of success in graduate studies;
3. satisfactory academic standing at the last university or college attended;
4. 6 hours of undergraduate credits in a foreign language or completion of these credits at University of Holy Cross; and
5. if deemed necessary, a completion of the GRE or MAT with sufficient scores.

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in the reading, writing, and speaking of English. The applicant may do so by presenting a satisfactory score on the Test of English as a Foreign Language (TOEFL), normally 550. For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, DC 20036 or visit www.ets.org/toefl/index.html. A foreign applicant is also required to take the Graduate Record Examination.

Transfer Credits

Normally, nine (9) semester hours may be transferred from an accredited institution for the Master of Arts in Humanities. There may be exceptions for transfer credit in certain cases. Approval of all transfer credits must be obtained from the Humanities Department Chair. These courses must be verified by an official transcript from the institution where the courses were taken.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credit must submit a letter of good standing from the dean of the student's graduate school.

Stages of Admission

Stage One: Conditional Admission to The University

Students conditionally admitted must hold an undergraduate degree from an accredited college or university and may take a *maximum of nine hours (9)* of graduate credit at the University of Holy Cross. Conditional admission does not guarantee admission to any of the graduate programs and is limited to one semester.

Conditional admission constitutes the following conditions:

- a completed online application form has been sent directly to the Office of Admissions;
- official transcripts for all prior undergraduate and graduate course work have been received by the Office of Admissions;
- application deadlines are met (see above); and
- a minimum 3.0 undergraduate Grade Point Average is recommended to take graduate course work.

Once the application is completed, a candidate may take a *maximum of nine hours (9)* and is limited to one semester:

- Conditional admission does not guarantee full admission into the Graduate Program in Humanities.
- No candidate may register for the next semester until his or her graduate admission criteria are completed and he or she has been approved by the Master of Arts in Humanities Program faculty for progression in the program.
- Those who are not accepted beyond a conditional basis are not allowed to continue in the Master of Arts in Humanities Program at the University of Holy Cross.

Stage Two: Admission to The Graduate Program

In order to be accepted into the Master of Arts in Humanities Program, applicants must meet the following conditions:

- All graduate admission criteria must be completed. (Refer to the criteria listed above.)
- Once the admission criteria are completed, the candidate will
 - be interviewed by the Master of Arts in Humanities Program Faculty and
 - submit a writing sample prior to the interview process
- Applicants are notified in writing by the Chair of the Humanities Department regarding the results of their admission status. Those who are accepted for admission are allowed to register for the next semester.

Stage Three: Candidacy

Students remain at Stage Two status until they are accepted for Candidacy. Applicants must submit an application for Candidacy and cannot take more than eighteen (18) hours of course work until they have been accepted. Candidacy is primarily determined through academic achievement in graduate classes and demonstration of appropriate dispositions for the study of the Humanities.

Applicants are notified in writing by the Chair of the Humanities Department regarding the results of their admission status. Those who are accepted for Candidacy are allowed to register for the next semester.

Graduation Requirements

Credit Hours: A minimum of thirty-six (36) credit hours will be required to complete the Master of Arts in Humanities degree

Grade Point Average: An overall Grade Point Average of 3.0 or higher on a 4.0 scale is required for the maintenance of good standing in the graduate program. A passing grade for graduate students in Humanities will be no lower than a B. A graduate student who attains a C or lower in any course will be automatically placed on probationary status, must repeat the course the next semester it is offered, and must earn a minimum grade of B in that course, or the student will be dropped from the MAH program. Students are allowed to repeat a course only once, and the course must be repeated at UHC. A maximum of two grades of C may be earned during the student's program of study. If a student receives more than two grades of C, the student will be dropped from the MAH program.

Graduate students whose semester average in course work is below 3.0 will be placed on probationary status and not allowed to register for more than six (6) semester hours during the following semester. To be removed from probationary status, the graduate student must complete six (6) semester hours with an earned grade of not less than B and a cumulative Grade Point Average of 3.0 at the end of those six hours. If the graduate student is on probation for falling below a 3.0 overall GPA and is unable to remedy the deficient overall GPA at the end of six (6) semester hours of the probationary period, the student is dropped from the graduate program.

Course Load: To be classified as a full-time graduate student, a student must register for nine (9) credit hours. An overload of three (3) semester hours may be approved by the Chair of the Humanities department. A student who registers for six (6) or less semester hours is considered part time.

Time Limit: A maximum of five (5) years from the first semester attended is allowed to complete the requirements for the MAH degree. If the time limit is exceeded, the graduate student must apply for readmission to the graduate program in Humanities and document in writing the reason(s) for a need of extension. Readmission is an extension and does not qualify the applicant to begin anew the five-year requirement.

Master's Thesis: Candidates are required to complete an MA thesis, following the style guidelines set out by the department and appropriate to the discipline. The thesis should be an average of 50-100 pages, not including the

bibliography. An oral defense of the thesis is also required.

Curriculum for MAH Program

The Master of Arts in Humanities Degree Program Curriculum Consists of 4 Stages of Study:

- All MAH students are required to take two (2) core courses in English and two in Philosophy.

ENG 505 Literary Theory and Criticism 3 sem. hrs.

ENG 506 Advanced Studies in Literary Genres 3 sem. hrs.

PHI 505 Platonic Wisdom and the Origin of Political Philosophy 3 sem. hrs.

PHI 510 The Philosophical Question of Christ 3 sem. hrs.

12 sem. hrs.

- MAH students take two (2) interdisciplinary, team-taught courses, cross listed in English and Philosophy. Students register for these courses in the discipline they have chosen for their MAH concentration.

6 sem. hrs.

- MAH students take four (4) elective courses in their chosen concentration from among the 500 and 600-level courses (at least 2 courses at the 600 level) that are offered in both English and Philosophy. Students electing a concentration in English further choose to specialize in either Literary Studies or Creative Writing. Their four elective courses are taken in either of these areas.

12 sem. hrs.

- MAH students take two (2) courses in their chosen concentration designed to guide them through research and writing of their Master's thesis.

ENG 690 3 sem. hrs.

ENG 695 Thesis Research Master's Thesis 3 sem. hrs.

OR

PHI 690 3 sem. hrs.

PHI 695 Thesis Research Master's Thesis 3 sem. hrs.

12 sem. hrs.

Subtotal: 36

MAH Curriculum Summary

Required
ENG 505 Literary Theory, Criticism, and Research 3

ENG 506 Advanced Studies in Literary Genres 3

PHI 505 Platonic Wisdom & the Origin of Political Philosophy 3

PHI 510 The Philosophical Question of Christ 3

Subtotal: 12

Required
ENG/PHI 600-level (Interdisciplinary elective) 3

ENG/PHI 600-level (Interdisciplinary elective) 3

Subtotal: 6

Required
ENG 600-level (Elective) 3

ENG 600-level (Elective) 3

ENG 600-level (Elective) 3

ENG 600-level (Elective) 3

Or

PHI 600-level (Elective) 3

PHI 600-level (Elective) 3

PHI 600-level (Elective) 3

PHI 600-level (Elective) 3

Subtotal: 12

Required
ENG 690 Thesis Research 3

PHI 690	Or Thesis Research	3
ENG 695	Master's Thesis	3
PHI 695	Or Master's Thesis	3
Subtotal: 6		
Subtotal: 36		

Department of Theology

Chair: Dr. Todd Amick

Undergraduate Coordinator: Dr. Todd Amick

Graduate Program Coordinator: Dr. Todd Amick

CESP Coordinator: Dr. Todd Amick

Degrees Offered:

Bachelor of Arts in Theology with minors in Philosophy, Management, and Law and Politics -or- with a Concentration in Religious Education Combined BA/MA in Catholic Theology

Master of Arts in Catholic Theology Advanced Certificate in Theology

Mission:

The mission of the Theology Department at University of Holy Cross is to invite students to study and engage Catholic theological, spiritual, and social traditions and to communicate their knowledge and experience. Exploring the world from a Catholic-Christian vision fulfills the Mission of UHC and allows students to “love seeking truth.”

Vision:

We seek to be a center for Catholic theological study and practice in New Orleans that inspires students’ love of truth. We embody that in our motto: “*Caritas Quaerens Veritatem*”—Love Seeking Truth.

Core Principles:

- Personal excellence—Intellectual, Moral, Spiritual
- Development of the “philosophic habit of mind”
- Ecumenical and interfaith outlook
- Theology in service to others

Bachelor of Arts in Theology

Program Description:

The purpose of studying Catholic Theology at the University of Holy Cross is to open students to the extent and depth of the Christian tradition in a wider cultural and civilizational context. The Theology program aspires to be faithful to authentic Church teaching while reflecting upon Scripture, the faith and practice of the Church, philosophy, and culture. Theology classes can be offered in a hybrid format, which means students can attend via an in-class and/or online (synchronous or asynchronous) format. However, in accordance with the ideals of a Liberal Arts education, personal, synchronous instruction is the norm

In pursuing a major in Theology at University of Holy Cross, the student may also choose a series of minors or concentrations to complement their theological studies. These minors include Philosophy, Management, or Law and Politics. Concentrations include Elementary and Secondary Religious Education. Thus, the student may prepare to continue to advanced theological studies, business, law, politics, history, education, etc. A minor in Theology is also available, as well as a Theology Module within the Liberal Arts degree.

Student Learning Outcomes for The Undergraduate Program In

THEOLOGY (*Upon successful completion of the Bachelor of Arts in Theology program, majors will*):

1. Demonstrate knowledge of Sacred Scriptures and the tradition of Catholic doctrines;
2. Cultivate a well-formed conscience by engaging Catholic moral and social teaching;
3. Situate Catholic Theology with other academic disciplines and/or religious traditions;
4. Be able to “Give an account of the hope within you” to family, colleagues, and community;
5. Plan and implement effective pedagogy in a parish, ministry, or classroom settings; and
6. Engage in successful reading, writing, and research to analyze and articulate Catholic Theology in argument and other literary forms.

Admission to the Bachelor of Arts in Theology Program

The Theology Program requires all candidates to apply for

admission by the end of their first year by submitting to the undergraduate Coordinator a spiritual autobiography of 500 to 1,000 words. All students who apply and declare the major must have at least a 2.75 cumulative GPA and a 3.0 GPA in Theology courses, as well as an interview with a Theology faculty member(s).

Priority deadlines are July 1st for the Fall semester, November 1st for the Spring semester, and May 1st for the Summer sessions.

Admission Essay Requirements:

The applicant's personal statement must be a part of the application. This statement should be between 500 and 1,000 words and address the following:

1. The applicant's motivation to apply for admission to the Theology Program;
2. a brief narrative of his or her religious/spiritual background and interests, combined with educational history, experience in ministry and/or religious education, and any other relevant experience; and
3. a plan to apply the applicant's theological education to his or her life, career, or future.

Degree Requirements

The degree of Bachelor of Arts in Theology is conferred upon students who complete an approved program of study with a 2.75 cumulative GPA and a 3.0 GPA in major discipline course work. A minimum grade of C must be earned in all courses pertaining to the major course of study in each degree program. If a student earns a grade less than C, the course must be repeated.

Theology majors are required to complete a minimum of 15 hours of community service per academic year or 30 service hours total to graduate. Students must also write theological reflections on their service experiences. These hours do not count toward credits earned, although they may be completed in for-credit classes that have a service component.

Requirements for Theology Major

A major in Theology may be earned by successfully completing a minimum of 12 Theology courses (36 credits), including a capstone course: i.e., Senior Thesis or Senior Theology Practicum or Seminar (3 credits). A cumulative exam is also required.

Bachelor of Arts in Theology

The General Theology track leading to a Bachelor of Arts in Theology degree is a program of a general nature, designed to offer the student a robust program in theology with flexibility for exploring a variety of other disciplines. It best suits those students who have not decided on a career path in Theology. It is readily adaptable to different courses of study or careers, such as teaching, ministry, or jobs that require a thoughtful ability to assimilate information and communicate effectively.

The program for a Bachelor's Degree with a major in Theology is

General Education Requirements	54 credit hours
Major (Theology)	36 credit hours
Philosophy Electives	9 credit hours
General Electives	15 credit hours
Foreign Language	6 credit hours
TOTAL	120 credit hours

Freshman		
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI 101	Introduction to Philosophy	3
	Or	
PHI 206	History of Philosophy	3
SOC/HIS	Sociology/History Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE 100	Theological Workshop	3
THE 103	The Christian Tradition	3
BIO/CHE/PHY	Biology/Chemistry/Physics Elective	4

Subtotal: 31

Sophomore		
ENG	English Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
SOC/HIS	Sociology/History Elective	3
THE 202	The Revelation of God	3
MAT	Mathematics Elective	3

PHI 207	Introduction to Logic & Critical Thinking	3
PHI 231/THE 240	Philosophy & Being	3
THE 203	Jesus, Son of God	3
THE 211	Discovering the Church	3
	Natural Science Elective	4

Subtotal: 31

MAT (Mathematics Elective): above MAT 105

Junior

PHI 250/THE 243	Epistemology: Belief, Knowledge, & Truth	3
	Free Electives	6
SOC/HIS	Sociology/History Elective	3
THE 280	Catholic Moral Principles	3
THE 343	Sacraments and Liturgy	3
THE 360	Old Testament	3
THE 370	New Testament	3
	Natural Science Elective	1
FLA	Ancient or Modern Foreign Language	6

Subtotal: 31

Senior

PHI 315/THE 310	The Dynamic Synthesis of St. Thomas Aquinas	3
THE 300	Theological Principles & Methods	3
THE	Theology Capstone	3
THE	Theology Electives 300 or above	9
	Free Electives	9

Subtotal: 27

THE (Theology Capstone): choose THE 432, 434, or 435

Subtotal: 120

Summary

English	9
Fine Arts Electives	3
Foreign Language	6
General Electives	15
History	6
Theology	42
Mathematics	6
Natural Sciences	9
Philosophy	15
Social Sciences	6
Speech	3
	Subtotal: 120

BA in Theology with a Minor in Philosophy

This track, leading to a Bachelor of Arts in Theology degree with a minor in Philosophy, is designed for a student who wants to pursue graduate studies or desires a comprehensive Liberal Arts background. It is a type of degree that will aid in applying to Master's or Doctoral programs in Theology, Philosophy, or related disciplines.

The program for a Bachelor's Degree with a major in Theology and a minor in Philosophy is

General Education Requirements	54 credit hours
Major (Theology)	36 credit hours
Philosophy Electives (minor)	18 credit hours
General Electives	6 credit hours
Foreign Language	6 credit hours
TOTAL	120 credit hours

Freshman

ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI 101	Introduction to Philosophy	3
	Or	

PHI 206	History of Philosophy	3
SOC/HIS	Sociology/History Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE 100	Theological Workshop	3
THE 103	The Christian Tradition	3
BIO/PHY	Biology/Physics Elective	4
		Subtotal: 31

Sophomore		
ENG	English Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
SOC/HIS	Sociology/History Elective	3
THE 202	The Revelation of God	3
MAT	Mathematics Elective	3
PHI 207	Introduction to Logic & Critical Thinking	3
PHI 230		3
THE 280	Catholic Moral Principles	3
THE 203	Jesus, Son of God	3
	Natural Science Elective	4
		Subtotal: 31

MAT (Mathematics Elective): above MAT 105

Junior		
PHI 250/THE 243	Epistemology: Belief, Knowledge, & Truth	3
PHI 306	Philosophical Ethics	3
PHI	Philosophy Elective, select from Curriculum Guide List	3
SOC/HIS	Sociology/History Elective	3
THE 211	Discovering the Church	3
THE 343	Sacraments and Liturgy	3
THE 360	Old Testament	3
THE 370	New Testament	3
	Natural Science Elective	1
FLA	Ancient or Modern Foreign Language	6
		Subtotal: 31

Senior		
PHI 315/THE 310	The Dynamic Synthesis of St. Thomas Aquinas	3
PHI	Philosophy Elective, select from Curriculum Guide List	3
THE 300	Theological Principles & Methods	3
THE 432	Senior Thesis	3
THE 434	Senior Theology Practicum	3
THE 435	Senior Seminar	3

THE	Theology Electives	6
Electives	Free Electives	6
		Subtotal: 27

THE (Theology Electives): above 300 level

Subtotal: 120

Summary

English	9
Fine Arts Electives	3
Foreign Language	6
General Electives	6
History	6
Theology	42
Mathematics	6
Natural Sciences	9
Philosophy	24
Social Sciences	6
Speech	3

Subtotal: 120

BA in Theology with a minor in Management

This track, leading to a Bachelor of Arts in Theology degree with a minor in Management, is a program designed for students who may pursue a career business, who want to understand the nature of business in relation to Theology, or who want their business practices rooted in the Catholic tradition.

The program for a Bachelor’s Degree with a major in Theology and a minor in Management is as follows:

General Education Requirements	54 credit hours
Major (Theology)	33 credit hours
Management Electives	18 credit hours
Philosophy Electives	9 credit hours
Foreign Language	6 credit hours
TOTAL	120 credit hours

Freshman		
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI 101	Introduction to Philosophy	3
	Or	
PHI 206	History of Philosophy	3
SOC/HIS	Sociology/History Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE 103	The Christian Tradition	3
THE 202	The Revelation of God	3
BIO/CHE/PHY	Biology/Chemistry/Physics Elective	4
		Subtotal: 31

Sophomore		
ENG	English Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
SOC/HIS	Sociology/History Elective	3
THE 211	Discovering the Church	3
MAT	Mathematics Elective	3
PHI 207	Introduction to Logic & Critical Thinking	3
ECO 201	Principles of Economics I	3
	Macroeconomics	
THE 282	Business & Economics in Christian Life	3
THE 203	Jesus, Son of God	3
	Natural Science Elective	4
		Subtotal: 31

MAT (Mathematics Elective): above MAT 105

Junior		
ECO 202	Principles of Economics II	3
	Microeconomics	
BUS 251	Principles of Management	3
PHI 231/THE 240	Philosophy & Being	3
PHI 250/THE 243	Epistemology: Belief, Knowledge, & Truth	3
BUS	Business Elective	3
THE	Theology Elective	3
THE 360	Old Testament	3
THE 370	New Testament	3
	Natural Science Elective	1
FLA	Ancient or Modern Foreign Language	6

Subtotal: 31

THE (Theology elective): 300 or higher

Senior		
PHI 306	Philosophical Ethics	3
THE 308	Catholic Social Teaching	3
THE 343	Sacraments and Liturgy	3
THE	Theology Capstone	3
THE	Theology Electives	6
BUS 416	Organizational Behavior	3
BUS 419	Strategically Managing Organizations	3

Subtotal: 27

THE (Theology Capstone): THE 432, 434, or 435

THE (Theology Electives): 300 or above

Subtotal: 120

Summary

English	9
Fine Arts Electives	3
Foreign Language	6
Management	18
History	6
Theology	39
Mathematics	6
Natural Sciences	9
Philosophy	15
Social Sciences	6
Speech	3

Subtotal: 120

Theology--Minor in Law and Politics

The Theology with a concentration in Law and Politics track leading to a Bachelor of Arts in Theology degree with a minor in Law and Politics is a program designed for students who have decided to pursue an advanced degree or career in the political, legal, or judicial field and want their practices rooted in the Catholic tradition.

The program for Bachelor of Arts with a major in Theology/minor in Law and Politics is

General Education Requirements	54 credit hours
Major (Theology)	33 credit hours
Law and Politics Electives	18 credit hours
Philosophy Electives	9 credit hours
Foreign Language	6 credit hours
TOTAL	120 credit hours

Freshman

ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI 101	Introduction to Philosophy	3
	Or	
PHI 206	History of Philosophy	3
SOC/HIS	Sociology/History Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE 103	The Christian Tradition	3
THE 202	The Revelation of God	3
BIO/PHY	Biology/Physics Elective	4

Subtotal: 31**Sophomore**

ENG	English Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
SOC/HIS	Sociology/History Elective	3
ECO 201	Principles of Economics I Macroeconomics	3
MAT	Mathematics Elective	3
PHI 207	Introduction to Logic & Critical Thinking	3
PHI 230		3

THE 203	Jesus, Son of God	3
THE 211	Discovering the Church	3
	Natural Science Elective	4

Subtotal: 31*MAT (Mathematics Elective): above MAT 105***Junior**

PHI 250/THE 243	Epistemology: Belief, Knowledge, & Truth	3
PHI 306	Philosophical Ethics	3
ECO 202	Principles of Economics II Microeconomics	3
CJU 210	Criminal Law	3
PSC 250	American Government	3
THE 282	Business & Economics in Christian Life	3
THE 360	Old Testament	3
THE 370	New Testament	3
	Natural Science Elective	1
FLA	Ancient or Modern Foreign Language	6

Subtotal: 31**Senior**

PSC 375/CJU 375	Judicial Process	3
PSC 380	Constitutional Law	3
PHI 495	Social & Political Philosophy	3
THE 308	Catholic Social Teaching	3
THE 343	Sacraments and Liturgy	3
THE 381	The Church & the State	3
THE	Theology Capstone	6
THE	Theology Elective	3

Subtotal: 27*THE (Theology Capstone): choose THE 432, 434, or 435***Subtotal: 120**

Summary

English	9
Fine Arts/Humanities Electives	3
Foreign Language	6
Economics.	6
History.	6
Theology	42
Mathematics	6
Natural Sciences	9
Philosophy.	18
Social Sciences	6
Speech	3
Political Sciences.	12

Subtotal: 120

BA in Theology with a Concentration in Elementary Religious Education

The UHC Theology Department also offers a Bachelor of Arts degree with a concentration in Religious Education. This program combines a course of theological study with preparation for effective catechesis or classroom instruction at the elementary level. The program is faithful to authentic Church teaching, and catechists and religious educators acquire the necessary background for ministry in church or school.

By pursuing a major in Theology with a concentration in Religious Education at University of Holy Cross, a student is introduced to theological study with the preparation to employ their theological knowledge in ministry at the parish and/or school levels. Parish catechists and religious education teachers in Catholic schools acquire the necessary background in Theology for ministry in church or school.

In order to continue in the Program into the junior year (i.e., after completion of 54 credit hours and/or completion of the general education requirements), the student must be admitted to the Education Department. The student must also achieve an acceptable score (see below) on the Educational Testing Service (ETS) PRAXIS I Core Academic Skills for Educators. This test is divided into three sections assessing the general-education skills of reading, writing, and mathematics. Students who have achieved an ACT score of 22 or higher are exempt from PRAXIS I Core Academic Skills for Educators.

The program for the Bachelor’s Degree with a major in Theology with a Concentration in Religious Education (Elementary of Secondary) is

General Education Requirements	54 semester hours
Theology	30-33 semester hours
Philosophy	6-9 semester hours
Foreign Language	6 semester hours
Education	21-23 semester hours
Free Elective	3 semester hours
TOTAL	121 semester hours

Freshman		
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS 201	History of the United States I	3
MAT 105	College Algebra	3
PHI 101	Introduction to Philosophy	3
	Or	
PHI 206	History of Philosophy	3
SOC	Sociology Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE 100	Theological Workshop	3
THE 103	The Christian Tradition	3
BIO/CHE/PHY	Biology/Chemistry/Physics Elective	4

Subtotal: 31

Sophomore		
ENG	English Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
HIS 202	History of the United States II	3
THE 202	The Revelation of God	3
MAT	Mathematics Elective	3
PHI 207	Introduction to Logic & Critical Thinking	3
THE 203	Jesus, Son of God	3
EDU 201	Literature for Children and Youth (1-6)	3
EDU 301/EDU 301	Educational Psychology	3

	Natural Science Elective	4
	Subtotal: 31	
<i>MAT (Mathematics Elective): above MAT 105</i>		
Junior		
PHI 231/THE 240	Philosophy & Being	3
PHI 250/THE 243	Epistemology: Belief, Knowledge, & Truth	3
EDU 306	Classroom Organization & Management	3
EDU 308	Materials & Methods of Teaching Reading/Language Arts	3
EDU 312	Materials & Methods Teaching Mathematics I	3
THE 211	Discovering the Church	3
THE 360	Old Testament	3
THE 370	New Testament	3
	Natural Science Elective	1
FLA	Ancient or Modern Foreign Language	6
	Subtotal: 31	
Senior		
EDU 304A	The Learner with Special Needs	3
EDU 345	Professional Laboratory Experience Program	4
EDU 307	Survey of Reading/English Language Arts	3
THE 280	Catholic Moral Principles	3
THE 319	Principles of Catechesis	3
THE 343	Sacraments and Liturgy	3
THE 435	Senior Seminar	3
THE 441	Practicum in Teaching Religion	3
	Free Elective	3
	Subtotal: 28	

Summary

English	9
Fine Arts Elective	3
Foreign Language	6
Education	25
History	6
Theology	36
Mathematics	6
Natural Sciences	9
Philosophy	12
Social Sciences	3
Speech	3
Free Elective	3

NOTES:

- EDU 345 requires passing scores on PRAXIS I (Reading, Writing, and Mathematics), or ACT score of 22 or higher, or SAT score of 1030 or higher.
- EDU 345 is a pre-requisite for THE 441.
- Passing a comprehensive Theology exam is required to graduate from this program.
- If student desires state certification in elementary education, he or she must meet with an Education department advisor for further details.

Subtotal: 121**BA in Theology with a concentration in Secondary Religious Education**

This program combines a course of theological study with preparation for effective catechesis or classroom instruction at the secondary level. The program is faithful to authentic Church teaching, and catechists and educators acquire the necessary background for ministry in church or school.

By pursuing a major in Theology with a Concentration in Religious Education at University of Holy Cross, a student is introduced to theological study with the preparation to employ their theological knowledge in ministry at the parish and/or school levels. Parish catechists and religious education teachers in Catholic Schools acquire the necessary background in Theology for ministry in church or school.

Freshman			Senior		
ENG 101	English Composition I	3	EDU 304A	The Learner with Special Needs	3
ENG 102	English Composition II	3	EDU 311	Teaching Reading in the Content Area	3
HIS 201	History of the United States I	3	PHI 306	Philosophical Ethics	3
MAT 105	College Algebra	3	EDU 345	Professional Laboratory Experience Program	4
PHI 101	Introduction to Philosophy Or	3	THE 319	Principles of Catechesis	3
PHI 206	History of Philosophy	3	THE	Theology Elective	3
SOC	Sociology Elective	3		Free Elective	3
SPE 101	Fundamentals of Public Speaking	3	THE 434	Senior Theology Practicum	3
THE 100	Theological Workshop	3	THE 441	Practicum in Teaching Religion	3
THE 103	The Christian Tradition	3			
BIO/CHE/PHY	Biology/Chemistry/Physics Elective	4			
					Subtotal: 28
					Subtotal: 121

Subtotal: 31

Sophomore		
ENG	English Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
HIS 202	History of the United States II	3
THE 202	The Revelation of God	3
MAT	Mathematics Elective	3
PHI 207	Introduction to Logic & Critical Thinking	3
THE 203	Jesus, Son of God	3
THE 211	Discovering the Church	3
EDU 301/EDU 301	Educational Psychology	3
	Natural Science Elective	4
		Subtotal: 31

MAT (Mathematics Elective): above MAT 105

Junior		
PHI 231/THE 240	Philosophy & Being	3
PHI 250/THE 243	Epistemology: Belief, Knowledge, & Truth	3
EDU 306	Classroom Organization & Management	3
EDU 309		3
THE 280	Catholic Moral Principles	3
THE 343	Sacraments and Liturgy	3
THE 360	Old Testament	3
THE 370	New Testament	3
	Natural Science Elective	1
LAN	Ancient or Modern Foreign Language	6
		Subtotal: 31

Summary

English	9
Fine Arts Elective	3
Foreign Language	6
Education	19
History	6
Theology	39
Mathematics	6
Natural Sciences	9
Philosophy	15
Social Sciences	3
Speech	3
Free Elective	3

NOTES:

- EDU 345 requires passing scores on PRAXIS I (Reading, Writing, and Mathematics), or ACT score of 22 or higher, or SAT score of 1030 or higher.
- EDU 345 is a pre-requisite for THE 441.
- All requirements must be completed or concurrent with enrolling in THE 441.
- Passing of a comprehensive Theology exam is required to graduate from this program.
- If student desires state certification in secondary education, he or she must meet with an Education advisor for further details.

Subtotal: 121

Theology Minor

Requirements

Required		
THE 100	Theological Workshop	3
THE 202	The Revelation of God	3
THE 203	Jesus, Son of God	3
THE 211	Discovering the Church	3
THE 280	Catholic Moral Principles	3
THE 343	Sacraments and Liturgy	3
THE 360	Old Testament	3
THE 370	New Testament	3

Note: THE 100, 343, 360, and 370 may be writing intensive.

Subtotal: 24

BA and MA in Catholic Theology

Program Description

This BA/MA of Arts in Catholic Theology brings together two successful existing degree programs at UHC that faithfully support the Mission of the University: it aligns with the Marianite tradition of service to the Church (as most students will teach or minister in various ways); it uses innovative teaching, including in online/hybrid formats; and it is fully alive to the Catholic Intellectual Tradition, which seeks the relationship of knowledge to faith in all things. This program seeks to collaborate with other disciplines, especially Business, Education, and Counseling. Finally, the combined program offers excellent students an expedited and cost saving path to study Theology

The program's goal is for students to transition from undergraduate to graduate-level learning in all areas of Catholic Theology: Scripture, the Church, the development and reception of doctrine, the Christian vision of the human person and the moral life, as well as the Church in relation to other religious traditions, science, education, law, and medicine. The Program seeks to cultivate informed thinkers and practitioners capable of lifelong theological study and applying their knowledge to diverse situations: among their families, colleagues, friends, patients, colleagues, and others whom they may encounter.

Scope and Purpose

The Combined BA/MA program affords opportunities for

high achieving students, the department, and the University. Traditional students may choose to obtain both the BA in Theology and the MA in Catholic Theology degrees from UHC through an accelerated five (5) year instead of six (6) year-program. This program also allows non-traditional students who may not have finished a BA or BS to complete an undergraduate degree while also obtaining an MA in an expedited time frame. Students who graduate from the BA/MA program are trained in Catholic theology in less time and for less tuition. As with the BA and MACT, this program is presented in a hybrid (in- class and synchronous online) format.

Students complete both BA and MA degrees in 150 credit hours (BA 114 hrs./MA 36 hrs.) but do not lose content or training in the process. Traditional students may complete both degrees in five (5) years (including two summers). The program allows students to take up to two (2) Master's- level courses to fulfill and be applied to cross listed courses in the BA degree. Non- traditional/transfer students have the same option of having two (2) MA courses fulfill BA courses, but may take longer to complete the degrees.

The designated MA courses, which provide the breadth of their BA counterparts while adding depth, fulfill both BA requirements and MA requirements concurrently. A student who is enrolled in the undergraduate BA in Theology (or the various minors or concentrations) may be eligible for acceptance into the MA in Catholic Theology graduate program. Upon completion of the general education requirements (54 credit hours) and at least an additional 36 credit hours (for a total of at least 90 credit hours), students may apply to the combined program. When they have achieved the requisite credit hours, Theology majors and non-traditional/transfer students must follow the standard application procedure for the MACT (see below).

There are two additional requirements for entry into this program: students must have a GPA in their major courses of ≥ 3.5 and an ACT/SAT of at least 25/1200 (2016 test). Undergraduate students who are accepted may enroll in two graduate-level courses for graduate credit during their final year. Graduate credit for a graduate course completed with no less than a grade of B is given when the student has changed his or her status and is formally admitted to the Graduate Theology program. Students whose MA course work is below standard (3.0) have one semester of probation to improve.

Students who enter this program should expect to be awarded the Baccalaureate and Master's degrees concurrently. If for some reason a student cannot complete

the program as outlined, students must still complete the requirements for the BA in Theology. They may apply any Master’s-level classes toward completing their BA, but do not receive Master’s-level credit.

Program Outcomes

The BA/MA in Catholic Theology prepares candidates from diverse backgrounds to learn to incorporate Theology into their lives or to become theologians and teachers for the Church. The program emphasizes the development of the whole person and implements its philosophy into the University’s Mission through measurable objectives for teaching, research, and public service.

Teaching: To prepare students from diverse backgrounds to integrate their personal and professional commitments in Theology, the objectives for Teaching are

1. to recruit, maintain, and matriculate culturally diverse students who demonstrate the potential to contribute to their chosen profession;
2. to provide students with opportunities to apply their studies to real life experiences in a wide variety of educational and professional settings;
3. to monitor students individually throughout their academic careers in order to promote both personal and professional development; and
4. to foster students’ participation in the total life of the Church and to encourage life- long theological learning.

Research: To prepare students to be skillful researchers and to apply appropriate methodology in further pursuits, the objectives for research are

1. to support students in their scholarly research through adequate resources and faculty mentoring;
2. to provide students with opportunities to apply their knowledge and skills;
3. to monitor students throughout their programs of study in order to ensure quality; and
4. to encourage the presentation and publication of research findings.

Service: To prepare students to become professionals capable of applying Theology to various endeavors, the objectives for Service are

1. to meet local societal needs through talks and other church activities;
2. to ensure that students have opportunities for on-the-job training in facilities that address the concerns of persons who have limited economic resources; and
3. to sponsor or encourage students to attend seminars, workshops, and institutes in order to promote their continuing education in Theology in New Orleans and beyond.

Student Learning Outcomes for the BA/MA Program In Theology

(Upon successful completion of the BA/MA Program in Theology, students will):

1. Demonstrate knowledge of Sacred Scriptures and the tradition of Catholic doctrines;
2. Cultivate a well-formed conscience by engaging Catholic moral and social teaching;
3. Situate Catholic Theology with other academic disciplines and/or religious traditions;
4. Be able to “Give an account of the hope within you” to family, colleagues, and community;
5. Plan and implement effective pedagogy in a parish, ministry, or classroom settings; and
6. Engage in successful reading, writing, and research to analyze and articulate Catholic Theology in argument and other literary forms.

Requirements

Freshman		
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI 101	Introduction to Philosophy	3
	Or	
PHI 206	History of Philosophy	3
SOC/HIS	Sociology/History Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE 100	Theological Workshop	3
THE 103	The Christian Tradition	3

BIO/CHE/PHY	Biology/Chemistry/Physics Elective	4
		Subtotal: 31

Sophomore

ENG	English Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
SOC/HIS	Sociology/History Elective	6
MAT	Mathematics Elective	3
PHI 207	Introduction to Logic & Critical Thinking	3
PHI 231/THE 240	Philosophy & Being	3
PHI 250/THE 243	Epistemology: Belief, Knowledge, & Truth	3
	Free Elective	3
	Natural Science Elective	4
		Subtotal: 31

MAT (Mathematics Elective): above MAT 105

Junior

	Free Electives	6
THE 202	The Revelation of God	3
THE 203	Jesus, Son of God	3
THE 280	Catholic Moral Principles	3
THE 343	Sacraments and Liturgy	3
THE 360	Old Testament	3
THE 370	New Testament	3
	Natural Science Elective	1
FLA	Ancient or Modern Foreign Language	6
		Subtotal: 31

Senior

THE	Electives	3-9
THE 211	Discovering the Church	3
THE 300	Theological Principles & Methods	3
THE	Theology Capstone	3
MA THE	MA Theology COURSES	6
Electives	Free Electives	6
		Subtotal: 27

THE (Electives): 300 or above

THE (Theology Capstone): choose THE 432, 434, or 435

MA-1

THE 510	Theology: Origins & Development	3
THE 520	Father, Son, & Holy Spirit in One God	3
THE 560	The Development of Moral Theology	3
THE 604	Christology	3
THE 610	Ecclesiology	3

THE 625	Biblical Theology	3
		Subtotal: 18

MA-2

THE	Electives	12
THE 680	Research Seminar for Thesis	3
	Or	
THE 690	Professional Practicum I	3
	Or	
THE 681	Theology Thesis	3
	Or	
THE 691	Professional Practicum II	3
		Subtotal: 18
		Subtotal: 150

THE 520, THE 560, THE 604, THE 610, and THE (Electives):

*(6 hours to be fulfilled by MACT courses)

Two (2) courses from the MACT Catalog (500 or 600 level classes) may be used to either fulfill two (2) BA Theology courses.

The (*) designates courses that MACT courses can fulfill BA courses in several combinations.

MA in Catholic Theology (MACT)

Graduate Theology Program Coordinator: Dr. David P. Delio

The Theology Department at the University of Holy Cross offers a Master of Arts in Catholic Theology (MACT). This degree is designed to be a flexible, comprehensive, and unique way to learn and integrate Theology into one's life, family, and/or profession.

Scope and Purpose

The Congregation of Holy Cross is a diverse family in search of the truth, participating in the teaching mission of the Church and educating the minds and hearts of many. The MACT Program at the University of Holy Cross follows the Marianite tradition in providing opportunities for students' discovery of the truth about God revealed in Jesus Christ. In this way, the Graduate Program in Theology participates in the Holy Cross Mission and the Church to engage all people and challenges students to achieve excellence in a rigorous academic discipline.

The MACT Program is designed for those who seek to understand their faith and to communicate what they believe with others. The Program is intended for all Catholic Christians. However, Christians from other denominations or persons from other religious traditions who want to understand the theology of the Catholic Church are welcome. The MACT is offered for all, but especially for parents who lead their “domestic church” and who “by their word and example [are] the first preachers of the faith to their children” (*Lumen Gentium*, 11); for working Christians who desire to grow their faith commensurate with their intelligence and experience in business, law, medicine, the arts, etc.; and finally for those who want to teach, minister, or pursue doctoral work.

Master’s-level work is demanding, and the MACT program already assumes students have advanced beyond the level of catechesis and are ready to begin the rigorous study of the discipline of Theology. Students who are particularly proficient readers and writers should plan to allocate at least 10-15 hours per week for each course including class time. A partial load of 6 hours requires about 20-30 hours of work, and a full time load of 9 hours requires about 40 hours per week.

The Graduate Program in Theology is presented in a hybrid format: in-class and online. Unlike many online Theology programs, the UHC Theology Department believes that students must personally interact with professors and each other in order to develop theologically. Our hybrid format means that students can either be together physically in class or virtually online at the same time (synchronously). However, students must designate whether they will be present in class or virtually and at a distance for the majority of their coursework. Distance students take >50% of course work while not in the same place and/or at the same time as faculty. In-class students take >50% of course work in the same place and at the same time as faculty. This format offers maximum flexibility for students to learn while working and has the potential to draw diverse students from across the country and internationally. We believe that such an arrangement allows students to learn “face to face, and at their own pace!”

Finally, success in the MACT is based not only on completing the required course work, but also on students’ demonstrating a readiness to integrate their studies into various aspects of their lives.

The Mission and Goal of the Graduate Program

The mission of the Graduate Program in Theology is to guide students in interpreting, reasoning, and

understanding the Catholic theological tradition. The Program’s goal is for students to engage in graduate-level learning in all areas of Catholic Theology: Scripture, the Church, the development and reception of doctrine, the Christian vision of the human person and the moral life, as well as the Church in relation to other religious traditions, science, education, law, and medicine. The MACT Program seeks to cultivate informed thinkers and practitioners capable of lifelong theological study and applying their knowledge to diverse situations: among their families, colleagues, friends, patients, clients, and others whom they may encounter.

Program Outcomes

The MACT prepares candidates from diverse backgrounds to learn to incorporate Theology into their lives or to become theologians and teachers for the Church. The MACT Program emphasizes the development of the whole person and implements its philosophy into the University’s Mission through measurable objectives for teaching, research, and public service.

Teaching: To prepare students from diverse backgrounds to integrate their personal and professional commitments in Theology, the objectives for Teaching mission are

1. to recruit, maintain, and matriculate culturally diverse students who demonstrate the potential to contribute to their chosen profession;
2. to provide students with opportunities to apply their studies to real life experiences in a wide variety of educational and professional settings;
3. to monitor students individually throughout their academic careers in order to promote both personal and professional development; and
4. to foster students’ participation in the total life of the Church and to encourage life- long theological learning.

Research: To prepare students to be skillful researchers and to apply appropriate methodology in further pursuits, the objectives for Research are

1. to support students in their scholarly research through adequate resources and faculty mentoring;
2. to provide students with opportunities to apply their knowledge and skills;
3. to monitor students throughout their programs of

study in order to ensure quality; and

4. to encourage the presentation and publication of research findings.

Service: To prepare students to become professionals capable of applying Theology to various endeavors, the objectives for Service are

1. to meet local societal needs through talks and other church activities;
2. to ensure that students have opportunities for on-the-job training in facilities that address the concerns of persons who have limited economic resources; and
3. to sponsor or encourage students to attend seminars, workshops, and institutes in order to promote their continuing education in theology in New Orleans and beyond.

Student Learning Outcomes of the Graduate Program in Theology

(Upon successful completion of the Graduate Program in Theology, students will):

1. Demonstrate knowledge of Sacred Scriptures and the traditions of Catholic doctrines;
2. Cultivate a well-formed conscience by engaging Catholic moral and social teaching;
3. Situate Theology in dialogue with other academic disciplines and/or religious traditions;
4. Be able to “Give an account of the hope within you” to family, colleagues, and community;
5. Plan and implement effective pedagogy in a parish, ministry, or classroom setting; and
6. Engage in successful reading, writing, and research to analyze and articulate Catholic Theology in argument and other literary forms.

The Nature of Graduate Work

Course work at the graduate level deepens and integrates what one has studied as an undergraduate and through work/life experience. Students are expected to demonstrate knowledge, skill, and attitudes appropriate to this discipline and strive to achieve mastery beyond the formal requirements of the Program.

Degree Offered:

Master of Arts in Catholic Theology

Graduate Admissions

In accordance with Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972, the Graduate Program accepts applications for admission from students without regard to ethnicity, race, color, sex, age, disability status, or national origin.

Admission Procedures and Criteria

Applications are accepted by the Graduate Program in Theology by the following deadlines:

1. July 1 for the Fall semester,
2. November 1 for the Spring semester,
3. February 15 for Scholarship consideration for the following academic year, and
4. May 1 for the Summer session.

Applicants are be admitted to the Graduate Program in Theology by the submitting the following:

To the Office of Admissions

(<http://uhcno.edu/admissions/>)

1. a completed online application form;
2. official transcripts for all prior undergraduate and graduate course work. Transcripts are sent from the institutions attended directly to the Office of Admissions; and
3. a record of or waiver for immunizations.

To the Graduate Program Coordinator**

1. a personal written essay (see below);
2. a Curriculum Vitae;
3. at least three letters of recommendation written by people qualified to evaluate academic potential as well as personal and professional promise; and
4. if working or raising children (or both), a written statement that details the best available hours for classes on Mondays through Saturdays.

**N.B. Applicants (especially those who intend to do doctoral work) may be asked for aptitude scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). If these are requested by the Graduate Theology Coordinator, the scores must be sent directly to the Office of Admissions. Individuals who have

completed a Master's degree or have sufficient graduate hours from an accredited institution are exempt from the GRE or MAT.

Admission Essay Requirements:

The applicant's personal statement must be a part of the application. This statement should be between 1500-2000 words and address the following:

1. What has motivated the applicant to apply for the MACT? The applicant should include a brief narrative of his or her religious/spiritual background and interests, combined with educational history, experience in ministry and/or religious education, and any other relevant professional and volunteer experience;
2. How would a graduate degree in theology help the applicant serve the Church?
3. What are the applicant's principal strengths for graduate studies and/or ministry, as well as areas of needed development?
4. What is the applicant's plan to apply theological education to his or her life, career, or future?

Academic Requirements

Admission to the MACT at the University of Holy Cross is based on the evaluation of the applicant's personal, professional, and academic records by the Graduate Faculty. The University recruits qualified applicants from diverse backgrounds who display intelligence, character, commitment to learning, and professional promise. At a minimum, applicants are expected to have the following academic qualifications:

1. a Baccalaureate degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign institution of higher learning;*
2. a record of undergraduate study that is predictive of success in graduate studies;
3. satisfactory academic standing at the last university or college attended; and
4. if deemed necessary, a completion of the GRE or MAT with sufficient scores.

*Possible exceptions may be made for life experience in ministry or service to the Church.

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in the reading, writing, and speaking of English. The applicant may do so by presenting a satisfactory score on the Test of English as a Foreign Language (TOEFL), normally 550, or iBT score of 79. For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, DC 20036 or visit www.ets.org/toefl/index.html. A foreign applicant is also required to take the Graduate Record Examination.

Transfer Credits

Normally, nine (9) semester hours may be transferred from an accredited institution for the Master of Arts in Catholic Theology. There may be exceptions for transfer credit in certain cases. Approval of all transfer credits must be obtained from the department Chair. These courses must be verified by an official transcript from the institution where the courses were taken.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credit must submit a letter of good standing from the dean of the student's graduate school.

Admission to The MACT

Conditional Admission to The University

Students conditionally admitted must hold an undergraduate degree from an accredited college or university and may take a maximum of six hours (6) of graduate credit at the University of Holy Cross. Conditional admission does not guarantee admission to any of the graduate programs and is limited to one semester.

Conditional admission constitutes the following conditions:

- a completed online application form has been sent directly to the Office of Admissions;
- application deadlines are met (see above); and
- a minimum 3.0 undergraduate Grade Point Average is required to take graduate course work.

Once the application is completed, a candidate may take a maximum of six hours (6) and is limited to one semester:

- For those with a limited background in Philosophy or the Catholic Tradition, potential candidates may be required to take THE 500, THE 501 and/or THE 502. These courses may be taken for no credit or counted as elective credit in the MACT Curriculum.
- Conditional admission does not guarantee full admission into the Graduate Program in Catholic Theology.

No candidate may register for the next semester until his or her graduate admission criteria are completed.

- Those who are not accepted beyond a conditional basis are not allowed to continue in the Graduate Program in Catholic Theology at the University of Holy Cross.

Full Admission to The Graduate Program

In order to be accepted into the Graduate Program, applicants must meet the following conditions:

- All graduate admission criteria must be completed. (Refer to the criteria listed above);
- Hold an undergraduate degree in philosophy or Theology or have completed the requirements for Conditional Admission;
- Hold a graduate degree in a humane discipline, such as Law, History, Philosophy, etc.;
- Once the admission criteria are completed, the candidate will
 - be interviewed by the Graduate Theology Faculty and
 - submit a writing sample prior to the interview process
- Applicants are notified in writing by the Graduate Coordinator regarding the results of their admission status. Those who are accepted for admission are allowed to register for the next semester.

Candidacy

Students remain at Full Admission status until they are accepted for Candidacy. Applicants must submit an application for Candidacy and cannot take more than eighteen (18) hours of course work until they have been accepted. Candidacy is primarily determined through academic achievement in graduate classes and demonstration of appropriate dispositions for the study of

theology.

- Applicants are notified in writing by the Graduate Coordinator regarding the results of their admission status. Those who are accepted for Candidacy are allowed to register for the next semester.

Overview and Requirements of MACT Program

Course Load and Completion Times

To matriculate as a full-time graduate student, students must register for at least nine (9) credit hours per semester. Six (6) credit hours is considered three-quarter time. Students must register for at least three (3) credit hours per semester for part-time status. An overload of twelve (12) credit hours may be taken if approved by the Graduate Theology Coordinator. Thus, there are three possible categorizations and approximate completion times for students in this Program: full-time at nine to twelve (9-12) hours (one and one-half to two years to complete); three-quarter time at six (6) hours (three to four years to complete); and part-time at three (3) hours (six to seven years to complete).

Program Format

The MACT has a hybrid format. The UHC Theology Department believes that students who personally interact with professors and each other flourish. Our hybrid format means that students can either be together physically in class or virtually online at the same time (synchronously). Students must designate whether they will be present in class or virtually and at a distance for the majority of their coursework. Distance students take >50% of course work while not in the same place and/or at the same time as faculty. In-class students take >50% of course work in the same place and at the same time as faculty.

Time Limit

A maximum of seven (7) years from the first semester attended is allowed in order to complete the requirements for the Graduate Program. If the time-limit is exceeded, the graduate student must apply for re-admission and document in writing the reason(s) for a need of extension. Re-admission does not qualify the applicant to begin anew the seven-year requirement.

Grade Point Requirements

An overall Grade Point Average of 3.0 or higher on a 4.0 scale is required for the maintenance of good standing in the Graduate Program. Passing grades for graduate students are A and B. A graduate student who earns a C or

lower in any course is automatically placed on probationary status and must repeat the course. A course may be repeated only once and must be repeated at the University of Holy Cross. The student's status is then subject to review by the Theology Department Chair and the MACT Coordinator. Students whose semester average in course work is below 3.0 are placed on probationary status and are not allowed to register for more than six semester hours during the following semester. To be removed from probationary status, the graduate student must complete 6 semester hours with an earned grade not less than B and a cumulative Grade Point Average of 3.0 at the completion of those 6 hours. If the graduate student on probation for falling below a 3.0 overall Grade Point Average is unable to remedy the deficient overall Grade Point Average at the end of 6 semester hours of the probationary period, the student is dropped from the Graduate Program.

Subject to the review of the Graduate Council, students may be dropped from the Program for factors other than Grade Point Average without having a probationary period. Status is then determined by the Graduate Council. The student may appeal decisions of the Graduate Council by submitting a written appeal to the Provost of the University.

Student Responsibility

Each student is responsible for developing and maintaining sufficient grades throughout the program and meeting all pertinent requirements for the successful completion of the MACT. Students should become familiar with the *University Catalog* and the *Graduate Student Handbook*.

Requirements for Graduation

A minimum of 36 semester hours is required for the Master of Arts in Catholic Theology.

Major Advisor

Each student, upon admission to the Graduate Program, is assigned an advisor. The advisor aids the student in the development of the individual graduate program. If reassignment of a major advisor is necessary, the reassignment is made by the Chair in cooperation with the student.

Program of Study

The student works closely with the major advisor to develop a program of study that outlines the courses to be taken toward the Master's degree. The program is designed to meet both the goals and objectives for graduate study of

the student and of the Institution. The planned program of study should be contemplated before the student has been admitted to candidacy, and it must be approved by the student's major advisor and the Department Chair. Changes in the program of study may be made only with the approval of the major advisor and the Department Chair.

Concentrations and Other Disciplines

Within their program of study, students may select concentrations of courses approved by their advisor that specifically meet their needs. Moreover, students may take courses at the graduate level in other disciplines at UHC that correlate to their theological interests, e.g., in Counselling, Education, or Business. However, some disciplines at UHC do not offer online formats, and this must be taken into account by the students and their advisors.

Advisory Committee

The Thesis/Practicum Director, along with two other graduate faculty members, reads and evaluates the candidate's final assessment. It is the responsibility of the Director to appoint this Advisory Committee and to implement the final assessment process. Prior to defending the final assessment requirements, the student, in consultation with his or her Director, selects at least two other members of the Graduate Faculty to serve on his or her committee. At least one member of the Advisory Committee must be from an area outside the student's area of specialization.

Thesis/Manuscript/Comprehensive Examination

Students are required to demonstrate readiness for graduation by developing a cumulative product at the final stage of the Master's program. A research thesis or practicum/comprehensive exams are required for the Graduate Program in Theology. The thesis is written in the style approved by the Graduate Council.

Application for Graduation

The requirements for graduation, as outlined by the University of Holy Cross, must be followed. Applications are available in the Office of the Registrar.

Commencement

Upon successful completion of course work and thesis or practicum, the student is expected to attend commencement exercises.

Financial Aid

There are several aid programs for which graduate students may apply:

- Graduate Assistantship

Graduate Assistantships are awarded to students who give evidence of maturity and academic commitment. A full-time assistantship award provides a stipend per semester in exchange for twenty hours of work per week. A half-time assistantship award provides a stipend in exchange for ten hours of work per week. Applications are submitted during the semester prior to the assistantship appointment. International students are awarded tuition waivers for the full amount of the assistantship with no stipends provided.

- Graduate Scholarships

Scholarships for graduate students are available through the Office of Admissions and Student Affairs. Information about other loan options may be obtained from the Office of Admissions and Student Affairs.

MA in Catholic Theology

Required		
THE 510	Theology: Origins & Development	3
THE 520	Father, Son, & Holy Spirit in One God	3
THE 560	The Development of Moral Theology	3
THE 604	Christology	3
THE 610	Ecclesiology	3
THE 625	Biblical Theology	3
	Electives	12
THE 680	Research Seminar for Thesis	3
	Or	
THE 681	Theology Thesis	3
	Or	
THE 690	Professional Practicum I	3
	Or	
THE 691	Professional Practicum II	3
	Subtotal: 36	

Electives: At least 2 at the 600 level in THE, BUS, COU, or EDG

Advanced Certificate in Theology

The Advanced Certificate in Theology Program aids students who have already completed a MA in Theology. Students choose this certificate to further deepen their knowledge of Theology either in preparation for a Doctoral Theology program or hone their Theological knowledge in a specific concentration in Catholic Theology: Scripture, Historical Theology, Philosophical Theology, Moral and Political Theology, or Christian Culture. The Certificate requires 18 credit hours to be completed. Students will choose a concentration and take at least 12 in that concentration, and then may take 6 credit hours in any other concentration.

Program Outcomes

The Advanced Certificate in Theology prepares candidates deepen their theological knowledge in furtherance of research and/or teaching. The Program emphasizes the development of the whole person and implements its philosophy into the University's Mission through measurable objectives for teaching, research, and public service.

Teaching: To prepare students from diverse backgrounds to integrate their personal and professional commitments in Theology, the objectives for Teaching are

1. to recruit, maintain, and matriculate culturally diverse students who demonstrate the potential to contribute to their chosen profession;
2. to provide students with opportunities to apply their studies to real life experiences in a wide variety of educational and professional settings;
3. to monitor students individually throughout their academic careers in order to promote both personal and professional development; and
4. to foster students' participation in the total life of the Church and to encourage life-long theological learning.

Research: To prepare students to be skillful researchers and to apply appropriate methodology in further pursuits, the objectives for Research are

1. to support students in their scholarly research through adequate resources and faculty mentoring;
2. to provide students with opportunities to apply their

knowledge and skills;

3. to monitor students throughout their programs of study in order to ensure quality; and
4. to encourage the presentation and publication of research findings.

Service: To prepare students to become professionals capable of applying theology to various endeavors, the objectives for Service are

1. to meet local societal needs through talks and other church activities;
2. to ensure that students have opportunities for on-the-job training in facilities that address the concerns of persons who have limited economic resources; and
3. to sponsor or encourage students to attend seminars, workshops, and institutes in order to promote their continuing education in theology in New Orleans and beyond.

Student Learning Outcomes of the Advanced Certificate Program

IN THEOLOGY *Upon successful completion of the Graduate Program in Theology, students will*

1. Demonstrate knowledge of Sacred Scriptures and the tradition of Catholic doctrines;
2. Cultivate a well-formed conscience by engaging Catholic moral and social teaching;
3. Situate Theology in dialogue with other academic disciplines and/or religious traditions;
4. Be able to “Give an account of the hope within you” to family, colleagues, and community;
5. Plan and implement effective pedagogy in a parish, ministry, or classroom settings; and
6. Engage in successful reading, writing, and research to analyze and articulate Theology in argument and other literary forms.

The Nature of Graduate Work

Course work at the graduate level deepens and integrates what one has studied as an undergraduate and through work/life experience. Students are expected to demonstrate knowledge, skill, and attitudes appropriate to this discipline and strive to achieve mastery beyond the formal requirements of the program.

Certificate Offered Advanced Certificate in Theology

Graduate Admissions

In accordance with Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972, the Graduate Program accepts applications for admission from students without regard to ethnicity, race, color, sex, age, disability status, or national origin.

Admission Procedures and Criteria

Applications are accepted by the Graduate Program in Theology by the following deadlines:

1. July 1 for the Fall semester,
2. November 1 for the Spring semester,
3. February 15 for Scholarship consideration for the following academic year, and
4. May 1 for the Summer session.

Applicants are be admitted to the Graduate Program in Theology by the submitting the following:

To the Office of Admissions
(<http://uhcno.edu/admissions/>)

1. a completed online application form;
2. official transcripts for all prior undergraduate and graduate course work. Transcripts are sent from the institutions attended directly to the Office of Admissions; and
3. a record of or waiver for immunizations.

To the Graduate Program Coordinator**

1. a personal written essay (see below);
2. a Curriculum Vitae;
3. at least three letters of recommendation written by people qualified to evaluate academic potential as well as personal and professional promise; and

*If students have already been accepted and completed the MACT at UHC, they do not need to complete steps 5-7.

**N.B. Applicants (especially those who intend to do doctoral work) may be asked for aptitude scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). If these are requested by the Graduate Theology Coordinator, the scores must be sent

directly to the Office of Admissions. Individuals who have completed a Master's degree or have sufficient graduate hours from an accredited institution are exempt from the GRE or MAT.

Admission Essay Requirements:

The applicant's personal statement must be a part of the application. This statement should be between 1500-2000 words and address the following:

1. What has motivated the applicant to apply for the certificate? The applicant should include a brief narrative of his or her religious/spiritual background and interests, combined with educational history, experience in ministry and/or religious education, and any other relevant professional and volunteer experience;
2. How would a graduate degree in theology help the applicant serve the Church?
3. What are the applicant's principal strengths for graduate studies and/or ministry, as well as areas of needed development?
4. What is the applicant's plan to apply theological education to his or her life, career, or future?

Academic Requirements

Admission to the Advanced Certificate in Theology at the University of Holy Cross is based on the evaluation of the applicant's personal, professional, and academic records by the Graduate Faculty. The University recruits qualified applicants from diverse backgrounds who display intelligence, character, commitment to learning, and professional promise. At a minimum, applicants are expected to have the following academic qualifications:

1. a MA degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign institution of higher learning;*
2. a record of graduate study that is predictive of success;
3. satisfactory academic standing at the last university or college attended; and
4. if deemed necessary, a completion of the GRE or MAT with sufficient scores.

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in the reading, writing, and speaking of English. The applicant may do so by presenting a satisfactory score on the Test of English as a Foreign Language (TOEFL), normally 550. For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, DC 20036 or visit www.ets.org/toefl/index.html. A foreign applicant is also required to take the Graduate Record Examination.

Transfer Credits

Normally, three (3) credit hours may be transferred from an accredited institution for the Advanced Certificate in Theology. There may be exceptions for transfer credit in certain cases. Approval of all transfer credits must be obtained from the department Chair. These courses must be verified by an official transcript from the institution where the courses were taken.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credit must submit a letter of good standing from the dean of the student's graduate school.

Admission to the Advanced Certificate Program

Conditional Admission to the University

Students conditionally admitted must hold an undergraduate degree from an accredited college or university and may take a maximum of six hours (6) of graduate credit at the University of Holy Cross. Conditional admission does not guarantee admission to any of the graduate programs and is limited to one semester.

Conditional admission constitutes the following conditions:

- a completed online application form has been sent directly to the Office of Admissions;
- application deadlines are met (see above); and
- a minimum 3.0 undergraduate Grade Point Average is recommended to take graduate course work.

No candidate may register for the next semester until his or her graduate admission criteria are completed.

- Those who are not accepted beyond a conditional

basis are not allowed to continue in the Graduate Program in Catholic Theology at the University of Holy Cross.

Admission to the Certificate Program

In order to be accepted into the Graduate Program, applicants must meet the following conditions:

- All graduate admission criteria must be completed. (Refer to the criteria listed above).
- Once the admission criteria are completed, the candidate will
 - be interviewed by the Graduate Theology Faculty and
 - submit a writing sample prior to the interview process
- Applicants are notified in writing by the Graduate Coordinator regarding the results of their admission status. Those who are accepted for admission are allowed to register for the next semester.

Overview and Requirements of MACT Program

Course Load And Completion Times

To matriculate as a full-time graduate student, students must register for at least nine (9) credit hours per semester. Six (6) credit hours is considered three-quarter time. Students must register for at least three (3) credit hours per semester for part-time status. An overload of twelve (12) credit hours may be taken if approved by the Graduate Theology Coordinator. Thus, there are three possible categorizations and approximate completion times for students in this Program: full-time at nine to twelve (9-12) hours (one year to complete); three-quarter time at six (6) hours (one and a half to two years to complete); and part-time at three (3) hours (3 years to complete).

Program Format

The Advanced Certificate Program in Theology has a hybrid format. The UHC Theology Department believes that students who personally interact with professors and each other flourish. Our hybrid format means that students can either be together physically in class or virtually online at the same time (synchronously). Students must designate whether they will be present in class or virtually and at a distance for the majority of their coursework. Distance students take >50% of course work while not in the same place and/or at the same time as faculty. In-class students take >50% of course work in the same place and at the

same time as faculty.

Time Limit

A maximum of seven (7) years from the first semester attended is allowed in order to complete the requirements for the Advanced Certificate in Theology Program. If the time-limit is exceeded, the graduate student must apply for re-admission and document in writing the reason(s) for a need of extension. Re-admission does not qualify the applicant to begin anew the seven-year requirement.

Grade Point Requirements

An overall Grade Point Average of 3.0 or higher on a 4.0 scale is required for the maintenance of good standing in the Graduate Program. Passing grades for graduate students are A and B. A graduate student who earns a C or lower in any course is automatically placed on probationary status and must repeat the course. A course may be repeated only once and must be repeated at the University of Holy Cross. The student's status is then subject to review by the Theology Department Chair and the Graduate Coordinator. Students whose semester average in course work is below 3.0 are placed on probationary status and are not allowed to register for more than six semester hours during the following semester. To be removed from probationary status, the graduate student must complete 6 semester hours with an earned grade not less than B and a cumulative Grade Point Average of 3.0 at the completion of those 6 hours. If the graduate student on probation for falling below a 3.0 overall Grade Point Average is unable to remedy the deficient overall Grade Point Average at the end of 6 semester hours of the probationary period, the student is dropped from the Graduate Program.

Subject to the review of the Graduate Council, students may be dropped from the program for factors other than Grade Point Average without having a probationary period. Status is then determined by the Graduate Council. The student may appeal decisions of the Graduate Council by submitting a written appeal to the Provost of the University.

Student Responsibility

Each student is responsible for developing and maintaining sufficient grades throughout the program and meeting all pertinent requirements for the successful completion of the Advanced Certificate in Theology. Students should become familiar with the *University Catalog* and the Graduate Student Handbook.

Requirements for Graduation

A minimum of 18 semester hours is required for the Advanced Certificate in Theology.

Major Advisor

Each student, upon admission to the Graduate Program, is assigned an advisor. The advisor aids the student in the development of the individual graduate program. If reassignment of a major advisor is necessary, the reassignment is made by the Chair in cooperation with the student.

Program of Study

The student works closely with the major advisor to develop a program of study that outlines the courses to be taken toward the Certificate. The program is designed to meet both the goals and objectives for graduate study of the student and of the institution. The planned program of study should be contemplated before the student has been admitted to candidacy, and it must be approved by the student's major advisor and the Department Chair. Changes in the program of study may be made only with the approval of the major advisor and the Department Chair.

Application for Graduation

The requirements for receiving the certificate, as outlined by the University of Holy Cross, must be followed. Applications are available in the Office of the Registrar.

Commencement

Students may choose to attend commencement or not to attend.

Financial Aid

There will be no possibility for Federal Financial Aid available for this program.

However, Graduate Scholarships will be available through the Office of Admissions and Student Affairs. Information about other loan options may be obtained from the Office of Admissions and Student Affairs.

Scripture Concentration

Required

(Choose 4 courses from list plus 2 electives from any other category.)

THE 626	The Old Testament: Genesis	3
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	Through Kings	
THE 627	The Prophets	3
THE 628	The Wisdom Literature	3
THE 629	Biblical Themes & Narratives	3
THE 631	The New Testament: Gospels & Acts	3
THE 632	The Apostle Paul	3
THE 633	New Testament Pastoral Epistles & Writings	3

Subtotal: 18

Historical Theology Concentration

Required

(Choose 4 courses from list plus 2 electives from any other category.)

THE 550	Church History	3
THE 551	Patristic & Medieval Theology	3
THE 552	Late Medieval to Reformation Theology	3
THE 553	Modern & Postmodern Theology	3
THE 611	Vatican II: History & Reception	3
THE 611	Vatican II: History & Reception	3
THE 652	History of the Liturgy	3
THE 670	Augustine & the Dawn of Christian Europe	3
THE 671	Aquinas & the Medieval Renaissance	3
THE 672	Newman & the 19th Century	3
THE 673/PHI 673	La Nouvelle Theology & the 20th Century	3
THE 673/PHI 673	La Nouvelle Theology & the 20th Century	3

Subtotal: 18

Philosophical Theology Concentration

Required

(Choose 4 courses from list plus 2 electives from any other category.)

THE 609	Christian Eschatology	3
THE 651	Theology of the Real Presence	3
THE 653	Sacramental Theology	3
THE 612	Church, Churches, & Communities	3
THE 620	Christian Anthropology	3
THE 622	Psychology in Philosophy &	3

	Theology	
THE 623/PHI 623	Nature & Grace	3
THE 660	Reasoning, Believing, & Interpreting	3
THE 675	The Theology of Joseph Ratzinger	3

Subtotal: 18**Moral and Political Theology Concentration**

Required

(Choose 4 courses from list plus 2 electives from any other category.)

THE 561	Catholic Social Teaching	3
THE 570	Christian Spirituality	3
THE 577	Eastern Spirituality	3
THE 614	Principles & History of Canon Law	3
THE 616	The Christian Development of Law & Rights	3
THE 617	The Church & Politics	3
THE 620	Christian Anthropology	3
THE 624	Contemporary Moral Theology	3
THE 647	Christian Virtue, Economics, & Business	3
THE 561	Catholic Social Teaching	3

Subtotal: 18**Christian Culture Concentration**

Required

(Choose 4 courses from list plus 2 electives from any other category.)

THE 605	Images of Mary & Jesus	3
THE 621	Theology, Culture, & Mission	3
THE 641	Christian Education: Past, Present, & Future	3
THE 642	Christian Contributions to Science	3
THE 643	Christian Contributions to Medicine & Healing	3
THE 644	Christian Literature	3
THE 645	Christian Art & Architecture	3
THE 646	Christian Culture & Music	3
THE 648	Religious Traditions in the World	3

Subtotal: 18

College of Counseling, Education, and Business

Dr. Carolyn White, Dean of the College of Counseling, Education, and Business, and Chair of Counseling and Behavioral Sciences; Dr. Lisa Sullivan, Chair of Education; and Dr. Armine Shahoyan, Chair of Business, welcome you. The College of Counseling, Education, and Business offers both undergraduate degrees and Master's degrees. Additionally, the Department of Counseling offers a Ph.D. in Counselor Education and Supervision, and the Department of Education offers an Ed.D. in Executive Leadership.

Students learn from professionals who have extensive experience within their fields in a personal, supportive atmosphere. Faculty are available to students and encourage student engagement within their respective disciplines. At University of Holy Cross, we teach both the mind and the heart.

Please come and visit us at the College and see how we prepare students to be successful in life. Remember to check the links below for admission requirements and deadlines.

Sincerely,

Carolyn C. White, Ph.D., LPC-S, LMFT, NCC
Dean of the College of Counseling, Education, and Business
Chair of the Department of Counseling and Behavioral Sciences

Department of Counseling and Behavioral Sciences
Graduate Programs in Counseling
Department of Education

Graduate Programs in Education
Department of Business
Graduate Program in Management

Department of Counseling and Behavioral Sciences

Chair: Dr. Carolyn C. White

The Department of Counseling and Behavioral Sciences offers Associate of Science degrees in Addiction Counseling and Juvenile Counseling; Bachelor of Science degrees in Addiction Counseling, Applied Behavioral Science, Psychology, and Social Counseling; a Master of Arts degree in Counseling with concentrations in Clinical Mental Health Counseling, Marriage, Couple, and Family

Counseling, and School Counseling; and a Ph.D. in Counselor Education and Supervision. The four Bachelor's degrees offer the option of obtaining a concentration in Organizational Management. Within the concentration of the Master's degree in Clinical Mental Health Counseling, the department offers optional special emphasis areas in addiction counseling, pastoral counseling, and play therapy. In addition, the department offers an Early Entry program in Counseling which allows students who desire a Master's degree in Counseling to enter the graduate program in Counseling during what would be their senior year of Baccalaureate studies. All of the above degree programs may be completed through on-campus classes, online classes, or a combination of the two.

Mission Statement

The Counseling and Behavioral Sciences Department supports the Mission of University of Holy Cross. The department's faculty strive to insure that their students have a foundation in the General Education offerings and the content courses in Behavioral Sciences. Our individual Mission is to impact social change within specific professional areas of practice, as well as within American social systems. To accomplish this, the Behavioral Sciences faculty provide highly relevant course work to the students in our program. Graduates of the department are able to implement our Mission by applying academic knowledge and expertise in a variety of institutional, agency, community, and educational settings.

Undergraduate Degrees Offered

Associate of Science

Addiction Counseling
Juvenile Counseling

Bachelor of Science

Addiction Counseling
Applied Behavioral Sciences
Psychology
Social Counseling
Addiction Counseling with Concentration in Organizational Management
Applied Behavioral Sciences with Concentration in Organizational Management
Psychology with a Concentration in Organizational Management
Social Counseling with a Concentration in Organizational Management

Outcomes for Bachelor of Science degrees in Counseling and Behavioral Sciences

The specific outcomes of the Bachelor of Science degrees in Counseling and Behavioral Sciences are to

1. prepare students for entry-level positions in the fields of Behavioral Sciences;
2. provide students with an interdisciplinary knowledge base;
3. enable students to learn through a wide variety of experiences across the fields of Counseling and Behavioral Sciences; and
4. prepare students to be successful in graduate school in their major concentration.

Student Learning Outcomes for Degrees in Counseling and Behavioral Sciences

Upon successful completion of a Bachelor of Science degree in the areas of Counseling and Behavioral Sciences, students should be able to

1. Demonstrate mastery of the General Education requirements;
2. Identify the foundations of the fields of Behavioral Sciences;
3. Demonstrate comprehension of the history, philosophy, and trends in the Behavioral Sciences disciplines;
4. Synthesize knowledge of a variety of models related to the Behavioral Sciences;
5. Evaluate ethical considerations related to the Behavioral Sciences disciplines;
6. Demonstrate the ability to pursue post-Baccalaureate studies in the Behavioral Sciences; and,
7. Apply the University Mission by using academic knowledge and expertise in a variety of institutional, agency, community, and educational settings.

Admission for Degrees in Counseling and Behavioral Sciences

Students who seek to enter a Bachelor of Science degree program in the Counseling and Behavioral Sciences department must have

1. successfully completed all of the core curriculum

courses in their freshman and sophomore years;

2. attained a minimum overall Grade Point Average of 2.0; and
3. attained a minimum Grade Point Average of 2.5 in all Behavioral Sciences classes.

Degree Requirements

The degrees of Bachelor of Science in Addiction Counseling, Applied Behavioral Sciences, Psychology, and Social Counseling are conferred upon students who complete an approved program of study with a minimum 2.0 cumulative Grade Point Average and a 2.5 Grade Point Average in all Behavioral Science classes. A minimum grade of C must be earned for all courses pertaining to the major course of study in each degree program.

In addition to the Bachelor of Sciences degrees in Counseling and Behavioral Sciences, the Department offers Addiction Counseling, Applied Behavioral Sciences, Psychology, and Social Counseling with a concentration in Organizational Management for those students who would like to combine behavioral sciences and organizational management in a four-year degree program.

Outcomes for Bachelor of Science degrees in Counseling and Behavioral Sciences with a concentration in Organizational Management

1. Prepare students for entry-level positions in the fields of Counseling and Behavioral Sciences and/or Organizational Management;
2. Provide students with an interdisciplinary knowledge base;
3. Enable students to learn through a wide variety of experiences across the fields of Counseling and Behavioral Sciences as well as Business and Organizational Management; and
4. Prepare students to be successful in graduate schools in Counseling and Behavioral Sciences or Business.

Student Learning Outcomes for Degrees in Counseling and Behavioral Sciences with a concentration in Organizational Management

Upon successful completion of a Bachelor of Science degree in the areas of Counseling and Behavioral Sciences with a concentration in Organizational Management, students should be able to

1. Demonstrate mastery of the General Education

requirements;

2. Identify the foundations of the fields of Behavioral Sciences and Organizational Management;
3. Demonstrate comprehension of the history, philosophy, and trends in the Behavioral Sciences disciplines;
4. Synthesize knowledge of a variety of models related to the Behavioral Sciences and Organizational Management;
5. Evaluate ethical considerations related to the Behavioral Sciences and Organizational Management disciplines;
6. Demonstrate the ability to pursue post-Baccalaureate studies in the Behavioral Sciences or Business; and
7. Apply the University Mission by using academic knowledge and expertise in a variety of institutional, agency, community, business, and educational settings.

Degree Requirements

The degrees of Bachelor of Science in Addiction Counseling, Applied Behavioral Sciences, Psychology, and Social Counseling with a concentration in Organizational Management are conferred upon students who complete an approved program of study with a minimum 2.0 cumulative Grade Point Average and a 2.5 Grade Point Average in all Behavioral Science and Business classes. A minimum grade of C must be earned for all courses in the major and concentration areas.

Associate of Science in Addiction Counseling*

Requirements

Freshman		
BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3

THE Theology Elective 3
Subtotal: 31

Sophomore		
COU 202	Introduction to Addictive Behaviors	3
COU 307	Addiction Counseling	3
COU 318	Interviewing & Counseling	3
COU 320	Recovery Counseling	3
COU 402	Advanced Studies in Addictions	3
COU/PSY	Counseling or Psychology Elective	3
ART/FNA/MUS	Fine Arts Elective	3
	General Electives	9
		Subtotal: 30

***A maximum of 1/4 of the total hours is transferable from other institutions, provided all other requirements are satisfied.**

Subtotal: 61

Summary

Counseling	18
English	6
Art, Fine Arts, Music	3
History	3
Mathematics	3
Natural Sciences	4
Philosophy	3
Psychology	3
Sociology	3
Speech	3
Theology	3
General Electives	9

Subtotal: 61

Associate of Science in Juvenile Counseling*

Requirements

Freshman		
BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3

MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Elective	3
		Subtotal: 31

Sophomore		
COU 202	Introduction to Addictive Behaviors	3
COU 305	Juvenile Delinquency	3
COU 318	Interviewing & Counseling	3
COU 320	Recovery Counseling	3
COU/PSY	Counseling or Psychology Elective	6
ART/FNA/MUS	Fine Arts Elective	3
PSY 303	Adolescent Psychology	3
	General Electives	6
		Subtotal: 30

***A maximum of 1/4 of the total hours is transferable from other institutions, provided all other requirements are satisfied.**

Subtotal: 61

Summary

Counseling	15
English	6
Art/Fine Arts, Music	3
History	3
Mathematics	3
Natural Sciences	4
Philosophy	3
Psychology	9
Sociology	3
Speech	3
Theology	3
General Electives	6

Subtotal: 61

Bachelor of Science in Addiction Counseling

Requirements

Freshman		
BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
	General Elective	3
		Subtotal: 31

Sophomore		
COU 202	Introduction to Addictive Behaviors	3
ENG	Literature Elective	3
ART/FNA/MUS	Elective	3
	General Elective	3
PHI	Philosophy Elective	3
PSY 335	Statistics for Psychology & Counseling Majors	3
THE	Theology Electives	6
	Natural Science Elective	5
		Subtotal: 29

Junior		
COU 305	Juvenile Delinquency	3
COU 307	Addiction Counseling	3
COU 318	Interviewing & Counseling	3
COU 320	Recovery Counseling	3
COU 450	Sexual Trauma	3
PSY 307	Crisis Intervention	3
PSY 402	Psychology of Human Sexuality	3
	General Electives	9
		Subtotal: 30

Senior		
COU 402	Advanced Studies in Addictions	3
COU 408	Advanced Interviewing & Counseling	3
PSY 490	Research	3
COU/PSY	Counseling or Psychology Electives	9
PSY 421	Advanced Abnormal	3

Psychology			BUS 210	Contemporary Business	3
General Electives		9		Communications	
		Subtotal: 30	PHI	Philosophy Elective	3
		Subtotal: 120	PSY 335	Statistics for Psychology & Counseling Majors	3
Summary			THE	Theology Electives	6
Counseling		30		Natural Science Elective	5
English		9		Subtotal: 29	
Art, Fine Arts, Music		3	Junior		
History		3	COU 305	Juvenile Delinquency	3
Mathematics		3	COU 307	Addiction Counseling	3
Natural Sciences		9	COU 318	Interviewing & Counseling	3
Philosophy		6	COU 320	Recovery Counseling	3
Psychology		21	COU 450	Sexual Trauma	3
Sociology		3	PSY 307	Crisis Intervention	3
Speech		3	PSY 402	Psychology of Human Sexuality	3
Theology		6	BUS 321	Consumer Behavior	3
General Electives		24		General Elective	3
		Subtotal: 120		Subtotal: 30	
Addiction Counseling with a Concentration in Organizational Management			Senior		
Requirements			COU 402	Advanced Studies in Addictions	3
Freshman			COU 408	Advanced Interviewing & Counseling	3
BIO 101	General Biology	3	PSY 490	Research	3
ENG 101	English Composition I	3	COU/PSY	Counseling or Psychology Electives	9
ENG 102	English Composition II	3	PSY 421	Advanced Abnormal Psychology	3
HIS	History Elective	3	BUS 416	Organizational Behavior	3
MAT 105	College Algebra	3	BUS 409	Business & Society	3
PHI	Philosophy Elective	3		General Elective	3
PSY 101	General Psychology	3		Subtotal: 30	
SOC 101	Introduction to Sociology	3		Subtotal: 120	
SPE 101	Fundamentals of Public Speaking	3			
BUS 251	Principles of Management	3			
		Subtotal: 31			
Sophomore					
COU 202	Introduction to Addictive Behaviors	3			
ENG	Literature Elective	3			
ART/FNA/MUS	Elective	3			

Summary

Counseling	30
English	9
Art, Fine Arts, Music	3
History	3
Mathematics	6
Natural Sciences	9
Philosophy	6
Psychology	18
Sociology	3
Speech	3
Theology	6
Business	18
General Electives	6
Subtotal: 120	

Bachelor of Science in Applied Behavioral Sciences

Requirements

Freshman		
BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
	General Elective	3
Subtotal: 31		
Sophomore		
CJU 100	Introduction To Criminal Justice	3
CJU 200	Criminal Investigation	3
ENG	Literature Elective	3
ART/FNA/MUS	Elective	3
HIS	General Elective	3
	Natural Science Elective	5
PHI	Philosophy Elective	3
PSY 335	Statistics for Psychology &	3

THE	Counseling Majors	6
	Theology Electives	
Subtotal: 32		
Junior		
CJU 350	Criminology	3
CJU	Criminal Justice Elective	3
PSY 307	Crisis Intervention	3
PSY 310	Social Psychology	3
PSY 340	Human Growth & Development	3
PSY	Psychology Electives	6
SOC 301	Social Problems	3
	General Electives	6
Subtotal: 30		
<i>PSY (Psychology Electives): 300 level or above</i>		
Senior		
COU 408	Advanced Interviewing & Counseling	3
PSY 421	Advanced Abnormal Psychology	3
PSY 490	Research	3
PSY	Psychology Electives	6
	General Electives	12
Subtotal: 27		
<i>PSY (Psychology Electives): 300 level or above</i>		
Subtotal: 120		

Summary

Counseling	3
Criminal Justice	12
English	9
Art, Fine Arts, Music	3
History	3
Mathematics	3
Natural Sciences	9
Philosophy	6
Psychology	33
Sociology	6
Speech	3
Theology	6
General Electives	24
Subtotal: 120	

Bachelor of Science in Applied Behavioral Sciences with a Concentration in Organizational Management

Requirements

Freshman

BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
BUS 251	Principles of Management	3
		Subtotal: 31

Sophomore

CJU 100	Introduction To Criminal Justice	3
CJU 200	Criminal Investigation	3
ENG	Literature Elective	3
ART/FNA/MUS	Elective	3
BUS 210	Contemporary Business Communications	3
	Natural Science Elective	5
PHI	Philosophy Elective	3
PSY 335	Statistics for Psychology & Counseling Majors	3
THE	Theology Electives	6
		Subtotal: 32

Junior

CJU 350	Criminology	3
CJU	Criminal Justice Elective	3
PSY 307	Crisis Intervention	3
PSY 310	Social Psychology	3
PSY 340	Human Growth & Development	3
PSY	Psychology Electives	6
SOC 301	Social Problems	3
BUS 321	Consumer Behavior	3
	General Elective	3
		Subtotal: 30

PSY (Psychology Electives): 300 level or above

Senior

COU 408	Advanced Interviewing & Counseling	3
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PSY 421	Advanced Abnormal Psychology	3
PSY 490	Research	3
PSY	Psychology Electives	6
BUS 416	Organizational Behavior	3
BUS 409	Business & Society	3
	General Elective	3

Subtotal: 27

PSY (Psychology Electives): 300 level or above

Subtotal: 120

Summary

Counseling	3
Criminal Justice	12
English	9
Art, Fine Arts, Music	3
History	3
Mathematics	6
Natural Sciences	9
Philosophy	6
Psychology	30
Sociology	6
Speech	3
Theology	6
Business	18
General Electives	6

Subtotal: 120

Bachelor of Science in Psychology

Freshman

BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
	General Elective	3

Subtotal: 31

Sophomore		
ENG	Literature Elective	3
ART/FNA/MUS	Elective	3
PHI	Philosophy Elective	3
PSY 335	Statistics for Psychology & Counseling Majors	3
THE	Theology Electives	6
	Natural Science Elective	5
	General Electives	9
	Subtotal: 32	

Junior		
COU 450	Sexual Trauma	3
COU/PSY	Counseling or Psychology Elective	3
PSY 310	Social Psychology	3
PSY 340	Human Growth & Development	3
PSY 350/EDU 301	Psychology of Learning	3
PSY 402	Psychology of Human Sexuality	3
PSY	Psychology Electives	6
	General Electives	6
	Subtotal: 30	

COU/PSY (Counseling or Psychology Elective): 300 level or above

Senior		
COU 408	Advanced Interviewing & Counseling	3
PSY 421	Advanced Abnormal Psychology	3
PSY 407	Death and Dying	3
PSY 413	History of Psychology	3
PSY 415	Psychological Tests and Measurements	3
PSY 490	Research	3
PSY	Psychology Electives	3
	General Electives	6
	Subtotal: 27	

PSY (Psychology Electives): 300 level or above

Subtotal: 120

Summary	
Counseling	6
English	9
Art, Fine Arts, Music	3
History	3
Mathematics	3
Natural Sciences	9
Philosophy	6
Psychology	45
Sociology	3
Speech	3
Theology	6
General Electives	24
	Subtotal: 120

Bachelor of Science in Psychology with a Concentration in Organizational Management

Requirements

Freshman		
BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
BUS 251	Principles of Management	3
	Subtotal: 31	

Sophomore		
ENG	Literature Elective	3
ART/FNA/MUS	Elective	3
PHI	Philosophy Elective	3
PSY 335	Statistics for Psychology & Counseling Majors	3
THE	Theology Electives	6
	Natural Science Elective	5
BUS 210	Contemporary Business Communications	3

	General Electives	6
	Subtotal: 32	
Junior		
COU 450	Sexual Trauma	3
COU/PSY	Counseling or Psychology Elective	3
PSY 310	Social Psychology	3
PSY 340	Human Growth & Development	3
PSY 350/EDU 301	Psychology of Learning	3
PSY 402	Psychology of Human Sexuality	3
PSY	Psychology Electives	6
BUS 321	Consumer Behavior	3
	Subtotal: 30	
<i>COU/PSY (Counseling or Psychology Elective): 300 level or above</i>		
Senior		
COU 408	Advanced Interviewing & Counseling	3
PSY 421	Advanced Abnormal Psychology	3
PSY 407	Death and Dying	3
PSY 413	History of Psychology	3
PSY 415	Psychological Tests and Measurements	3
PSY 490	Research	3
PSY	Psychology Electives	3
BUS 416	Organizational Behavior	3
BUS 409	Business & Society	3
	Subtotal: 27	
<i>PSY (Psychology Electives): 300 level or above</i>		
	Subtotal: 120	

Summary

Counseling	6
English	9
Art, Fine Arts, Music	3
History	3
Mathematics	6
Natural Sciences	9
Philosophy	6
Psychology	42
Sociology	3
Speech	3
Theology	6
Business	18
General Electives	6
	Subtotal: 120

Bachelor of Science in Social Counseling**Requirements**

Freshman		
BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
	General Elective	3
	Subtotal: 31	
Sophomore		
ENG	Literature Elective	3
ART/FNA/MUS	Elective	3
PHI	Philosophy Elective	3
PSY 335	Statistics for Psychology & Counseling Majors	3
THE	Theology Electives	6
	Natural Science Elective	5
	General Electives	6
	Subtotal: 29	

Junior		
COU 305	Juvenile Delinquency	3
COU 307	Addiction Counseling	3
COU 318	Interviewing & Counseling	3
COU 450	Sexual Trauma	3
COU/PSY	Counseling or Psychology Electives	6
PSY 307	Crisis Intervention	3
PSY 402	Psychology of Human Sexuality	3
	General Electives	6
	Subtotal: 30	

Senior		
COU 408	Advanced Interviewing & Counseling	3
COU/PSY	Counseling or Psychology Elective	6
PSY 421	Advanced Abnormal Psychology	3
PSY 407	Death and Dying	3
PSY 490	Research	3
	General Electives	12
	Subtotal: 30	
	Subtotal: 120	

Summary		
Counseling		15
English		9
Art, Fine Arts, Music		3
History		3
Mathematics		3
Natural Sciences		9
Philosophy		6
Psychology		21
Sociology		3
Speech		3
Theology		6
Psychology/Counseling Electives		12
General Electives		27
	Subtotal: 120	

Bachelor of Science in Social Counseling with a Concentration in Organizational Management

Freshman		
BIO 101	General Biology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
MAT 105	College Algebra	3
PHI	Philosophy Elective	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
BUS 251	Principles of Management	3
	Subtotal: 31	

Sophomore		
ENG	Literature Elective	3
ART/FNA/MUS	Elective	3
PHI	Philosophy Elective	3
PSY 335	Statistics for Psychology & Counseling Majors	3
THE	Theology Electives	6
	Natural Science Elective	5
BUS 210	Contemporary Business Communications	3
	General Elective	3
	Subtotal: 29	

Junior		
COU 305	Juvenile Delinquency	3
COU 307	Addiction Counseling	3
COU 318	Interviewing & Counseling	3
COU 450	Sexual Trauma	3
COU/PSY	Counseling or Psychology Electives	6
PSY 307	Crisis Intervention	3
PSY 402	Psychology of Human Sexuality	3
BUS 321	Consumer Behavior	3
	Subtotal: 30	

Senior		
COU 408	Advanced Interviewing & Counseling	3
COU/PSY	Counseling or Psychology Elective	6
PSY 421	Advanced Abnormal Psychology	3
PSY 407	Death and Dying	3

PSY 490	Research	3
BUS 416	Organizational Behavior	3
BUS 409	Business & Society	3
	General Electives	6

Subtotal: 30**Subtotal: 120****Summary**

Counseling	15
English	9
Art, Fine Arts, Music	3
History	3
Mathematics	6
Natural Sciences	9
Philosophy	6
Psychology	18
Sociology	3
Speech	3
Theology	6
Psychology/Counseling Electives	12
Business	18
General Electives	9

Subtotal: 120

Early Entry Program for Majors in Addiction Counseling or Social Counseling for a Master's Degree in Counseling

A student who is enrolled in the undergraduate Addiction Counseling or Social Counseling programs may apply for admission to the Early Entry graduate program.

Upon completion of all requirements for the Early Entry program in Counseling (which includes a 60-hour Master's degree in Counseling), the student is awarded the Baccalaureate and Master's degrees concurrently.

Undergraduate students who are senior status, have completed the required undergraduate courses listed in the Early Entry Program, and intend to apply for admission to the Graduate Counseling Program at University of Holy Cross may enroll in up to two graduate-level courses for graduate credit. Graduate credit for a graduate course

completed with no less than a grade of B is given when the student has changed his or her status and is formally admitted to the Graduate Counseling program.

Within the first semester the student enrolls for a graduate-level Counseling course, he or she is required 1) to submit a completed Graduate Application to the graduate Counseling department, three letters of reference, a personal goals statement; 2) be interviewed by the graduate Counseling faculty; and 3) meet all requirements to be admitted into the Graduate Counseling department.

Eligibility for Early Entry

1. GPA 3.0 in major;
2. Completion of first three years of curriculum in Addiction Counseling or Social Counseling;
3. Proficiency in technology and writing;
4. Submission of goal statement;
5. Behavioral qualities/characteristics appropriate to the counseling profession;
6. Interview with and recommendation by Graduate Counseling faculty;
7. Three letters of recommendation (two from Addiction or Social Counseling faculty); and
8. Recommendation by the Chair of the Department of Counseling and Behavioral Sciences.

Benefits of Early Entry**Students are allowed to**

1. begin graduate studies earlier;
2. begin post-Master's supervision earlier;
3. enter the profession of counseling earlier; and
4. be eligible to be licensed earlier;

Early Entry Counseling

Required		
BIO 101	General Biology	3
	Natural Science Elective	5
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG	Literature Elective	3
HIS	History Elective	3
MAT 105	College Algebra	3

PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
ART/FNA/MUS	Elective	3
PHI	Philosophy Electives	6
THE	Theology Electives	6
	General Electives	12
COU/PSY	Counseling or Psychology Electives	9
COU/PSY	Counseling or Psychology Electives (300-level or above)	6
COU 305	Juvenile Delinquency	3
COU 318	Interviewing & Counseling	3
COU 408	Advanced Interviewing & Counseling	3
PSY 335	Statistics for Psychology & Counseling Majors	3
PSY 402	Psychology of Human Sexuality	3
PSY 421	Advanced Abnormal Psychology	3
PSY 407	Death and Dying	3
PSY 490	Research	3
COU 600	Human Growth & Development	3
COU 601N	Introduction to Techniques of Professional Counseling	3
COU 602	Social & Cultural Foundation	3
COU 605	Career & Lifestyle Development	3
COU 606	Theories of Counseling	3
COU 607	Theory and Practice of Group Counseling	3
COU 609	Pro Orientation and Ethics in Counseling	3
COU 610	Research Method & Program Evaluation	3
COU 615	Diagnosis/Treatment of Mental Disorders	3
COU 616	Techniques of Counseling	3
COU 618	Appraisal in Counseling	3
COU 699	Practicum in Counseling	3
COU 701	Internship in Counseling I	3
COU 702	Internship in Counseling II	3
COU		18

COU: Specific graduate courses in one of the three specialties for Graduate Counseling: Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, or School Counseling. (See curriculum under

Graduate Counseling)

Subtotal: 159

Master of Arts in Counseling

The Department of Counseling and Behavioral Sciences offers a Master of Arts degree in Counseling in three specialty areas: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling. All three specialty programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation for all three programs runs through October 31, 2022, when the programs will be reviewed for re-accreditation.

Please note: We will add an online option for our Master's and doctoral programs beginning in the Fall of 2020. The program has applied for CACREP recognition of the online options for our Master's and doctoral degree programs, but the online options are not currently accredited by CACREP.

Within the concentration of Clinical Mental Health Counseling, the department offers optional special emphasis areas in addiction counseling, pastoral counseling, and play therapy.

Scope and Purpose

In keeping with the stated philosophy of University of Holy Cross, the Graduate Programs in Counseling seek to provide opportunities for intellectual, psychological, and spiritual growth to foster individuals' contributions within a pluralistic society. The Catholic heritage of the University and the Christian understanding of service are integral to the philosophy of the Graduate Programs in Counseling.

The Graduate Programs in Counseling are specifically designed to enhance the students' knowledge, skills, and attitudes in their chosen academic arenas and to prepare them to accept professional responsibilities. Success in the Graduate Programs in Counseling is based not only on completing the required course work but also on demonstrating competencies and attitudes appropriate to the profession. Whether they counsel, administer, or teach, graduates of the Graduate Programs in Counseling of University of Holy Cross promote holistic development of each individual and the spirit of justice that brings about social equity and global harmony.

Mission and Philosophy of the Graduate Programs

The Graduate Programs in Counseling incorporate the Mission of the University in their own statement of Mission and Philosophy. The various specialties in Counseling nurture students to become self-developing, competent professionals who can contribute to their communities, both personally and professionally. The programs emphasize the whole person's development of the spiritual, intellectual, cultural, and material values necessary to live responsibly, respect individuality, seek truth and peace, and foster justice in society. The programs emphasize the delivery of services from sociocultural, systemic, developmental, and wellness perspectives. The Graduate Programs in Counseling integrate their philosophy into their Mission through measurable objectives for teaching, research, and public service.

Program Goals

The goals of the Graduate Program in Counseling include

1. to recruit, maintain, and matriculate a diverse student body;
2. to foster students' identification as professional counselors;
3. to foster students' development of a sociocultural, systemic, developmental, and wellness perspective of mental health;
4. to promote students' development of clinical skills as counselors;
5. to promote students' development of skills necessary to consume, conduct, and apply scholarly research in the field of mental health;
6. to monitor students to assess personal wellbeing and to promote personal and professional development;
7. to maintain a counseling and training center providing both an opportunity for the development of students' clinical skills, as well as opportunities to engage in public service by providing low cost counseling to the community;
8. to provide a graduate assistantship experience resulting in acquisition of professional experiences and skills; and
9. to maintain national accreditation of the program.

Student Learning Outcomes

Upon successful completion of the Master's Program in Counseling, graduates are expected to demonstrate

1. the practice of professional counseling skills within the scope of a multicultural and changing society;
2. the ability to synthesize theoretical and empirical knowledge in the field of counseling;
3. the ability to engage in critical thinking, decision making, and independent judgment;
4. the skills to conduct and evaluate research in counseling and its related disciplines for its applicability to counseling theory;
5. the practice of leadership skills in collaboration with members of the counseling profession;
6. the ability to evaluate the impact of counseling theory and practice as it relates to assisting the client in achieving the optimal level of wellness;
7. the acceptance of individual responsibility and accountability for personal and professional growth; and
8. the necessary academic and clinical skills to obtain professional licensure.

Nature of Graduate Work

Course work at the graduate level serves mainly as a guide to independent study. Students are expected to demonstrate knowledge, skills, and attitudes appropriate to their respective professions rather than just to pass courses or simply to comply with formal requirements. Graduate students are expected to exceed minimum requirements and assume responsibility for pursuing lifelong learning that best meets their professional needs.

Specialties Offered

The Chair of the Department of Counseling and Behavioral Sciences, through the Dean of the College of Counseling, Education, and Business and the Provost, administers the Graduate Programs in Counseling. Upon admission the student must select one of the following areas of specialization:

Master of Arts (M.A.) in Counseling

- Specialization in Clinical Mental Health Counseling (with optional emphasis areas in Addiction Counseling, Pastoral Counseling, and Play Therapy)

- Specialization in Marriage, Couple, and Family Counseling
- Specialization in School Counseling

Graduate Admissions

In accordance with Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972, the Chair of Counseling and Behavioral Sciences accepts applications for admission from students without regard to ethnicity, race, color, sex, age, disability status, or national origin.

Admission Procedures

Applicants must first be admitted to Graduate Studies. The application, all official transcripts, and proof of immunizations must be sent to the Office of Admissions, University of Holy Cross (UHC), 4123 Woodland Dr., New Orleans, LA 70131.

To be considered for admission to Graduate Studies in Counseling, applicants must submit the following prior to the application deadline of the semester for which they are applying:

1. A completed official graduate application form (sent to Admissions);
2. Official transcripts for all prior undergraduate and graduate course work, which must be sent directly from the institutions attended to the Office of Admissions;
3. At least three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise. Letters should address the candidate's character, work ethic, leadership, ability to work with others, communication skills, and ability to complete graduate-level academic work successfully. These letters should be sent to the Chair of Counseling and Behavioral Sciences; and
4. A two-page, double-spaced, typed personal goal statement sent to the Chair of Counseling and Behavioral Sciences. The goal statement should provide some **background information, the reason the candidate has chosen counseling as a profession, and some future professional goals.**

Academic Requirements

Admission to Graduate Studies at University of Holy Cross is based on the evaluation of the applicant's personal,

professional, and academic records by the Graduate Faculty. The University recruits qualified applicants from diverse sociocultural backgrounds who display professional promise, intellectual achievement, personal character, and educational commitment. At a minimum, applicants are expected to have the following academic qualifications:

1. A Baccalaureate degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign university;
2. A record of undergraduate study that is predictive of success in graduate studies, preferably in a field related to counseling, with a cumulative undergraduate Grade Point Average of 3.0 or higher on a 4.0 scale; and
3. Satisfactory academic standing at the last university or college attended.

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in reading, writing, and speaking English. The applicant may do so by presenting a satisfactory score on the TOEFL, normally 550, or iBT score of 79. For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue NW, Washington, DC 20036.

Stages of Admission

Stage One: Conditional Admission to the University

Students conditionally admitted must possess an undergraduate degree from an accredited college or university and may take a maximum of nine hours of graduate credit at University of Holy Cross on a conditional basis. Conditional admission does not guarantee admission to any of the graduate programs and is limited to one semester.

Conditional admission constitutes the following conditions:

- A minimum 3.0 undergraduate Grade Point Average is required.
- A student accepted conditionally may take a maximum of nine hours of graduate credit.
- A student accepted conditionally must attend the graduate orientation. (One is held in the fall, one is held in the spring, and one in the summer.)

No student under conditional acceptance may register for the next semester until he or she has been approved by the Graduate Counseling department for progression in the program.

Conditional admission is limited to one semester

Stage Two: Admission to Graduate Programs

Applicants may not take more than nine (9) hours of course work until they have been accepted into the Graduate Program in Counseling. In order to be accepted, applicants must meet the following conditions:

- The graduate admission criteria must be completed. Please refer to the criteria listed above.

Deadlines to complete the graduate application package are

June 15	for Fall Registration
October 15	for Spring Registration
February 15	for Summer Registration

- Once the admission criteria are completed, the applicant is invited to attend an interview process. This includes an interview by Graduate Counseling faculty and a writing sample. Graduate Counseling applicants should submit their goal statement prior to the interview. Applicants may receive information regarding the interview process and the written statement from the Chair of the department.
- Graduate program faculty determine admission into the program. The criteria for admission are based upon the following indicators:
 - a. Completed admission criteria;
 - b. Undergraduate Grade Point Averages;
 - c. Three letters of recommendation;
 - d. Results of writing sample, goal statement, and program interview;
 - e. Recommendations from UHC instructors; and
 - f. Available space for new students within the program (based on CACREP requirements for FTE).
- Applicants are notified in writing by the Chair of the Department of Counseling and Behavioral Sciences regarding the results of their admission application.

Those who are accepted are allowed to register for the next semester. Those who are not accepted are not allowed to continue graduate studies in Counseling at UHC.

Stage Three: Candidacy

Students remain at stage two status until they are accepted for Candidacy. Candidacy is primarily determined through academic achievement in graduate classes and demonstration of appropriate dispositions. See the *Handbook of Graduate Studies in Counseling: MA in Counseling* for Candidacy requirements.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credit must submit a Letter of Good Standing and are not required to submit complete transcripts. The Letter of Good Standing must come from the Chair of the student's graduate program.

Course Load

To be classified as a full-time graduate student, a student must register for nine (9) credit hours in a regular semester and six (6) credit hours in a summer term. An overload of three (3) semester hours may be approved by the Chair of the department.

Grade Point Requirements

An overall Grade Point Average of 3.0 or higher on a 4.0 scale is required for the maintenance of good standing in the graduate program. A passing grade for graduate students in Counseling is no lower than a B. A graduate student who attains a C or lower in any course is automatically placed on probationary status, must repeat the course the next semester it is offered, and must earn a minimum grade of B in that course, or the student is dropped from the Graduate Counseling Program. Students are allowed to repeat a course only once, and the course must be repeated at UHC. A maximum of two grades of C may be earned during the student's program of study. If a student receives more than two grades of C, the student is dropped from the graduate program in Counseling.

Graduate students whose semester average in course work is below 3.0 are placed on probationary status and are not allowed to register for more than six (6) semester hours during the following semester. To be removed from probationary status, the graduate student must complete six (6) semester hours with an earned grade of not less than B and a cumulative Grade Point Average of 3.0 at the end of those six hours. If the graduate student is on probation for

falling below a 3.0 overall GPA and is unable to remedy the deficient overall GPA at the end of six (6) semester hours of the probationary period, the student is dropped from the graduate program.

Subject to the review of the Graduate Counseling faculty, students may be dropped from the programs for factors other than Grade Point Average without having a probationary period. Status is then determined by the Graduate Counseling faculty. The student may appeal decisions of the Graduate Counseling Faculty by submitting a written appeal to the Provost of the University.

Procedures for Dismissal for Other than Academic Reasons

In addition to terminating students for academic failure, students may be dismissed for ethical violations and/or personal unsuitability for the profession. The following protocol is followed as a part of ongoing student screening when faculty identify behaviors that indicate possible incompatibility with the counseling profession:

1. Faculty-initiated private verbal discussions, including a collaborative dialogue between the faculty member(s) and the student, identifying problematic behaviors and addressing specific suggestions for remediation;
2. If problematic behaviors continue, documentation of specific concerns collected by faculty, including documentation of any discussions with student. This documentation continues throughout the process;
3. Meeting of graduate faculty to discuss concerns regarding the student. The meeting includes graduate faculty and the Provost of the University. Faculty collaboratively address alternatives and future courses of action;
4. Meeting with the student to discuss continued concerns and options. Specific goals for remediation are addressed, including timeline and consequences of noncompliance. The student receives written feedback detailing problem areas, including clear guidelines for retention;
5. If retention goals are not met within specified timelines, and problematic behaviors inconsistent with the goals of the Graduate Counseling program persist, the student is dismissed from the program for nonacademic reasons.

Appeal

Subject to the review of the Graduate Counseling faculty, students may be dismissed from the program for factors other than Grade Point Average (GPA) without a probationary period. Status is then determined by the Graduate Counseling faculty. The student may appeal decisions of the Graduate Counseling faculty by submitting a written appeal to the Provost of the University. If the decision to dismiss remains firm, the student may then appeal to the Director of Student Life and follow the University Appeal Procedure.

Time Limit

A maximum of five (5) years from the first semester attended is allowed to complete the requirements for the graduate programs in Counseling. If the time limit is exceeded, the graduate student must apply for readmission to the graduate program in Counseling and document in writing the reason(s) for a need of extension. Readmission is an extension and does not qualify the applicant to begin anew the five-year requirement.

Student Responsibility

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master's degree. Students should become familiar with this section of the *Catalog*, the *Handbook of Graduate Studies in Counseling, Master's Program*, and the offerings and requirements of their areas of specialization. Students should be aware of the fee payment required as they make progress through their academic program.

Personal Counseling Requirement

In order for Graduate Counseling students to increase self-awareness and to experience the process and benefits of counseling, students in the UHC Graduate Counseling program are required to engage in personal counseling at their expense for a minimum of 12 sessions. It is required that, throughout the practicum and internship experience, a student remains in personal counseling or retains the availability of a counselor. Students may seek personal counseling with any licensed professional they choose. There are post-Master's students available at the Thomas E. Chambers Counseling and Training Center who can counsel students in the Master's program at no charge to the student. Students should consult the program Chair for further information.

Students should be aware that the process and content of their personal counseling sessions remain confidential. UHC Counseling program faculty are in no way privy to

any information regarding any student's personal counseling. Students are required to complete the verification form and return it to the program Chair.

Recommended Phases of Counseling Experience:

Phase I Students in the first year of their Counseling program should avail themselves of individual and/or group counseling experience and are responsible for scheduling their sessions.

Phase II It is required that, throughout the practicum and internship experience, a student remains in personal counseling or retains the availability of a counselor.

Professional Association Affiliation

Memberships in the Association for Graduate Students in Counseling (AGSC), the American Counseling Association (ACA), and the Louisiana Counseling Association (LCA) are required for Graduate Counseling students. Students should budget for this along with their other fees. Also, for purposes of early socialization in the profession, grants are sometimes available through the University organization (AGSC) for attendance at state conventions and conferences. Students are expected to attend workshops and seminars whenever possible to enhance and complement their graduate studies. Membership in other professional organizations is also strongly encouraged. Students are encouraged to join the appropriate counseling organizations that represent their respective specializations: the American Mental Health Counselors Association (AMHCA) for students in the Clinical Mental Health Counseling specialization; the International Association of Marriage and Family Counselors (IAMFC) for students in the Marriage, Couple, and Family Counseling specialization; and the American School Counselors Association (ASCA) and/or the Louisiana School Counselors Association (LSCA) for students in the School Counseling specialization.

Liability Insurance

Liability insurance is required before students can begin their practicum experience in Counseling. This insurance can be obtained through the American Counseling Association (ACA) at no additional charge to members. Documentation of proof of professional liability insurance is requested with practicum applications and must remain active and on file throughout the student's practicum and internship.

Transfer Credits

Approval of all transfer credits must be obtained from the

Chair of the department. These courses must be verified by an official transcript from the institution where the courses were taken. Graduate credit is not awarded for portfolio-based experiential learning.

Major Advisor

Each student is assigned a major advisor. The major advisor aids the student with his or her program of study and registration.

Program of Study

The student works closely with the major advisor to develop a program of study that outlines the courses to be taken toward the Master's degree. The program is designed to meet the goals and objectives for graduate study of both the student and the institution and the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The planned program of study must be approved by the student's major advisor and the Chair. Changes in the program of study may be made with the approval of the major advisor and the Chair of the department.

Clinical course sequence begins with COU 616 (Techniques), followed the next semester by COU 699 (Practicum). Each following semester, the student must be enrolled in an internship class (and actively seeing clients) until the student graduates. If the student is unable to follow COU 616 with COU 699 in the next semester, then COU 616 must be repeated in the semester prior to beginning Practicum (COU 699) and Internship (COU 701, 702, 703).

Admission to Practicum

To be admitted to practicum, students must have completed the required core courses and submit an application for practicum to the Practicum and Internship Coordinator. This application must be submitted during the semester prior to beginning practicum. The courses required prior to practicum are COU 600, COU 601n, COU 606, COU 609, and COU 616. Students must also show proof of liability insurance.

Application to Candidacy

Admission to Graduate Studies does not imply admission to candidacy for a degree. Students must file a formal petition with the Chair of the Department during their practicum semester. This application must be completed and signed by the student's advisor and submitted to the Chair of Graduate Programs in Counseling. It is then presented to the Graduate Council for final approval.

To be considered for candidacy, the student must

- Be admitted to graduate studies;
- Be currently registered at University of Holy Cross;
- Be currently enrolled in his or her practicum semester;
- Have a cumulative Grade Point Average of at least 3.0 on a scale of 4.0;
- Have a positive recommendation from his or her major advisor and a positive consensus from the Counseling Program Faculty; and
- Declare his or her counseling specialization.

Students not recommended to candidacy are informed in writing by the Chair of the Department of Counseling and Behavioral Sciences, and a remediation plan is implemented.

Admission to Internship

During the semester prior to the beginning of internship, students must apply for and plan with the Internship Coordinator the supervised intern experience. The student must have completed the following required courses prior to internship: COU 600, COU 601n, COU 606, COU 609, COU 616, and COU 699.

Each semester students are in the clinical part of their programs of study and are engaged in counseling with clients, the students must be officially registered with the University for internship (COU 701, COU 702, or COU 703). During internship, in addition to required supervision at their internship site, students are scheduled for 1 hour of individual supervision and 1.5 hours of group supervision within the Counseling Department each week.

Requirements for Graduation

A minimum of sixty (60) semester hours in Graduate Counseling is required for the Master of Arts degree in Counseling. Within the sixty semester hours, the Master of Arts degree in Counseling requires a 100-hour Practicum (40 direct client contact hours), and a 600-hour Internship (240 direct client contact hours). In addition, the student must successfully complete a written comprehensive examination as their final assessment. Students are required to pass all practicum, internship, and comprehensive assessments. If a student fails, he or she is required to repeat the practicum or internship the following semester. If a student fails to pass the oral or written examination, he or she is not allowed to graduate and must

retake the examination the following semester. The student must be enrolled in the program for internship during the semester he or she takes the written comprehensive examination.

Comprehensive Examination

Students must be enrolled during the semester they complete the written components of the comprehensive examination.

Written Component

The National Board of Certified Counselors (NBCC) Counselors Preparation Comprehensive Examination (CPCE) serves as the written component of the comprehensive examination. All graduate students in Counseling must take the CPCE as the exit examination requirement. Students who do not pass the CPCE must retake it the next semester. After a failed attempt, Graduate Counseling faculty may develop a remediation plan to assist the student when he or she retakes the examination. After a student has taken the CPCE 3 times without passing, he or she is dismissed from the program and does not graduate.

Application for Graduation

The requirements for graduation, as outlined by University of Holy Cross, must be followed. Applications are available in the office of the Registrar. It is the student's responsibility to file the Application for Graduation by the due date published in the Academic Calendar and to pay the appropriate graduation fees.

Commencement

Upon successful completion of course work, practicum/internship, and the final assessment of the written and oral comprehensive examinations, **the student is expected to attend commencement exercises.**

Certification/Licensure Requirements

The State of Louisiana requires persons practicing the profession of counseling to be licensed (or registered as a counselor intern) by the Licensed Professional Counselor Board of Examiners. Licensure in the state is also available for those graduating with the specialization in Marriage and Family who are interested in becoming Licensed Marriage and Family Therapists (LMFT). Licensure requirements include holding a graduate degree with specific academic requirements specified by the Board. A minimum of two years of post-Master's supervised internship is required by the Board to become eligible for

licensure, along with the respective national licensing exam, (i.e., the National Counselors Exam [NCE] and/or the National Marriage and Family Therapy license exam).

National certification is available to counselors through the National Board of Certified Counselors (NBCC). Certification requirements include specific academic course work and passing the NCE. The Graduate Programs in Counseling at University of Holy Cross meet the academic requirements specified by NBCC.

The Clinical Mental Health Counseling, the Marriage, Couple, and Family Counseling, and the School Counseling specializations are currently accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The School Counseling specialty is also accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Specialization in Clinical Mental Health Counseling

Requirements

Required

COU 600	Human Growth & Development	3
COU 601N	Introduction to Techniques of Professional Counseling	3
COU 602	Social & Cultural Foundation	3
COU 605	Career & Lifestyle Development	3
COU 606	Theories of Counseling	3
COU 607	Theory and Practice of Group Counseling	3
COU 609	Pro Orientation and Ethics in Counseling	3
COU 610	Research Method & Program Evaluation	3
COU 615	Diagnosis/Treatment of Mental Disorders	3
COU 616	Techniques of Counseling	3
COU 618	Appraisal in Counseling	3
COU 631	Marriage, Couple, & Family Counseling	3
COU 635	Chemical Dependency from Systems Perspective	3
COU 641	Clinical Mental Health Counseling	3
COU 650	Sexual Trauma	3
COU 699	Practicum in Counseling	3
COU 701	Internship in Counseling I	3

COU 702	Internship in Counseling II	3
	Electives in Graduate Counseling	6

Subtotal: 60

Requirements

The department offers three optional emphasis areas within the Clinical Mental Health specialization in Addiction Counseling, Pastoral Counseling, and Play Therapy. Students who choose one of the emphasis areas must complete their elective courses in the emphasis area and must meet specialized internship requirements in the chosen area of emphasis.

Emphasis in Addiction Counseling:

COU 627	Addictions Treatment & Practice I	3
COU 628	Addictions Treatment & Practice II	3
COU 629	Program Management & Supervision in Addictions	3
COU 635	Chemical Dependency from Systems Perspective	3

Emphasis in Pastoral Counseling:

COU 637	Pastoral Counseling I	3
COU 638	Pastoral Counseling II	3
COU 646	Integrating Spirituality with Marriage & Family Counseling	3

Emphasis in Play Therapy:

COU 664	Play Therapy Across the Lifespan	3
COU 665	Contextual Dimensions in Play Therapy	3
COU 667	Systems Approaches in Play Therapy	3

Specialization in Marriage, Couple, and Family Counseling

Requirements

Required

COU 600	Human Growth & Development	3
COU 601N	Introduction to Techniques of Professional Counseling	3
COU 602	Social & Cultural Foundation	3
COU 605	Career & Lifestyle Development	3
COU 606	Theories of Counseling	3
COU 607	Theory and Practice of Group	3

COU 609	Counseling Pro Orientation and Ethics in Counseling	3
COU 610	Research Method & Program Evaluation	3
COU 615	Diagnosis/Treatment of Mental Disorders	3
COU 616	Techniques of Counseling	3
COU 618	Appraisal in Counseling	3
COU 631	Marriage, Couple, & Family Counseling	3
COU 635	Chemical Dependency from Systems Perspective	3
COU 661	Couples Counseling	3
COU 662	Counseling Families	3
COU 663	Advanced Studies in Systems Theory	3
COU 699	Practicum in Counseling	3
COU 701	Internship in Counseling I	3
COU 702	Internship in Counseling II Marriage and Family Elective	3
Subtotal: 60		

Specialization in School Counseling

Requirements

Required		
COU 600	Human Growth & Development	3
COU 601N	Introduction to Techniques of Professional Counseling	3
COU 602	Social & Cultural Foundation	3
COU 605	Career & Lifestyle Development	3
COU 606	Theories of Counseling	3
COU 607	Theory and Practice of Group Counseling	3
COU 609	Pro Orientation and Ethics in Counseling	3
COU 610	Research Method & Program Evaluation	3
COU 615	Diagnosis/Treatment of Mental Disorders	3
COU 616	Techniques of Counseling	3
COU 618	Appraisal in Counseling	3
COU 623	Foundations of School Counseling	3
COU 624	Contextual Dimensions and Practice of School Counseling	3
COU 635	Chemical Dependency from Systems Perspective	3
COU 662	Counseling Families	3
COU 699	Practicum in Counseling	3
COU 701	Internship in Counseling I	3

COU 702	Internship in Counseling II	3
COU	Electives in Graduate Counseling	3

Subtotal: 60

Dual Degree Programs. If a student wishes to graduate from two counseling specialty areas concurrently, he or she must meet the degree requirements for both CACREP accredited specialties. This includes meeting the curricular requirements for each specialty, a minimum of a 600 clock hour internship for each specialty, and any differences in the core curriculum. The awarding of the degrees must occur simultaneously.

Ph.D. in Counselor Education and Supervision

The Department of Counseling and Behavioral Sciences offers a Ph.D. in Counselor Education and Supervision (Ph.D. in Counseling). The Ph.D. in Counseling is designed to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The program provides graduates with the knowledge and skills necessary to carry out scholarly research, lead professional organizations, create new knowledge to better assist the community and their clients, and enhance knowledge and skills in chosen academic areas. Whether they counsel, administer, or teach, graduates of the Doctoral Program in Counseling promote holistic development and the spirit of justice.

Please note: We will add an online option for our doctoral program beginning in the Fall of 2020. The program has applied for CACREP recognition of the online options for our doctoral degree programs, but the online option is not currently accredited by CACREP.

The program leading to the Ph.D. in Counseling consists of a minimum of 114 credit hours, which include the Master's degree in Counseling, a clinical practicum, a clinical internship, a candidacy examination, and a dissertation.

Scope and Purpose

In keeping with the stated philosophy of University of Holy Cross, the Ph.D. in Counseling seeks to provide opportunities for intellectual, psychological, and spiritual growth to foster the individual's contribution within a pluralistic society. The Catholic heritage of the University and the Marianite tradition of service are integral to the philosophy of the Doctoral Program in Counseling.

Mission and Philosophy of the Graduate Programs

The Graduate Programs in Counseling incorporate the Mission of the University in their own statement of Mission and Philosophy. The various specialties in Counseling nurture students to become self-developing, competent professionals who can contribute to their communities, both personally and professionally. The programs emphasize the whole person's development of spiritual, intellectual, cultural, and material values necessary to live responsibly, respect individuality, seek truth and peace, and foster justice in society. The programs emphasize the delivery of services from sociocultural, systemic, developmental, and wellness perspectives. The Graduate Programs in Counseling integrate their philosophy into their Mission through measurable objectives for teaching, research, and public service.

Student Learning Outcomes

Upon successful completion of the Ph.D. program in Counseling, graduates should be able to

1. practice professional counseling, consultation, teaching, and supervision skills within the scope of a multicultural and changing society;
2. extend and contribute to theoretical and empirical knowledge in the field of counseling;
3. demonstrate the ability to engage in critical thinking, decision making, and independent judgment;
4. design, conduct, evaluate, and disseminate research in counseling and its related disciplines for its applicability to counseling theory and counseling practice;
5. practice leadership skills in collaboration with members of the counseling profession;
6. evaluate the impact of counseling theory and practice as it relates to assisting clients, students, supervisees, and other professionals in their growth and development;
7. evaluate the impact of supervision theory and practice as it relates to promoting the professional development of counselors in training;
8. demonstrate the advocacy role within the multicultural perspective for the uniqueness, dignity, and worth of the client and others; and
9. accept individual responsibility and accountability for personal and professional growth.

Nature of Graduate Work

Course work at the graduate level serves mainly as a guide to independent study. Students are expected to demonstrate knowledge, skills, and attitudes appropriate to their respective professions rather than just to pass courses or simply comply with formal requirements. Graduate students are expected to exceed minimum requirements and assume responsibility to pursue lifelong learning that best meets their professional needs.

Graduate Admissions

In accordance with Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972, the Chair of Counseling and Behavioral Sciences accepts applications for admission from students without regard to ethnicity, race, color, sex, age, disability status, or national origin.

Admission Procedures

Applicants must first be admitted to Graduate Studies. Application, all official transcripts, and proof of immunizations must be sent to the Office of Admissions, University of Holy Cross (UHC), 4123 Woodland Dr., New Orleans, LA 70131.

To be considered for admission to the Doctoral Program in Counseling, applicants must hold a Master's degree in Counseling from a regionally accredited program and submit the following prior to the due date of the semester for which they are applying, sent directly to the Office of Admissions:

1. A completed official graduate application form;
2. Official transcripts for all prior undergraduate and graduate course work, which must be sent by the institutions attended;

The following should be sent directly to Dr. Carolyn White, Chair of the Department of Counseling and Behavioral Sciences:

1. At least three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise. Letters should address the applicant's character, work ethic, leadership, ability to work with others, communication skills, and ability to complete doctoral-level academic work. These letters should be addressed to Dr. Carolyn White, Director of the Graduate Counseling Programs. It is recommended, but not required, that the applicant include at least

one letter from a previous faculty member in the Master's degree program and at least one from a supervisor of an internship site or job where the applicant had counseling experience;

2. A two-page, double-spaced, typed letter of intent providing background information about the candidate, reasons for having selected the counseling profession, and future professional goals, particularly as related to the desire for a Doctoral degree in Counseling;
3. A 50-minute role-playing counseling session, recorded on DVD or external thumb drive; and
4. A current résumé.

Academic Requirements

Admission to the Doctoral Program in Counseling at University of Holy Cross is based on the evaluation of the applicant's personal, professional, and academic records by the Graduate Counseling Program faculty. The University recruits qualified applicants from diverse socio- cultural backgrounds who display professional promise, intellectual achievement, personal character, and educational commitment. At a minimum, applicants are expected to have met the following academic qualifications:

1. A Master's degree from a university or college approved by a recognized regional accrediting agency in the United States, CACREP programs preferred, or proof of equivalent training at a foreign university;
2. A record of graduate level study predictive of success in a Doctoral program. This requires a Master's degree in Counseling with a cumulative Grade Point Average of 3.5 or higher on a 4.0 scale;
3. A satisfactory academic standing at the last university or college attended.

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in reading, writing, and speaking English. The applicant may do so by presenting a satisfactory score on the TOEFL, normally 550, or iBT score of 79. For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue NW, Washington, DC 20036.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credit must submit a

Letter of Good Standing and are not required to submit complete transcripts. The Letter of Good Standing must come from the dean of the student's graduate school.

Course Load

To be classified as a full-time doctoral student, he or she must register for at least nine (9) credit hours in a regular semester and at least six (6) credit hours in a summer term. An overload of three (3) semester hours may be approved by the Chair of the Department.

Exceptions or Special Circumstances

University of Holy Cross has determined that enrollment in one (1) or three (3) credit-hour dissertation classes only is considered equivalent to full-time for enrollment purposes and is recorded as such. The courses included in full-time enrollment are either COU 851 or COU 852. This exception is allowable only if a student has completed all other academic course requirements and is at the end of the doctoral program.

Grade Point Requirements

An overall GPA of 3.00 or higher on a 4.00 scale is required for the maintenance of good standing in the Doctoral program. Passing grades for Doctoral students are A and B. A graduate student who attains a C in any course is automatically placed on probationary status and a remediation plan is designed by the Graduate Counseling Faculty. The student must repeat the course during the next semester it is offered and receive a minimum grade of B in the course the second time it is taken. The student's status is then subject to review by the Graduate Counseling Faculty. If the student does not receive a minimum grade of B in the course when it is retaken, the student is dropped from the Doctoral program. A maximum of one grade of C may be earned during the doctoral program.

Doctoral students whose semester average in course work is below 3.00 are placed on probationary status. To be removed from probationary status, the graduate student must complete nine (9) semester hours with an earned grade not less than B and a cumulative Grade Point Average of at least 3.00 at the end of those nine hours. If the Doctoral student on probation for falling below a 3.00 overall GPA is unable to remedy the deficient overall GPA at the end of nine semester hours of the probationary period, the student is dropped from the Doctoral program. In order to progress to candidacy, Doctoral students must have an overall graduate GPA of at least 3.50.

Procedures for Dismissal for Other Than Academic Reasons

In addition to terminating students for academic failure, students may be dismissed for ethical violations and/or personal unsuitability for the profession. The following protocol is followed as a part of ongoing student screening when faculty identify behaviors that indicate possible incompatibility with the counseling profession:

1. Faculty initiated private verbal discussions, including a collaborative dialogue between the faculty member(s) and the student, identifying problematic behaviors and addressing specific suggestions for remediation;
2. If problematic behaviors continue, documentation of specific concerns collected by faculty, including documentation of any discussions with student. This documentation continues throughout the process;
3. Meeting of graduate faculty to discuss concerns regarding the student. The meeting includes graduate faculty and the Provost of the University. Faculty collaboratively address alternatives and future courses of action;
4. Meeting with the student to discuss continued concerns and options. Specific goals for remediation are addressed, including timeline and consequences of noncompliance. The student receives written feedback detailing problem areas, including clear guidelines for retention;
5. If retention goals are not met within specified time lines, and problematic behaviors inconsistent with the goals of the Graduate Counseling program persist, the student is dismissed from the program for nonacademic reasons.

Appeal

Subject to the review of the Graduate Counseling Faculty, students may be dismissed from the program for factors other than Grade Point Average (GPA) without a probationary period. The student's status is then determined by the Graduate Counseling Faculty. The student may appeal decisions of the Graduate Counseling Faculty by submitting a written appeal to the Provost of the University. If the decision to dismiss remains firm, the student may then appeal to the Director of Student Life and follow the University Appeal Procedure.

Time Limit

A maximum of ten (10) years from the first semester attended is allowed in order to complete the requirements for the Doctoral Program in Counseling. If the time limit is

exceeded, the graduate student must apply for readmission to the Doctoral Program in Counseling and document in writing the reason(s) for a need of extension. Readmission is an extension and does not qualify the applicant to begin anew the ten-year requirement.

Continuous Enrollment

Once admitted to the Doctoral Program in Counseling, students must maintain continuous enrollment unless the student requests and is granted a leave of absence by the Counseling and Behavioral Sciences Department. This leave of absence must be requested by the student in writing, giving reasons for the request and a timeline of when he or she expects to return to the program. If the leave of absence is granted by the Department, the student must maintain contact with his or her major professor during the leave of absence. Except in extraordinary circumstances, only one leave of absence is allowed during the student's program.

Student Responsibility

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Doctoral degree in Counseling. Students should become familiar with this section of the *Catalog*, and the *Handbook of Counseling: Ph.D. Program*. Students should be aware of the fee payment required as they make progress through their academic program.

Professional Association Affiliation

Memberships in the Association for Graduate Students in Counseling (AGSC), the American Counseling Association (ACA), and the Louisiana Counseling Association (LCA) are required for Doctoral Counseling students. Students should budget for this along with their other fees. Students are expected to attend workshops and seminars whenever possible to enhance and complement their doctoral studies. Membership in other professional organizations is also strongly encouraged.

Liability Insurance

Documentation of proof of professional liability insurance is required for all students conducting counseling or supervision. This insurance can be obtained through the American Counseling Association (ACA).

Transfer Credits

Sixty hours of required Master's-level credits in counseling may be transferred to the Doctoral Program. In addition to the 60 hours of required Master's credits, doctoral credits

from another institution may be transferred to the Doctoral Program upon approval by the Chair of the Department of Counseling and Behavioral Sciences. A minimum of 39 of the required 114 doctoral credits must be earned at University of Holy Cross. These courses must be verified by an official transcript from the institution where the courses were taken. Graduate credit is not awarded for portfolio-based experiential learning. Approval of all transfer credits must be obtained from the Director of Graduate Counseling Programs.

Major Advisor

Each student is assigned a major advisor. The major advisor aids the student with his or her program of study and registration.

Program of Study

The student works closely with the major advisor to develop a program of study that outlines the courses to be taken toward the Doctoral degree. The program is designed to meet both the goals and objectives for graduate study of the student and of the institution. The planned program of study must be approved by the student's major advisor and the Chair of the Department. Changes in the program of study may be made with the approval of the major advisor and the Chair of the Department.

Requirements Beyond Courses, Examinations, and the Dissertation

A Ph.D. program involves a serious commitment of time and energy. Requirements for completion of the degree go far beyond completion of courses, examinations, and a dissertation. Throughout the doctoral program, Ph.D. students are expected to be involved in the research projects of faculty members, assist in teaching courses, provide group and individual supervision to Master's students, attend and present at professional conferences, and generally immerse themselves in professional activities at University of Holy Cross. These activities are designed to prepare Ph.D. students to become faculty members in Counseling graduate programs and leaders in the specializations of clinical mental health counseling; marriage, couple, and family counseling; or school counseling.

After Ph.D. students complete the course COU 820: College Teaching, they are encouraged, but not required, to assist full-time professors in teaching Master's-level Counseling courses during the time they are completing their degrees.

Clinical Experience

Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service to clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student's practicum, supervision occurs as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum.

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas: counseling, teaching, supervision, research and scholarship, and leadership and advocacy. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a Doctorate in Counselor Education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

Admission to Practicum and Internship

To be admitted to practicum and internship, students must submit an application to the Practicum and Internship Coordinator. This application must be submitted during the semester prior to beginning practicum.

Application to Candidacy

Students must file a formal petition for candidacy with the Chair of the Department once they have successfully completed the general examination. This application must be completed and signed by the student's advisor and submitted to the Chair of the Department. It is then presented to the Graduate Council for final approval.

Students not recommended to candidacy are informed in writing by the Chair of the Department, and a remediation plan is implemented.

Requirements for Graduation

A minimum of one hundred fourteen (114) semester hours

is required, which include the Master's and Doctoral course requirements. In addition, the student must develop a portfolio, complete a general examination, and successfully design, propose, and defend a dissertation research study.

Portfolio

Students must develop a portfolio with their major professor. Upon completion of a student's course work, the portfolio is reviewed by a Graduate Counseling faculty committee and assessed with a rubric designed for that purpose. If students fail to meet the required proficiency level on the rubric, then they collaboratively design an improvement plan with their major professor.

General Examination

Students must complete a general examination which is designed in collaboration with their major professor. The examination is evaluated by each student's dissertation committee, and students must pass the examination in order to progress to their dissertation research.

Dissertation Research

Students must design a research study in collaboration with their major professor and dissertation committee. Once the topic of study has been approved, students prepare a dissertation proposal consisting of the first three chapters and then orally defend this proposal to their dissertation committee. Once a study has passed the oral defense, it is submitted to the College's Human Subjects Protection Review Committee for approval to begin the study. Once the dissertation research is completed, the final product must again be defended orally.

Application for Graduation

The requirements for graduation, as outlined by University of Holy Cross, must be followed. Applications are available in the office of the Registrar. It is the student's responsibility to file the Application for Graduation by the due date published in the Academic Calendar and to pay the appropriate graduation fees.

Commencement

Upon successful completion of course work, practicum/internship, and of the final assessments, including the portfolio, general examination, and successful oral defense of the dissertation research, **the student is expected to attend commencement exercises.**

Course Prerequisites

Completion of core Master's degree Counseling courses is required of all Ph.D. students. Core Master's degree Counseling courses that have not been completed prior to beginning the Ph.D. program may be taken as a part of the Ph.D. program. Each course is 3 credits unless otherwise indicated. The Master's degree must have included 60 credits, or doctoral students must take additional graduate Counseling courses during their Ph.D. program.

Core Master's Degree Counseling Courses (60 Credits Minimum)

Required		
COU 600	Human Growth & Development	3
COU 602	Social & Cultural Foundation	3
COU 605	Career & Lifestyle Development	3
COU 606	Theories of Counseling	3
COU 607	Theory and Practice of Group Counseling	3
COU 609	Pro Orientation and Ethics in Counseling	3
COU 610	Research Method & Program Evaluation	3
COU 615	Diagnosis/Treatment of Mental Disorders	3
COU 616	Techniques of Counseling	3
COU 618	Appraisal in Counseling	3
COU 631	Marriage, Couple, & Family Counseling	3
	Or	
COU 662	Counseling Families	3
COU 699	Practicum in Counseling	3
COU 701	Internship in Counseling I	3
COU 703	Internship in Counseling III	3
COU		18

COU 699: minimum of 100 hours

COU 701 and COU 703: minimum of 300 hours

COU: additional graduate credits in counseling, including 3 or more courses in one of the following specialties: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; or School Counseling

Ph.D. Program Required Courses

Counseling Content Concentration (18 Credits Minimum)

Required		
COU 806	Advanced Counseling	3

	Theories	
COU 810	Advanced Diagnosis & Treatment of Mental Disorders	3
COU 820	College Teaching	3
COU 825	Counselor Supervision	3
COU 839	Adv Multicultural Ethical & Legal Issues in Counseling	3
COU	Doctoral Elective	

Research Core (15 Credits Minimum)

Required		
COU 830	Introduction to Program Evaluation & Statistics	3
COU 833	Current Counseling Research	3
COU 834	Intro to Qualitative Research Designs	3
COU 850	Research Seminar in Counseling	3

One of the following Courses (Depending on the Student's Research Interest)

Required		
COU 832	Advanced Statistical Methods in Research	3
	Or	
COU 837	Advanced Qualitative Research Design and Analysis	3

Doctoral Counseling Practicum and Internship (9 Credits Minimum)

Required		
COU 845	Doctoral Practicum in Counseling	3
COU 846	Doctoral Internship in Counseling I	3
COU 847	Doctoral Internship in Counseling II	3

COU 845: minimum of 100 hours

COU 846 and COU 847: minimum of 300 hours

Dissertation (12 Credits Minimum)

Required		
COU	Dissertation	12
COU 851	Dissertation Research	1
COU 852	Dissertation Research	3
	Or	
COU 853	Dissertation Research	6

Note: Students must complete a minimum of 12 hours of Dissertation Research. Students must be enrolled in at

least one (1) hour of dissertation research each semester until the dissertation is successfully defended.

Total Credit Hours: 114

Department of Education

Teacher Education Programs

Chair: Dr. Ronicka Briscoe

A. Undergraduate Education

1. Bachelor of Science Elementary Education (Grades 1-5)

B. Alternative Certification—Coordinator, Dr. Christine Hypolite

1. Non-Master's Certification Only, Elementary (Grades 1-5)
2. Non-Master's Certification Only, Secondary (Grades 6-12)

Department Mission Statement

The Mission of the University of Holy Cross Education Department is to educate the hearts and minds through experiential service that fosters the spirit of compassion, justice, and selflessness in an ever-changing world.

Bachelor of Science in Elementary Education

Description of the Program

The Teacher Education Program at University of Holy Cross seeks to develop reflective stewards by educating hearts and minds and providing experiential service.

Reflection is a regular activity in the Teacher Education Program, and the use of reflection is a means of aiding candidates in articulating their thoughts regarding their knowledge, skills, and dispositions. Teacher candidates reflect meaningfully on their professional practice, which results in better performance and professional growth.

Stewardship is fostered by enabling candidates to become familiar with and to develop a strong commitment to Gospel principles, such as serving others in a spirit of compassion, justice, and selflessness. In the spirit of our

founder, Blessed Basil Moreau, who said, “The mind will not be cultivated at the expense of the heart,” teacher candidates at University of Holy Cross learn to educate the minds and hearts of their students.

Teacher candidates spend quality time in classroom situations throughout their time in the Teacher Education Program. In the early stages of the undergraduate program, experience with the teaching profession includes classroom observations, virtual observations, small-group instruction, classroom teaching, and peer teaching. Once candidates enter the Professional Laboratory Experience Program (PLEP), they begin teaching in diverse classrooms under the supervision of mentor teachers and University supervisors. The final year of the undergraduate Teacher Education Program is spent in a year-long teacher residency. This experiential service allows for candidates to identify their strengths and weaknesses as educators and to improve their knowledge, skills, and dispositions for teaching.

The Teacher Education Program undergoes continual revision as data are acquired in the field of educational research. On-going evaluations by faculty, students, graduates, and outside agencies are an integral part of the design of the program and are used to improve program and unit effectiveness.

The University reserves the right to change any provision, offering, or requirement at any time within the teacher candidate’s period of study in order to ensure the proper attainment of teacher competencies.

Student Learning Outcomes of the Teacher Education Program

Upon successful completion of the Undergraduate Program in Education, graduates should be able to

1. demonstrate an understanding of elementary education content knowledge and pedagogical skills knowledge;
2. apply content knowledge and pedagogical skills knowledge to design and implement lessons that are meaningful and relevant to prepare students for achievement of college and career readiness standards;
3. exhibit their understanding of the characteristics of diverse learners by making adjustments in planning, delivery, and assessment of instruction that effectively meets the diverse needs and experiences of all students;
4. demonstrate a commitment to the teaching profession by engaging in professional learning, reflective practices, collaborating with families, colleagues, community agencies and engaging in research to improve content and pedagogical knowledge; and
5. evaluate and demonstrate the dispositions that are vital to the education profession, modify those dispositions when needed and actively seek opportunities for professional development.

Admission Requirements for Undergraduate Teacher Education (B.S. in Elementary Education)

In order to be admitted to the Teacher Education Program, candidates must have

1. Completed required freshman and sophomore-level courses;
2. Earned an overall minimum GPA of 2.7, with no grade below C;
3. Earned a minimum GPA of 3.0 in all Education courses;
4. Met the Louisiana State-required scores on the PRAXIS I Core Academic Skills for Educators in reading, writing, and mathematics or scored a 22 or higher on the ACT **or a 1030 on the SAT taken prior to March 2016 or a score of 1100 (verbal and math) on the SAT taken after March 2016;**
5. Demonstrated dispositions appropriate for the teaching profession (as evidenced in dispositions forms and completed reference forms).

Admission to the traditional undergraduate Teacher Education Program (B.S. in Elementary Education) takes place each spring. Application packets are available in October of each year.

Admission Requirements for the First Semester of Year-Long Residency

Supervised residency experiences are provided in cooperating schools in neighboring parishes. Mentor teachers are selected by the Education Department and the P-12 school partner on the basis of their certification, proven excellence in teaching, positive impact on student learning, and their willingness to mentor teacher candidates. Candidates must spend the final year of their program of study in a residency experience that includes the first day of school and the last day of school, according to Louisiana Department of Education guidelines.

In order to be admitted to the Year-Long Residency, candidates must have:

1. Completed a formal application by April 1 to the Director of Residency and Internship;
2. Have senior status;
3. Earned a GPA of 3.0 in Education courses and a cumulative GPA of 2.7;
4. Completed EDU 345 with a minimum grade of B;
5. Successfully demonstrated competencies as outlined in the *Professional Laboratory Experience Program Handbook*; and
6. Received approval from the PLEP staff and the Education faculty.

Admission Requirements for the Second Semester of Year-Long Residency

In order to be admitted to the Second Semester of the Year-Long Residency, candidates must have

1. Received approval from the Teacher Residency staff and the P-12 school partner;
2. Passed, with Louisiana State-required scores, PRAXIS II Multiple Assessments and Principles of Learning and Teaching;
3. Maintained a cumulative GPA of 2.7;
4. Completed EDU 415 with a minimum grade of B; and
5. Successfully demonstrated competencies as outlined in the *Teacher Residency Handbook*.

Retention in the Teacher Education Program

In order to be retained in the Teacher Education Program, the candidate must

1. Successfully meet the requirements included in all Education course(s);
2. Maintain a 2.7 overall GPA and a 3.0 Education GPA;
3. Demonstrate competencies in all methods courses;
4. Maintain liability insurance for classroom participation (Student liability insurance is required before a candidate is allowed to participate in

experiential service in the **Professional Laboratory Experience Program or the Year-Long Residency Membership in the Associated Professional Educators of Louisiana includes liability insurance required for classroom participation.); and**

5. Demonstrate appropriate dispositions for the teaching profession.

Once admitted to the Teacher Education Program, candidates are evaluated after each semester in three areas: Knowledge, Skills, and Dispositions for the profession. If it is found that a candidate is not meeting all requirements in these three areas, the candidate is summoned to meet with the Admission and Retention Committee. Failure to meet all requirements and conditions set by this committee may result in expulsion from the program.

Appeals

Candidates who are dismissed from the Teacher Education Program may appeal in writing to the Dean of Counseling, Education, and Business. If the candidate is not satisfied with the decision of the Dean, a second appeal may be made in writing to the Provost, whose decision is final.

Degree Offered

Bachelor of Science in Elementary Education

Freshman

Fall Semester

ENG 101	English Composition I	3
BIO 101	General Biology	3
HIS 101	History of Western Civilization I	3
MAT 105	College Algebra	3
THE	Theology Elective	3
		Subtotal: 16

Spring Semester

ENG 102	English Composition II	3
HIS 102	History of Western Civilization II	3
MAT 103	Mathematics for Elementary Teachers I	3
PHI	Philosophy Elective	3
	Natural Science Elective	4
		Subtotal: 16

Sophomore

Fall Semester

EDU 201	Literature for Children and Youth (1-6)	3
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HIS 201	History of the United States I	3
	Natural Science Elective	3
	Free Elective	3
SPE 101	Fundamentals of Public Speaking	3
MAT 104	Mathematics for Elementary Teachers II	3

Subtotal: 18

Spring Semester		
EDU 312	Materials & Methods Teaching Mathematics I	3
EDU 307	Survey of Reading/English Language Arts	3
HIS 202	History of the United States II	3
EDU 215	Introduction to Education: Content Knowledge Professional Dispositions, & Pedagogical Skills	3
ART/MUS/FNA	Elective	3
ENG	Literature Elective	3

Subtotal: 18*ENG (Literature Elective): 200 or above***Junior**

Fall Semester		
EDU 308	Materials & Methods of Teaching Reading/Language Arts	3
EDU 313	Materials & Methods Teaching Mathematics II	3
EDU 335	Methods & Materials for Teaching Science & Social Studies	3
PHI 306	Philosophical Ethics	3

Subtotal: 12

Spring Semester		
ENG 212	Grammar & Writing for Teachers	3
EDU 301/EDU 301	Educational Psychology	3
EDU 306	Classroom Organization & Management	3
EDU 345	Professional Laboratory Experience Program	4

Subtotal: 13

EDU 345: Candidates are required to 1) successfully complete PRAXIS I (Reading, Writing, and Mathematics) or be exempt from the PRAXIS I with an ACT composite of 22, or a score of 1030 on the SAT taken prior to March

2016, or a score of 1100 (verbal and math) on the SAT taken after March 2016, and 2) be admitted to the Teacher Education Program prior to enrolling in this course.

Senior

Fall Semester		
EDU 304A	The Learner with Special Needs	3
EDU 415	Teacher Residency I	9
THE	Theology Elective	3

Subtotal: 15

Spring Semester		
EDU 401	Clinical Reading Practicum	3
EDU 420	Teacher Residency II	9

Subtotal: 12

EDU 420: Candidates are required to successfully complete all parts of PRAXIS II: Elementary Education Multiple Subjects Assessments and Principles of Learning and Teaching and fulfill all requirements for admission to Second Semester Year-Long Residency prior to admission to this course.

Total Credit Hours: 120

Certification-Only Programs Alternative Path to Certification

Elementary (Grades 1-5) and Secondary (Grades 6-12)

Coordinator: Dr. Christine C. Hypolite

Description of the Programs

University of Holy Cross has initial certification programs for individuals with a Bachelor's degree from an accredited institution of higher education who are seeking to become certified teachers. Areas in which candidates can earn alternative certification are Elementary (Grades 1-5) and Secondary (Grades 6-12) in the following content areas: Biology, English, French, General Business, General Science, Mathematics, Social Studies, and Spanish.

Certification-Only Programs: Alternative Path to Certification

Elementary Education (Grades 1—5) Secondary Education (Grades 6—12)

(Secondary areas include Biology, English, French, General Business, General Science, Mathematics, Social Studies, and Spanish.)

Student Learning Outcomes of the Non-Masters, Certification-Only Program for Elementary Grades 1-5

Upon successful completion of the Non-Master's, Certification-Only in Elementary Grades 1-5 Program, completers should be able to

1. demonstrate an understanding of elementary education content knowledge and pedagogical skills knowledge;
2. apply content knowledge and pedagogical skills knowledge to design and implement lessons that are meaningful and relevant to prepare students for achievement of college and career readiness standards;
3. exhibit their understanding of the characteristics of diverse learners by making adjustments in planning, delivery, and assessment of instruction that effectively meets the diverse needs and experiences of all students;
4. demonstrate a commitment to the teaching profession by engaging in professional learning, reflective practices, collaborating with families, colleagues, community agencies and engaging in research to improve content and pedagogical knowledge; and
5. evaluate and demonstrate the dispositions that are vital to the education profession, modify those dispositions when needed and actively seek opportunities for professional development.

Student Learning Outcomes of the Non-Master's, Certification-Only Program for Secondary Grades 6-12

Upon successful completion of the Non-Master's, Certification-Only in Secondary Grades 6-12 Program, completers should be able to

1. demonstrate an understanding of content-specific content knowledge and pedagogical skills knowledge;
2. apply content knowledge and pedagogical skills knowledge to design and implement lessons that are meaningful and relevant to prepare students for achievement of college and career readiness standards;
3. exhibit their understanding of the characteristics of diverse learners by making adjustments in planning, delivery, and assessment of instruction that effectively meets the diverse needs and experiences of all secondary students;

4. demonstrate a commitment to the teaching profession by engaging in professional learning, reflective practices, collaborating with families, colleagues, community agencies and engaging in research to improve content and pedagogical knowledge; and
5. evaluate and demonstrate the dispositions that are vital to the education profession, modify those dispositions when needed and actively seek opportunities for professional development.
6. (Additional SLO for World Languages) demonstrate proficiency in the area of World Language certification.
7. (Additional SLO for Science) demonstrate their knowledge and skills in the practice of safety procedures, chemical storage and use, and animal care.

Admission Requirements for Non-Master's, Certification-Only Programs

Formal Admission to the Non-Master's Certification Only Program requires candidates to meet the requirements below; candidates who meet the requirements will be issued a letter of formal admission to the program.

To be accepted into the Non-Master's Certification-Only Program, applicants must

1. Submit a formal *Application for Admission to the Non-Master's Certification-Only Program* to the Education Department. This application is required before admission to capstone courses (EDU 445, EDU 460B, EDU 460D, EDU 461A, and EDU 461B).
2. Have their transcripts analyzed by a faculty member in the Certification-Only Program;
3. Hold a baccalaureate degree from a regionally accredited college or university;
4. Have earned a minimum 2.5 Grade Point Average in undergraduate work, or in the last 60 credit hours as calculated by the UHC Education Department; and
5. Have passed the PRAXIS Core Knowledge* and the PRAXIS II content knowledge tests in the specific area of certification (see www.ets.org/praxis for test requirements and information).

*A composite of 22 on the ACT; a score of 1030 on the verbal and math portions of the SAT taken prior to March 2016 or a score of 1100 (verbal and math) on the SAT

taken after March 2016; or a Master's degree may be substituted for the PRAXIS I. Official score reports or transcripts must be furnished to the University to take advantage of this exemption.

Retention in a Non-Master's, Certification-Only Program

Once a candidate is admitted to a Non-Master's, Certification-Only Program, the candidate must maintain a 3.0 Grade Point Average in Education course work. Candidates are evaluated after each semester in three areas: Knowledge, Skills, and Dispositions for the profession. If it is found that a candidate is not meeting all requirements in these three areas, the candidate is summoned to meet with the Admission and Retention Committee. Failure to meet all requirements and conditions set by this committee may result in expulsion from the program.

In order to be retained in a Non-Master's, Certification-Only Program, the candidate must

1. Successfully meet the requirements included in all Education course(s);
 2. Pass the PRAXIS Core Knowledge* and the PRAXIS II (content-specific examination[s]) **PRIOR TO REGISTERING** for capstone courses;
 3. Earn a minimum Grade Point Average of 3.0 in Education courses;
 4. Be employed as a full-time teacher at an accredited school in the area in which the candidate is seeking certification during the internship (EDU 461 A and EDU 461B) and methods (EDU 445 and 460 B/D) semesters;
 5. Demonstrate competencies in all methods courses (EDU 345, EDU 410, EDU 415, EDU 445, and EDU 460 B/D). (Candidates must achieve a minimum grade of B or the course must be repeated. A methods course may be repeated only once.);
 6. Maintain liability insurance for classroom participation (Liability insurance is required before a candidate is allowed to participate in experiential service in the Professional Laboratory Experience Program, Student Teaching, or Internship. Membership in the Associated Professional Educators of Louisiana includes liability insurance required for classroom participation. In the case of full-time employed teachers, evidence of liability insurance must be provided.); and
7. Demonstrate appropriate dispositions for the teaching profession.

*A composite of 22 on the ACT; a score of 1030 on the verbal and math portions of the SAT taken prior to March 2016 or a score of 1100 (verbal and math) on the SAT taken after March 2016; or a Master's degree may be substituted for the PRAXIS Core Knowledge. Official score reports or transcripts must be furnished to the University to take advantage of this exemption.

Candidates are dismissed from the Certification-Only Program if they fail to meet the above requirements. In addition, candidates are dismissed for academic dishonesty, questionable moral character, or behavior not becoming of a student of University of Holy Cross.

Appeals

Candidates who are dismissed from the Teacher Education Program may appeal in writing to the Dean of Counseling, Education, and Business. If a candidate is not satisfied with the decision of the Dean, a second appeal may be made in writing to the Provost, whose decision is final.

Prescription Letters

Prescription letters for candidates who have met all admission requirements for the program and have enrolled in classes are written once the drop/add period has passed.

Program of Study

Non-Master's, Certification-Only Program Alternative Path to Certification in Elementary (Grades 1-5)

Required		
EDU 201	Literature for Children and Youth (1-6)	3
EDU 301/EDU 301	Educational Psychology	3
EDU 304A	The Learner with Special Needs	3
EDU 306	Classroom Organization & Management	3
EDU 307	Survey of Reading/English Language Arts	3
EDU 308	Materials & Methods of Teaching Reading/Language Arts	3
EDU 312	Materials & Methods Teaching Mathematics I	3
EDU 425	Foundations of Teaching & Learning	3
EDU 445	Methods & Strategies for	3

	Elementary Teachers	
EDU 461A	Internship I	3
EDU 461B	Internship II	3

Subtotal: 33

EDU 445, EDU 461A, and EDU 461B: Candidates must have passed PRAXIS Core Knowledge and PRAXIS II content examinations, be currently employed as full-time teachers in the area of certification, and be admitted to the Certification-Only Program to be admitted to these courses.

Non-Master's, Certification-Only Program in Secondary (Grades 6-12)

Required		
EDU 301/EDU 301	Educational Psychology	3
EDU 304A	The Learner with Special Needs	3
EDU 306	Classroom Organization & Management	3
EDU 311	Teaching Reading in the Content Area	3
EDU 425	Foundations of Teaching & Learning	3
EDU 460B	Curriculum and Instructional Strategies	3
EDU 460D	Instructional Methodologies: Secondary	3
EDU 461A	Internship I	3
EDU 461B	Internship II	3

Subtotal: 27

EDU 460B, EDU 460D, EDU 461A, and EDU 461B: Candidates must have passed PRAXIS I Core Knowledge and PRAXIS II content examinations, be currently employed as full-time teachers in the area of certification, and be admitted to the Certification-Only Program to be admitted to these courses.

Requirements for Special Education Teachers

Candidates interested in Special Education as an add-on certification for the purpose of teaching Special Education are required to take a prescribed curriculum as their Special Education electives. Please see an Education advisor for further information and for the cycle of offerings of these courses since some of them are offered only once a session, including summer sessions.

Minor in Education

Undergraduate students in any discipline may minor in Education by taking 18 hours in Education. Please see an Education advisor for information regarding the courses to

take.

Certification in Secondary Education

Undergraduate students who are interested in teaching high school (grades 6 – 12) in their major area are encouraged to include Education courses in their degree programs as electives. It is possible to complete most of the course work necessary for alternative certification as an undergraduate student with only methods and internship courses remaining after graduation to complete the requirements for state certification. Please see an Education advisor for further information.

Graduate Programs

Chair: Dr. Ronicka Briscoe

Degrees Offered:

Master of Education (M.Ed.): Educational Leadership—
Dr. O. Cleveland Hill, Coordinator
Master of Education (M.Ed.): Teaching and Learning—
Dr. Brooke Muntean, Coordinator
Doctor of Education (Ed.D): Executive Leadership—
Dr. Donaldo R. Batiste, Coordinator
Doctor of Philosophy (Ph.D.): Executive Leadership—
Dr. Donaldo R. Batiste, Coordinator

Graduate Admissions

In accordance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the Graduate Programs in Education accept applications for admission from students without regard to ethnicity, race, creed, color, sex, age, disability status, or national origin.

Master's Programs in Education

Scope and Purpose

In keeping with the stated philosophy of University of Holy Cross, the Graduate Programs in Education (i.e., the Programs) seek to provide opportunities for intellectual, psychological, and spiritual growth and to foster within students those qualities which enable individual contribution within a pluralistic society. Our Catholic heritage of the University and Christian understanding of service are integral to the philosophy of the Programs.

The Programs are specifically designed to enhance students' knowledge, skills, and dispositions in their chosen academic and professional areas and to prepare them to accept professional responsibilities. Success in the Programs is based not only on completing the required

course work, but also on demonstrating knowledge, skills, and dispositions appropriate to the profession. Graduates of the University of Holy Cross's graduate-level Education Programs promote holistic development of each individual and the spirit of justice, which brings social equity and global harmony.

Master's-Level Procedures for Admission to University of Holy Cross

Applicants must first be admitted to the University. To be considered for admission to the University, applicants must submit the following:

1. A completed official graduate application form (online);
2. Official transcripts for all prior undergraduate and graduate course work with a record predictive of success in graduate studies in Education. Ideally, this implies a degree in Education* or a related field with a cumulative undergraduate Grade Point Average (GPA) of at minimum 3.0 on a 4.0 scale.** (Transcripts must be sent directly to the Office of Admissions from each institution attended and must indicate completion of a minimum of a Baccalaureate degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign university.); and
3. A personal goals statement describing why the applicant seeks a graduate degree.

The above-listed criteria must be received by the Office of Admissions prior to registration for the applicant's first semester. During the first semester, the applicant may take a maximum of six (6) hours of graduate course work, unless a waiver is granted by the Program's Coordinator. This does not, however, imply acceptance into the Graduate Program.

*Acceptance into Master's-level Education programs does not require a degree in Education or considerable experience in the field of Education. **However, lack of experience in the field of Education has been shown to create challenges in passing the School Leaders Licensure Assessment, which is an exit requirement for the Master's Program in Educational Leadership, as well as Level I Leader Certification for the State of Louisiana.**

**Admission of candidates with an undergraduate GPA below 2.999 is considered on a case-by- case basis.

Admission Procedures to Master's-Level Graduate Programs (Candidacy)

Once admitted to the University, applicants are evaluated on the basis of a number of criteria to ensure their readiness for graduate studies prior to acceptance into their specific programs of study. This evaluation takes place during the first semester of graduate course work. These criteria include the following:

1. Completion of the Writing Assessment Test (WAT) with a minimum score of 75%. The WAT is a writing assessment based upon a given grading rubric. Unsuccessful completion of the WAT results in mandatory writing sessions or required registration for ENG 401: Advanced Composition. This decision is based upon the grade received. Students who fail the WAT and refuse to participate in writing sessions or complete ENG 401 will not be permitted to continue in the program.
2. Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master's degree.

Once accepted in the Program, a student is considered a candidate. This stage of candidacy continues until the candidate completes all the requirements for graduation.

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in the reading, writing, and speaking of English. The applicant may do so by presenting a satisfactory score on the TOEFL, normally 550, or iBT score of 79. For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue, N.W., Washington, DC 20036. A foreign applicant is also required to take the Writing Assessment Test (WAT).

Financial Aid

There are several aid programs to which graduate students may apply. Information about other loan options may be obtained from the Office of Admissions.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credits must submit a Letter of Good Standing and are not be required to submit complete transcripts. The Letter of Good Standing must come from the Dean of the student's Graduate School.

Master of Education (M.Ed.): Educational Leadership

Coordinator: Dr. Obie Cleveland Hill

The student works closely with his or her advisor to develop a sequence of study that outlines the courses to be taken toward the Master's degree. The sequence is designed to meet both the student's and the institution's goals and objectives for graduate study.

Program Outcomes

1. The Program prepares candidates from diverse backgrounds to become responsible professionals capable of delivering effective services in educational settings.
 - a. Recruit, maintain, and matriculate culturally diverse candidates who have professional goals that can be met in education occupations and who demonstrate the potential to contribute to their chosen field;
 - b. Provide a curriculum that meets the requirements of state and national accrediting standards;
 - c. Provide candidates opportunities to apply theories to practice and to develop professionally through supervised job-embedded experiences in a variety of educational settings;
 - d. Individually monitor candidates throughout their academic program to promote both personal and professional development; and
 - e. Foster candidates' identification as professionals through membership in professional associations and to encourage lifelong learning by instilling awareness of continuing education needs and opportunities.
2. The Program prepares candidates to become discerning consumers of research and to apply appropriate methodology in the pursuit of graduate level research.
 - a. Support candidates in scholarly research through academic resources and faculty mentoring; and
 - b. Provide candidates opportunities to apply their knowledge and skills.
3. The Program prepares candidates to become

responsible professionals capable of contributing service in local, state, and national settings.

- a. Meet local education needs by providing well prepared school leaders and curriculum specialists; and
- b. Promote seminars bringing nationally known professionals to encourage the continuing education of professionals in the metropolitan area of New Orleans.

Student Learning Outcomes of the Graduate Program in Educational Leadership

Upon successful completion of the Master's Program in Educational Leadership, graduates should be able to

1. Practice professional teaching and educational administration skills within the scope of a multicultural and changing society;
2. Synthesize theoretical and empirical knowledge in the field of education;
3. Demonstrate the ability to engage in critical thinking, decision making, and independent judgment;
4. Conduct and evaluate research in education and its related disciplines for its applicability to educational theory and practice;
5. Practice leadership skills in collaboration with members of the education profession;
6. Evaluate the impact of educational theory and practice as it relates to assisting the student in achieving the optimal level of learning;
7. Demonstrate the advocacy role within the department's conceptual framework for the uniqueness, dignity, and worth of the students and others;
8. Accept individual responsibility and accountability for personal and professional growth, decisions, actions, and their outcomes;
9. Formulate strategies for the improvement of learning;
10. Contribute to effecting change in the education profession through actions as school leaders; and
11. Succeed in obtaining professional licensure certification.

Course Load

To be classified as full time, a graduate student must register for at least nine (9) credit hours in each semester. The advisor must approve overloads. However, it is strongly recommended that candidates who are employed full time take only six (6) credit hours per semester. **In addition, the sequencing of course work is based on six (6) semester hours per semester for completion of the program in two (2) years (inclusive of summer semesters).**

Grade Point Requirements

An overall Grade Point Average (GPA) of 3.0 on a 4.0 scale is required to remain in the Graduate Program. Passing grades, for graduate students, are A, B, and C. A minimum grade of B is needed to successfully complete EDG 730A and EDG 730B, which are the two required internships for Educational Leadership. A graduate student who attains a grade lower than a B in these courses (EDG 730A and EDG 730B) must repeat the course(s) at University of Holy Cross.

Master's in Educational Leadership candidates may earn only one grade of C in the program of study, except for EDG 730 A and EDG 730B, in which they must earn at least a B. A graduate student who earns a C or lower in any course is automatically placed on probationary status. In order to be removed from probation, the candidate must attain a 3.0 GPA the following semester, with no grade lower than a "B" in the Educational Leadership Program at the University of Holy Cross. The student's status is then subject to the review of the Graduate Council.

Students whose semester average in course work is below a 3.0 are placed on probation and are not allowed to register for more than six (6) semester hours the following semester. To be removed from probation, the graduate student must complete six (6) semester hours with a cumulative GPA of 3.0 at the end of those 6 hours and no grade lower than a "B." If at the end of the probationary period the cumulative GPA remains less than 3.0, the student is dropped from the Graduate Program.

Appeal

Subject to the review of the Graduate Council, students may be dropped from the program for factors other than Grade Point Average, without having a probationary period. The Graduate Council then determines the student's status. The student may appeal decisions of the Graduate Council by submitting a written appeal to the Chief Academic Officer.

Time Limit

A maximum of five years from the first semester attended is permitted to complete the requirements for the Master's degree. Re-admission does not qualify the applicant to begin anew the five-year requirement. Exceptions are considered on a case-by-case basis.

Student Responsibility

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master's degree. Students should become familiar with this section of the Catalog.

Transfer Credits

Requests for approval of all transfer credits must be obtained from the appropriate program coordinator. Nine semester hours that are equivalent to program requirements and that have been taken within the past five years may be transferred from a regionally accredited institution. An exception to this requirement may be made by the Chair of the Education Department upon the recommendation of the program coordinator. In addition, six semester hours of credit may be awarded to candidates who have successfully completed certification programs, such as the National Board for Professional Teaching Standards Program (NBPTS), the National Institute for School Leadership, the Louisiana Principal Fellowship Program, or a similar national or regional program that is recognized as having standards for competency and evidence-based rigor.

Advisor

Each student, upon admission to the Program, is assigned an advisor. The advisor is usually assigned before the student's first registration and aids the student in the development of the individual graduate program.

Nature of Graduate Work

Candidates are expected to demonstrate knowledge, skills, and dispositions appropriate to their respective professions. Throughout the Program, candidates experience academic rigor through learning assessments such as reflective writing, authentic and alternative measures, traditional tests, research-driven decision making, and a mandatory comprehensive examination. Graduate candidates are expected to assume responsibility in pursuing lifelong learning that will best meet their professional needs.

Internship Information

Candidates in the Program have two capstone experiences:

EDG 730A Internship I: Summer Only and EDG 730B Internship II: Fall or Spring. Each of these courses requires 125 hours of field and/or clinical experiences. This time is spent in a combination of observing, participating, and leading in administrative contexts.

The first of these, EDG 730A, Internship I: Summer Only, must be served in a school other than the one in which the candidate is currently employed to satisfy our requirements of

1. a diverse setting, and
2. the opportunity to gain knowledge under a different mentor. (Exceptions to this requirement are considered in unusual circumstances.)

Only EDG 730A, Internship I: Summer Only requires an application form. As per the directions, a letter from the school must accompany the application form. This form is submitted to the Coordinator of Educational Leadership no later than April 1st.

Comprehensive Examination

Candidates are required to demonstrate readiness for graduation by successful completion of a comprehensive examination. The exam is held at the end of their final semester, or at an earlier time if approved by the Program Coordinator, and the specific date for this exam is set each semester.

Certification/Licensure Requirement

The certifying test in Educational Leadership is the School Leaders Licensure Assessment (SLLA). Passage of the SLLA is required for program completion and certification. Teaching successfully for a minimum of five (5) years and a job placement as an assistant principal or principal are also required in order to receive this stand-alone endorsement. The applicant must have a valid Louisiana Teaching Certificate, categorized as Level II/Class B or above.

Candidates are also required to successfully complete the SLLA exam to receive a degree in Educational Leadership from University of Holy Cross. Preparation for the SLLA examination occurs during course work throughout the program and, in particular, during the Internships. Effective September 2019, the passing score on the SLLA is 151.

Commencement

Upon successful completion of course work, internships,

the comprehensive examination, and the SLLA, a candidate is eligible for graduation. Candidates who qualify for graduation are expected to attend commencement exercises. **Commencement exercises take place once a year. Candidates who complete all requirements for graduation by the Spring deadline, including the receipt of passing SLLA scores, will be able to participate in commencement that year. Completion of graduation requirements after the Spring deadline affords the candidate the opportunity to participate in the next commencement exercises. The Education Department does not have a “walk-only” policy for commencement.** Passing SLLA scores must be received prior to clearance for graduation.

When eligible, candidates must apply for graduation. A Graduation Clearance Form must be completed a semester prior to graduation. The due dates for submission of this form are published in the Academic Calendar on the University website.

Professional Association Affiliation

All candidates and graduates are strongly encouraged to join and maintain active membership in professional educational organizations.

Faculty Endorsement

Graduate faculty may endorse students for employment only in the area(s) for which they have been trained. Candidates requesting letters of recommendation should notify faculty in advance of graduation. It is common courtesy to submit a résumé with this request.

Course Requirements

Required		
EDG 600N	Research-Based & Data-Driven Decision Making	3
EDG 603N	Legal & Political Systems in Education	3
EDG 607N	History and Philosophy of Education in a Diverse Society	3
EDG 631N	Leadership & Vision in Education	3
EDG 632N	The Fiduciary Responsibility of Educational Leaders	3
EDG 633N	Leadership and its Relationship to Resource Management	3
EDG 634N	Communication & Collaboration among School, District, & Community	3
EDG 636N	School & District Leadership	3

EDG 637N	Leader as Exemplar in Instructional Supervision	3
EDG 638N	Curriculum Development for the Success of All Students	3
EDG 730A	Internship I: Summer	3
EDG 730B	Internship II: Fall/Spring	3

Subtotal: 36

EDG 600N, EDG 631N, EDG 637N, and EDG 638N: Fall
EDG 603N, EDG 632N, and EDG 636N: Spring
EDG 607N, EDG 633N, and EDG 634N: Summer
EDG 730A: Summer Only
EDG 730B: Fall or Spring

Educational Leadership Course Cycle

Course cycles may change for reasons such as changes in the University Catalog, instructor availability, room availability, and national, regional, and state requirements. Particular semesters when classes are normally offered are listed above.

Master of Education (M.Ed.): Teaching and Learning**Coordinator: Dr. Brooke Muntean**

Graduate candidates in the Teaching and Learning Program are required to meet six (6) Student Learning Program Outcomes before completing their course work. Program faculty assess candidates' proficiency in meeting these outcomes through formative and summative methods.

Master of Education in Teaching and Learning Program Outcomes

Upon successful completion of the Master of Arts Degree Program in Teaching and Learning, the candidate should be able to

1. Develop a deep understanding of the critical concepts and principles in the field of education (CAEP A.1.1, CAEP A.3.4);
2. Demonstrate professional responsibility by applying knowledge and skills to enhance the learning and development opportunities for all students (CAEP A.1.1, CAEP A.1.2, ILA 2);
3. Demonstrate the skills necessary for leading collaborative activities with other members of the education profession (CAEP A.1.1, CAEP A.1.2,

Louisiana Mentor Training Objectives, Louisiana Teacher Preparation Competencies);

4. Demonstrate an understanding of research methodologies by facilitating a teacher action research project (CAEP A.1.1, CAEP A.3.4);
5. Apply data literacy to formulate strategies for the improvement of learning and to develop supportive school environments (CAEP A.1.1); and
6. Apply the professional dispositions appropriate to the field of education (CAEP A.1.1, CAEP A.3.4).

Program of Study

Upon admission to the University, potential candidates meet with the Coordinator of Teaching and Learning to discuss a prescription for study that accommodates the candidates' professional development goals while simultaneously preparing candidates to find success in mastering the program's Student Learning Outcomes. All candidates complete the program through four stages that include the following:

Stage One: Foundation Coursework (12 hours):

During this first stage, candidates complete the following introductory courses to the Teaching and Learning Program. These courses are designed to further develop candidates' knowledge, skills, and dispositions in the Teaching and Learning Program's ongoing themes of study: differentiated instruction and assessment, multicultural education, instructional leadership, and literacy. The four courses that are taken during Stage One are as follows:

- EDG 611 Methods of Teaching Reading in the Content Area: Advanced (*Summer in-person or Fall online*)
- EDG 615 Principles and Practices of Differentiated Instruction and Assessment (*Spring online*)
- EDG 638N Curriculum Development for the Success of All Students (*Fall in-person*) or EDG 639 Instructional Leadership/Mentor Teacher (*Fall online*)
- EDG 665 Curriculum Design Multicultural Classrooms (*Summer online*)

Note: *The Educational Diagnostician concentration* has foundational coursework that differs from that of the other M.Ed. in Teaching and Learning concentrations:

- EDG 615 Principles and Practices of Differentiated Instruction and Assessment (*Spring*)
- EDG 601 Applied Learning Theory (*Spring In-person*)
- EDG 655 Seminar in Reading/Language Arts (required for secondary certified teachers- only) (*Summer*)
- EDG 656 Diagnostic/Remedial Reading (*Fall*)
- EDG 657 Practicum in Clinical Supervision/Advanced Diagnostic Reading (*Spring*)

Stage Two: Concentration Coursework (a minimum of 9 hours):

Prior to Stage Two of the Program, candidates declare a concentration of study in a more specific area of Teaching and Learning. Candidates are given the option of selecting one of six concentrations:

Educational Diagnostician Concentration:

Required		
EDG 614	Precision Assessment & Diagnostic/Prescriptive Strategies of Exceptional Learners	3
EDG 618	Test Theory	3
EDG 624	Advanced Collaborative Teaming/Consulting Teacher Strategies	3
EDG 625	Advanced Behavioral Support & Intervention	3
EDG 626	Educational Diagnosis	3
EDG 627	Educational Diagnostician Internship	3

EDG 614 and EDG 625: Summer

EDG 618 and EDG 624: Fall

EDG 626: Spring

EDG 627: Spring or Summer

ESL Concentration:

Required		
EDG 662	Advanced Methodologies of Teaching ESL	3
EDG 663	Structure of the English Language (Advanced)	3
EDG 664	Advanced Seminar in Language & Culture	3

EDG 662: Fall online

EDG 664: Spring online

EDG 663:

1. Advanced

2. Summer online

Instructional Leadership Concentration (In-Person Option Only):

Required		
EDG 637N	Leader as Exemplar in Instructional Supervision Or	3
EDG 640	Instructional Leadership/Mentor Teacher II	3
EDG 730A	Internship I: Summer	3
EDG 730B	Internship II: Fall/Spring	3

EDG 637N: Fall in-person

EDG 640: Spring online

EDG 730A: Summer in-person

EDG 730B: Fall or Spring in-person

Reading Specialist Concentration:

Required		
EDG 655	Seminar in Reading/Language Arts	3
EDG 656	Practicum in Diagnostic and Remedial Reading	3
EDG 657	Practicum in Clinical Supervision/Advanced Diagnostic Reading	3

EDG 655: Summer online

EDG 656: Fall online

EDG 657: Spring online

Religious Education Concentration:

Required		
THE 550	Church History	3
THE 622	Psychology in Philosophy & Theology	3
THE 641	Christian Education: Past, Present, & Future	3

THE 550, THE 622, and THE 641: offered in consultation with an advisor – online

Special Education (Mild to Moderate) Concentration:

Required		
EDG 614	Precision Assessment & Diagnostic/Prescriptive Strategies of Exceptional Learners	3

EDG 621	Advanced Fundamentals of Instructional Technology	3
EDG 622	School to Work Transition (Advanced)	3
EDG 623	Instructional Practices in Special Education (Advanced)	3
EDG 624	Advanced Collaborative Teaming/Consulting Teacher Strategies	3
EDG 625	Advanced Behavioral Support & Intervention	3
EDG 655	Seminar in Reading/Language Arts	3

EDG 614 and EDG 625: Summer

EDG 623 and EDG 624: Fall

EDG 621: Spring

EDG 622: Fall – Secondary only

EDG 655: Summer – Elementary only

Stage Three: Elective Coursework (9 hours):

Depending on a candidate's individual professional goals, he or she has the option of completing additional elective coursework at the graduate level in the area of Teaching and Learning. The Coordinator of Teaching and Learning consults with each candidate regarding these goals and approves candidates enrolling in additional elective coursework as needed.

Stage Four: Research and Application Coursework (6 hours):

During the final academic year in the Program, all graduate candidates enroll in two final seminars:

EDG 671 Seminar in Teaching and Learning (*Fall online*): In the first of these two final capstone courses, candidates work cooperatively under the supervision of the Coordinator of Teaching and Learning, conducting a semester-long study of current issues in Teaching and Learning. Candidates begin working toward a literature review, which serves as the foundation for their final program project, the Teacher Action Research Project.

EDG 672 Methods of Teacher Action Research (*Spring online*): During the final semester in the Program, candidates conduct a Teacher Action Research Project, in which they investigate a question or concern that they have in their classroom or school setting. The results of this Action Research benefit both the classroom's students and the teacher's professional development.

A Final Note of the Four Stages of the Program:

The candidates have flexibility in the way they progress through these four stages, since both course offerings and candidates' work schedules may affect the pace at which they complete the program. However, all candidates should begin the Program with the Foundation Coursework, completing EDG 615 Principles and Practices of Differentiated Instruction and Assessment within the first academic year of their acceptance. Additionally, candidates should not take the capstone courses until their final year, thus completing the program with the culminating Teacher Action Research Project, prior to taking the Comprehensive Exam.

Course Load

It is recommended that candidates who are employed full time take six (6) graduate credit hours per semester. Candidates wishing to take more than six hours in a semester should contact the Program Coordinator for approval. In addition, the sequencing of course work is based on six (6) semester hours per semester for completion of the program in two (2) years (inclusive of summer semesters).

Grade Point Requirements

An overall Grade Point Average (GPA) of 3.0 on a 4.0 scale is required to remain in the Graduate Program. Passing grades for graduate students are A, B, and C. A minimum grade of B is needed to successfully complete EDG 615, 671, and 672, which are required courses for Teaching and Learning. A graduate student who attains a grade lower than a B in these courses must repeat the course(s) at University of Holy Cross.

Master's in Teaching and Learning candidates may earn only one grade of C in the program of study, except for EDG 615, 671, and 672, in which they must earn at least a B. A graduate student who earns a C or lower in any course is automatically placed on probationary status.

Students whose semester average in course work is below a 3.0 are placed on probation and are not allowed to register for more than six (6) semester hours during the following semester. To be removed from probation, the graduate student must complete six (6) semester hours with a cumulative GPA of 3.0 at the end of those 6 hours and no grade lower than a B. If at the end of the probationary period the cumulative GPA remains less than 3.0, the student is dropped from the Graduate Program.

Appeal

Subject to the review of the Graduate Council, students may be dropped from the program for factors other than

Grade Point Average, without having a probationary period. The Graduate Council then determines the student's status. The student may appeal decisions of the Graduate Council by submitting a written appeal to the Chief Academic Officer.

Time Limit

A maximum of five years from the first semester attended is permitted to complete the requirements for the Master's degree. Readmission does not qualify the applicant to begin anew the five-year requirement. Exceptions are considered on a case-by-case basis.

Student Responsibility

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master's degree. Students should become familiar with this section of the Catalog and the *Handbook for Master's in Teaching and Learning*.

Transfer Credits

Requests for approval of all transfer credits must be obtained from the appropriate program coordinator. Nine semester hours that are equivalent to program requirements and that have been taken within the past five years may be transferred from a regionally accredited institution. An exception to this requirement may be made by the Chair of the Education Department upon the recommendation of the program coordinator. In addition, six semester hours of credit may be awarded to candidates who have successfully completed certification programs, such as the National Board for Professional Teaching Standards Program (NBPTS), the National Institute for School Leadership, the Louisiana Principal Fellowship Program, or a similar national or regional program that is recognized as having standards for competency and evidence-based rigor.

Advisor

Each student, upon admission to the Program, is assigned an advisor. The advisor is usually assigned before the student's first registration and aids the student in the development of the individual graduate program.

Nature of Graduate Work

Candidates are expected to demonstrate knowledge, skills, and dispositions appropriate to their respective professions. Throughout the Program, candidates experience academic rigor through learning assessments such as reflective writing, authentic and alternative measures, traditional tests, research-driven decision making, and a mandatory

comprehensive examination. Graduate candidates are expected to assume responsibility in pursuing lifelong learning that will best meet their professional needs.

Comprehensive Examination

Candidates are required to demonstrate readiness for graduation by successful completion of a comprehensive examination. The exam is held at the end of their final semester, or at an earlier time if approved by the Program Coordinator and the specific date for this exam is set each semester.

Commencement

Upon successful completion of course work, the action research project, and the comprehensive examination, a candidate is eligible for graduation. Candidates who qualify for graduation are expected to attend commencement exercises. **Commencement exercises take place once a year. Candidates who complete all requirements for graduation by the Spring deadline are able to** participate in commencement that year. Completion of graduation requirements after the Spring deadline affords the candidate the opportunity to participate in the next commencement exercises. The Education Department does not have a "walk-only" policy for commencement.

When eligible, candidates must apply for graduation. A Graduation Clearance Form must be completed a semester prior to graduation. The due dates for submission of this form are published in the Academic Calendar on the University website.

Professional Association Affiliation

All candidates and graduates are strongly encouraged to join and maintain active membership in professional educational organizations.

Faculty Endorsement

Graduate faculty may endorse students for employment only in the area(s) for which they have been trained. Candidates requesting letters of recommendation should notify faculty in advance of graduation. It is common courtesy to submit a résumé with this request.

Doctorate in Executive Leadership Program

Coordinator: Dr. Donaldo R. Batiste

DOCTORAL PROGRAMS IN EXECUTIVE LEADERSHIP

UNIVERSITY OF HOLY CROSS—NEW ORLEANS

Thank you for your interest in the doctoral programs offered in the College of Counseling, Education and Business at the University of Holy Cross-New Orleans. The Ed.D. degree and Ph.D. degree are the most advanced and only degrees of these kinds in Executive Leadership that are offered in the New Orleans area. We, in the metropolitan area acclaim these degrees to be one's "Gateway to Greatness!" Each UHC degree program offers coursework applicable to careers in business, non-profit management and leadership, education, counseling, allied health, government, politics, religion and more! Both degrees emphasize preparing leaders for the 21st century and beyond and promote reflective practice.

STATEMENTS OF PURPOSE

Doctor of Education Degree in Executive Leadership (Ed.D.)

The Doctor of Education (Ed.D.) in Executive Leadership is multi-disciplinary by design, and blends rigor, relevance, theory, and applied research with practice. This program is intended to prepare effective leaders for administrative careers in fields of practice. This program is geared for the candidate who wants to become a conscientious transformative leader within his or her organization.

Doctor of Philosophy Degree in Executive Leadership (Ph.D.)

The Doctor of Philosophy (Ph.D.) in Executive Leadership is intended for those who plan an inquiry into the issues of executive leadership through a theoretical framework. Like the Ed.D. program of studies, this program is also multi-disciplinary in its design and blends a stronger reliance on research and theory versus practice. This program is geared toward those planning careers in university teaching, in research departments, state agencies, or in any related professional practice requiring a research orientation.

STAGES FROM APPLICATION TO COMPLETION FOR Ph.D.

1. Apply online to UHC's Admissions Office.
2. Submit scores from the Miller Analogies Test (MAT). The MAT must have been taken within 5 years of application. Foreign students who do not hold a degree from a United States college or university must submit scores of the Test of English as a Foreign Language (TOEFL).^[1]
3. Be accepted by the Doctorate in Executive Leadership Program (DIELP) Screening Committee.
4. Take the Departmental Placement Assessment Battery.
5. Undergo an oral interview with DIELP Graduate Faculty.
6. Receive *conditional acceptance* into DIELP.
7. After 18 hours of coursework (including 9 hours of core courses), write the QUALIFYING EXAMINATION.
8. Complete most courses INCLUDING Research Tools.
9. Establish a Doctoral Committee.
10. Submit a Pre-Dissertation Research Project.
11. Write the GENERAL EXAMINATION.
12. Propose, complete, and defend the Dissertation.

(*) The screening committee may admit an applicant to take the doctoral core courses if the committee judges the applicant's background and interests as appropriate for doctoral work, and the applicant submits MAT SCORES that are judged to be acceptable on the internal screening scale. If an applicant has scores less than the minimum, the screening committee may petition the Department Chair to waive this standard on the basis of other information found within the application.

[1] Test of English as a Foreign Language (TOEFL).

STAGES FROM APPLICATION TO COMPLETION FOR Ed.D.

1. Apply online to UHC's Admissions Office.
2. Be accepted by the Doctorate in Executive Leadership Program (DIELP) Screening Committee.
3. Take the Departmental Placement Assessment Battery.
4. Undergo an oral interview with DIELP Graduate Faculty.
5. Receive *conditional acceptance* into Program of Studies.
6. Conduct and present a completed action research project (Chapters 1-5).
7. Establish a Doctoral Committee.
8. Propose, complete, and defend the Dissertation.

THE QUALIFYING EXAMINATION

A student who has gained unconditional admission into the Ph.D. program will take the Qualifying Examination after 18 hours of coursework, 6 hours of which must be doctoral core courses. A student may take the Qualifying Examination during the semester when he/she is completing the last 9 hours of coursework that constitutes 18 hours. The student must request permission to take the Qualifying Examination through the Program Coordinator.

The Qualifying Examination consists of a few questions about executive leadership issues and/or concepts to which the student is expected to apply literature and learning from prior coursework. The total writing time is three hours. Committees of the faculty in Executive Leadership write and read the examination and judge its quality as doctoral writing. If the committee finds the responses inadequate, an oral interview with the student may be requested, or the committee may ask the student to write a second Qualifying Examination. After two unsuccessful written examinations, the graduate faculty may request the Department Chair to release the student from the doctoral program.

While the primary purposes of the Qualifying Examination are to determine whether a student appears to be capable of successfully completing doctoral study and to discontinue doubtful students at an early date, the examination also serves to identify weaknesses and strengths of a student's

preparation, permitting intelligent planning of coursework and research programs.

The Qualifying Examination should be scheduled early in the program because at least 18 semester hours of coursework must be taken and completed prior to passing this examination. Upon the reporting of successful completion of the Qualifying Examination, a student is **fully admitted** to the **Doctorate in Executive Leadership Program (DIELP)**.

The Pre-Dissertation Research Project

After a student completes most of the program of coursework and all of the research-tools courses, the student writes a pre-dissertation research project and submits this work to the Program Coordinator. A Master's degree thesis may be acceptable as the pre-dissertation research project.

The project must involve the major elements of original research, but is carried out on a scale smaller than the dissertation research project. Those elements include the posing of a research question, a review of literature on related research and concepts, the design of an inquiry process, the gathering of data, and the analysis and interpretation of data.

The General Examination

The General Examination is the culmination of a student's program in coursework. In most cases, the remainder of time following the General Examination is devoted to concentrated work on the dissertation and preparation for the final examination (defense of the dissertation). A committee of three faculty, most appropriate for the interests of the student, is appointed to write questions for the General Examination and evaluate the student's responses. This committee is usually the same as the doctoral defense committee.

Nature of the General Examination

The General Examination is the most comprehensive test in the program. The examination will take both written and oral forms. The written examination covers the major field (executive leadership courses) and minor or related fields when appropriate. It will be problem-oriented and will require the student to outline a procedure or course of action for real or hypothetical situations facing the executive leader. In the oral exam, the student will be asked to explain and defend positions taken in the written examination.

Purpose of the General Examination

The purpose of the general examination is to make a comprehensive assessment of the student's learning in the doctoral program. The examination is structured to cover as many content areas as possible. Its objectives are (a) to assess the student's knowledge in the major field of study; (b) to assess the student's ability to synthesize, apply, and evaluate knowledge for the major field of study; (c) to assess the student's ability to synthesize, apply, and evaluate knowledge from selected areas outside the major field of study as it relates to the major field; (d) to assess the student's knowledge in the minor or related fields of study when appropriate; and (e) to assess the student's ability to organize, communicate, and effectively defend ideas presented.

Eligibility for the General Examination

A doctoral student becomes eligible for the General Examination after successfully completing the pre-dissertation research project (described above) and demonstrating adequate academic and professional aptitude to his or her advisory committee. In addition, the research tools requirements should be nearing completion. The General Examination may be taken only twice.

COURSE REQUIREMENTS-Ed.D. Track **COURSE REQUIREMENTS-Ph.D. Track** Minimum of 94 hours beyond the Baccalaureate Degree. Unless otherwise noted, Course Requirements apply both to the Ed.D. and the Ph.D. Programs. All requirements in course blocks are minimum requirements.

CORE COURSES- (12 hours)	CORE COURSES AND EXPECTATIONS- (9 hours)
EXL 801	QUALIFYING EXAMINATION
EXL 802	EXL 802
EXL 805	EXL 805
EXL 809	EXL 809
SPECIALIZATION COURSES- (15 hours)	SPECIALIZATION COURSES-(15 hours)
EXL 803A	EXL 803A
EXL 806	EXL 806
EXL 808A	EXL 808A
EXL 810	EXL 810
EXL 811	EXL 811
REQUIRED DOCTORAL PREP-(9 hours)	REQUIRED DOCTORAL PREP-(9 hours)
EXL 800A	EXL 800A
EXL 800B	EXL 800B
EXL 800C	EXL 800C
ELECTIVE COURSES- (9 hours)	ELECTIVE COURSES- (9 hours)
EXL 812	EXL 812
EXL 814	EXL 814
EXL 817	EXL 817
EXL 822 (if needed)*	EXL 822 (if needed)
RESEARCH TOOLS-(9 hours)	RESEARCH TOOLS-(18 hours)
EXL 801 (already counted as Core)	EXL 801
EXL 803A (already counted- specialization)	EXL 804
EXL 804	EXL 807
EXL 807	EXL 823 Program Evaluation and Statistics
	EXL 824 Advanced Statistical Methods in Research
	EXL 825 Advanced

Qualitative Research Design and Analysis

DISSERTATION RESEARCH-(12 hours)
EXL 813
EXL 819, 820, 821 (at least 9 hours)

DISSERTATION RESEARCH-(12 hours)
EXL 813
EXL 819, 820, 821 (at least 9 hours)

ADDITIONAL REQUIREMENTS

Acceptable MAT Scores

Qualifying Examination (after 18 hours)

General of Comprehensive Examination

TOTAL HOURS: 63 HOURS

TOTAL HOURS: 72 HOURS

THE DIELP FACULTY

Batiste, Donaldo R., Ph.D.

University of New Orleans
 Professor and Program Coordinator

Becker, Thomas E., Jr., Ph.D.

University of New Orleans
 Visiting Professor

Ditcharo, Bobbie, Ed.D.

Southeastern NOVA University
 Visiting Professor

Carter-Watts, Alicia, Ed.D.

Nova Southeastern University
 Visiting Professor

Douglas, Valencia F., Ed.D.

Harvard University
 Visiting Professor

Ducote, Kenneth, Ph.D.

University of New Orleans
 Visiting Professor

Hill, O. Cleveland, Ed.D.

University of New Orleans
 Associate Professor

Jones, Leslie F., Ph.D.

Louisiana State University
 Professor and Assessment Coordinator

Lee, Silas, Ph.D.

University of New Orleans
 Visiting Professor

Lewis, Henderson, Jr., Ph.D.

Mississippi State University
 Associate Professor

Muntean, Brooke M., Ph.D.

University of New Orleans
 Associate Professor

Salgado, Roy, Ph.D.

University of New Orleans
 Professor

Student Learning Outcomes of the DIELP:

Upon successful completion of the Doctorate in Executive Leadership Program, candidates will

1. Apply the action research principles developed through dissertation research to solve actual problems in their relevant organizations;

2. Develop access to a network of successful executives, senior managers, and effective organizations to support intellectual, professional, and career development;
3. Apply and synthesize the essential knowledge, skills, and dispositions required of effective executive leaders;
4. Apply ethics and integrity in decision-making, especially when facing moral dilemmas; and
5. Apply the principles of collegiality and collaboration in planning, goal setting, and developing a vision, mission, and philosophy for the respective organization.

Admission Procedures to University of Holy Cross

Applicants who apply to the Doctoral Program in Executive Leadership must first be admitted to the University. To be considered for admission to the University, applicants must submit the following:

1. a completed official graduate application form (online application);
2. official transcripts for all prior undergraduate and graduate course work;

A record of graduate-level study predictive of success in a doctoral program requires a Master's degree from an accredited college or university, ideally with a cumulative Grade Point Average of 3.5 or higher on a 4.0 scale, or proof of equivalent training at a foreign university. (Official transcripts from every institution ever attended must be submitted to the University of Holy Cross. Transcripts must be sent directly to the Office of Admissions from each institution attended.)

3. three letters of recommendation written by persons qualified to evaluate academic potential and personal and professional promise; and
4. a professional resumé that highlights leadership experience

The above-listed criteria should be received by the Office of Admissions by February 15 for consideration for Summer admission.

Doctoral Program Selectivity

The above-listed criteria for admission to the University should be received by the Office of Admissions. The

application is online at www.uhcno.edu and at the Office of Admissions. Applicants who meet the preliminary requirements for admission will be invited to participate in an interview process, which includes both oral and written components.

Admission to the Doctoral Program in Executive Leadership is competitive, and meeting the minimum academic requirements does not guarantee admission to the program.

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in reading, writing, and speaking English. The applicant may do so by presenting a satisfactory score on the TOEFL (Test of English as a Foreign Language). A score of 550 is considered acceptable, or a score of 79 is satisfactory if the iBT (internet-based test) is taken. For information about TOEFL, the applicant is required to write to TOEFL, 1755 Massachusetts Avenue NW, Washington, DC 20036.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credit must submit a Letter of Good Standing and are not required to submit complete transcripts. The Letter of Good Standing must come from the Dean of the student's graduate school.

Course Load

To be classified as a full-time doctoral student, a student must register for at least nine (9) credit hours in a regular semester and at least six (6) credit hours in a summer term. An overload of three (3) semester hours may be approved by the Chair of the Department. However, the program of study in the Ed.D. Executive Leadership Program is based on nine (9) semester hours in all semesters, including summer semesters.

Exceptions or Special Circumstances

University of Holy Cross has determined that enrollment in one (1) or three (3) credit-hour dissertation classes **only** is considered equivalent to full-time for enrollment purposes and is recorded as such. The courses included in full-time enrollment are either EXL 819, EXL 802, or EXL 821. This exception is allowable only if a student has completed all other academic course requirements and is at the end of the doctoral program.

Transfer Credits

Doctoral credits from another institution may be transferred to the Doctoral Program in Executive Leadership. These courses must be verified by an official transcript from the institution where the courses were taken. Approval of all transfer credits must be obtained from the Coordinator of the Doctorate in Executive Leadership Program at University of Holy Cross and approved by the Education Department Chair.

GRADE POINT REQUIREMENTS

An overall Grade Point Average of 3.00 or higher on a 4.00 scale is required for the maintenance of good standing in the Doctoral program. Passing grades for Doctoral students are “A” and “B.” A graduate student who earns a “C” in any course is automatically placed on probationary status, and a remediation plan is designed by the Retention Committee of the Graduate Education Faculty. The student's status is then subject to periodic review by the Graduate Education Faculty. A maximum of one grade of “C” may be applied to a program of study. Doctoral students whose semester average in course work is below 3.00 are placed on *probationary status*. To be removed from *probationary status*, the graduate student must complete nine hours with an earned grade not less than “B” and a cumulative Grade Point Average of at least 3.00 at the end of those nine hours. If the Doctoral student on probation for falling below a 3.00 overall Grade Point Average is unable to remedy the deficient overall Grade Point Average at the end of nine semester hours of the probationary period, the student is dropped from the Doctoral Program. In order to progress to candidacy, Doctoral students must have an overall graduate GPA of at least 3.50.

Time Limit

A maximum of ten (10) years from the first semester in attendance is allowed in order to complete the requirements for the Doctoral Program in Executive Leadership. If the time limit is exceeded, the graduate student must apply for readmission to the Doctoral Program in Executive Leadership and document in writing the reason(s) for a need of extension. Readmission is an extension and does not qualify the applicant to begin anew the ten-year requirement.

Major Advisor

Each student, upon *conditional admission* to the Program, is assigned a major advisor. The major advisor aids the student with his or her program of study and registration.

The major advisor should not be confused with the major professor, who guides the doctoral student in his or her dissertation journey. Since the major advisor may also serve as the candidate's major professor, these roles are not mutually exclusive.

REQUIREMENTS BEYOND COURSES, EXAMINATIONS, AND THE DISSERTATION

The Doctorate in Executive Leadership Program involves a serious commitment of time and energy. Requirements for completion of the degree go far beyond completion of courses, examinations, and an action-research dissertation.

General Examination

Students must complete a general examination after all course work is completed, which is designed in collaboration with each student's major professor. The examination is evaluated by the faculty of the Doctorate in Executive Leadership Program, and students must pass the examination in order to successfully defend their dissertation research.

Dissertation Research

Students must design an action-research study in collaboration with their major professor and dissertation committee. Once the topic of study has been approved, students prepare a dissertation proposal, consisting of the first three chapters, and then orally defend this proposal to their dissertation committee. Once a study has passed the oral defense, it is submitted to the University's Human Subjects Protection Review Committee (HSRPRC) for approval to begin the study. Once the dissertation research is completed, the final product must again be defended orally.

Application for Graduation

The requirements for graduation, as outlined by University of Holy Cross, must be followed. Applications are available in the office of the Registrar. It is the student's responsibility to file the Application for Graduation by the due date published in the Academic Calendar and to pay the appropriate graduation fees.

DOCTORAL PROGRAM OF STUDY

Please refer to the *Doctorate. in Executive Leadership Handbook* for sequencing of the required coursework.

- EXL 800A** Research Core Battery I: APA Fundamentals
- EXL 800B** Research Core Battery II: Intensive Writing Seminar
- EXL 800C** Public Communications
- EXL 801** Applied and Action Research
- EXL 802** Leadership: Historical and Contemporary Perspectives
- EXL 803A** Executive Leadership Field Experience I: Action Research
- EXL 804** Introduction to and Application of Statistical Methods in Research
- EXL 805** Change and Entrepreneurship
- EXL 806** Leadership, Forecasting, and Strategic Planning
- EXL 807** Qualitative Research Design and Writing
- EXL 808A** Executive Leadership Field Experience: Strategic Planning
- EXL 809** Organizational Assessment and Evaluation
- EXL 810** Human Capital and Human Resource Management
- EXL 811** Financial Stewardship for Executive Leaders
- EXL 812** Doctoral Seminar: Critical Trends in Education, Business, and Health Care
- EXL 813** Guided Dissertation Seminar 1
- EXL 814** Policy, Law, Ethics and Social Considerations
- EXL 817** Leading Globally Diverse Organizations
- EXL 819** Guided Dissertation (A minimum of 9 hours)
- EXL 820**
or
EXL 821
- EXL 822** Special Topics Executive Leadership (if needed)
- EXL 823** Advanced Program Evaluation (Ph.D. track)
- EXL 824** Advanced Statistical Methods in Research (Ph.D. track)
- EXL 825** Advanced Qualitative Research Design and Analysis (Ph.D. track)

Note: Beginning Summer 2021, all courses transition from EDD to EXL to reflect the focus on knowledge, skills, and dispositions related to Executive Leadership content.

Grade Point Requirements

An overall Grade Point Average of 3.00 or higher on a 4.00 scale is required for the maintenance of good standing in the Doctoral program. Passing grades for Doctoral students are “A” and “B.” A graduate student who earns a “C” in any course is automatically placed on probationary status, and a remediation plan is designed by the Retention Committee of the Graduate Education Faculty. The student's status is then subject to periodic review by the Graduate Education Faculty. A maximum of one grade of “C” may be applied to a program of study. Doctoral students whose semester average in course work is below 3.00 are placed on *probationary status*. To be removed from *probationary status*, the graduate student must complete nine hours with an earned grade not less than “B” and a cumulative Grade Point Average of at least 3.00 at the end of those nine hours. If the Doctoral student on probation for falling below a 3.00 overall Grade Point Average is unable to remedy the deficient overall Grade Point Average at the end of nine semester hours of the probationary period, the student is dropped from the Doctoral Program. In order to progress to candidacy, Doctoral students must have an overall graduate GPA of at least 3.50.

Procedures for Dismissal for Other Than Academic Reasons

In addition to terminating students for academic failure, students may be dismissed for ethical violations and/or personal unsuitability for the profession.

Time Limit

A maximum of ten (10) years from the first semester in attendance is allowed in order to complete the requirements for the Doctoral Program in Executive Leadership. If the time limit is exceeded, the graduate student must apply for readmission to the Doctoral Program in Executive Leadership and document in writing the reason(s) for a need of extension. Readmission is an extension and does not qualify the applicant to begin anew the ten-year requirement.

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Each student, upon *conditional admission* to the Program, is assigned a major advisor. The major advisor aids the student with his or her program of study and registration. The major advisor should not be confused with the major professor, who guides the doctoral student in his or her dissertation journey. Since the major advisor may also serve as the candidate's major professor, these roles are not

mutually exclusive.

Requirements Beyond Courses, Examinations, and the Dissertation

The Doctorate in Executive Leadership Program involves a serious commitment of time and energy. Requirements for completion of the degree go far beyond completion of courses, examinations, and an action-research dissertation.

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Students must complete a general examination after all course work is completed, which is designed in collaboration with each student's major professor. The examination is evaluated by the faculty of the Doctorate in Executive Leadership Program, and students must pass the examination in order to successfully defend their dissertation research.

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Doctoral Program of Study

Please refer to the *Ed.D. in Executive Leadership Handbook* for sequencing of the required coursework.

Required
EDD 808A

Or

EDD 819: A minimum of 9 hours

Add-on Certification

Post-Baccalaureate Add-on Certification Programs Offered:

ESL
Special Education Mild/Moderate

Post-Master's Add-on Certification Programs Offered:

Reading Specialist
Educational Diagnostician
Educational Leadership

Add-on Certification for ESL

The University of Holy Cross offers all four of the courses that are required by the Louisiana Department of Education (LDOE) to obtain ESL add-on certification. These four courses can be taken at either the non-graduate or the graduate level: EDU 462/EDG 662, EDU 463/EDG 663, EDU 464/EDG 664, and EDU 465/EDG 665. All four courses are offered on an annual basis and are entirely online. These courses may be taken in any order. Upon completion of this coursework, candidates with initial certification are eligible to apply for ESL add-on certification with the LDOE. See an Education advisor for specific details.

Add-on Certification for Special Education Mild-Moderate, Elementary or Secondary

University of Holy Cross education candidates have the option of taking all six of the courses that are required by the LDOE for mild-moderate add-on certification. These six courses can be taken either at the non-graduate or the graduate level. Candidates seeking mild-moderate certification have the option of doing so at either the elementary or the secondary level. Five of the courses toward mild-moderate are required for both elementary and secondary add-on certification. Both options have a unique sixth course, depending on whether a candidate is seeking elementary or secondary certification. Upon completion of the appropriate six courses, candidates can apply for mild-moderate certification with the LDOE if they hold initial certification and if they have passing scores on the appropriate Praxis exams. See an Education advisor for specific details.

Add-on Certification for Reading Specialist

Candidates have the option of obtaining Reading Specialist

add-on certification through graduate-level coursework at the University of Holy Cross. The Reading Specialist add-on consists of four graduate-level courses: EDG 611, EDG 655, EDG 656, and EDG 657. The last three courses should be taken in order. Upon successful completion of these courses, candidates may apply to the Louisiana Department of Education for the Reading Specialist certification, if they also hold level two certification and a master's degree from an accredited university or college. See an Education advisor for specific details.

Add-on Certification for Educational Diagnostician

Candidates who are interested in becoming Educational Diagnosticians can complete all coursework towards this add-on certification at the University of Holy Cross. Educational Diagnosticians are required to have a master's degree from an accredited university or college as well as certification and experience in the field of special education. UHC offers the 30+ hours of graduate-level coursework required of an Educational Diagnostician by the Louisiana Department of Education. See an Education advisor for specific details.

Add-on Certification for Educational Leadership (Alternative Paths to Certification as an Educational Leader Level 1

The Louisiana State Department of Education (LDOE) permits candidates who hold a Master's degree from a regionally accredited higher education institution to attain Educational Leader Level I certification that follows two paths. The Educational Leadership Program at the University of Holy Cross follows the same requirements of the LDOE for candidates seeking Educational Leader Level I certification.

In the University of Holy Cross program for Alternate Pathway One, designed for persons who hold a Master's degree in any field of study, a candidate must

1. Hold or be eligible for a valid Louisiana Type B or Level 2 teaching certificate (or a comparable certificate from another state);
2. Hold a Master's degree from a regionally accredited institution of higher education;
3. Meet competencies outlined in an individualized plan (At the University of Holy Cross the competencies are passage of three graduate-level courses, to be

determined by the candidate and the coordinator of the Educational Leadership Program, plus two internship courses: EDG 730A and EDG 730B, with a grade of B or better); and

4. Pass the School Leadership Licensure Assessment with a score of 166 or better.

In the University of Holy Cross program for Alternative Pathway Two, designed for persons who hold a Master's degree in an education field of study, a candidate must

1. Hold or be eligible for a valid Louisiana Type B or Level 2 teaching certificate (or a comparable certificate from another state):
2. Hold a Master's degree in an education program from a regionally accredited institution of higher education;
3. Pass two internship courses, EDG 730A and EDG 730B, with a grade of B or better; and
4. Pass the School Leadership Licensure Assessment with a score of 166 or better.

Department of Business Administration

Chair: Dr. Armine Shahoyan

Degrees Offered:

Undergraduate:

- Bachelor of Science in Business Administration
 - Bachelor of Science in Business Administration with concentration in Healthcare Management
 - Bachelor of Science in Business Administration with concentration in Management
 - Bachelor of Science in Business Administration with concentration in Marketing
 - Bachelor of Science in Business Administration with concentration in Organizational Management (accelerated program for non-traditional learners, with hybrid and 100% online options)
- Bachelor of Science in Accounting

Graduate:

- Master of Science in Management (hybrid and 100% online)
 - Master of Science in Management with concentration in Healthcare Management
 - Master of Science in Management with concentration in Project Management
 - Master of Science in Management with concentration in Finance
 - Master of Science in Management with concentration in Food Business Management

Mission Statement

The Department of Business Administration offers a student-centered learning environment by providing its students with a quality education that prepares them to assume successful professional careers in a dynamic global environment. An emphasis is placed on theoretical knowledge, reinforced with practical application in the areas of technological innovations, communications skills, ethical decision making, critical thinking, acceptable management practices, and Catholic values.

Admission Requirements

Admission to the degree programs in the Department of Business Administration is determined by permission of the Chair of the Department.

Bachelor of Science in Business Administration

Program Description

The curricula in Business Administration generally adhere to the curriculum standards promulgated by the American Assembly of Collegiate Schools of Business, which emphasize a broad education as the best preparation for positions carrying managerial or executive responsibilities. All programs concentrate in the freshman and sophomore years on a General Education curriculum drawn from the liberal arts and sciences, with professional courses concentrated in the junior and senior years. The purpose of the arts and sciences background is to provide students with the foundation upon which they may build a mastery of the behavioral, descriptive, environmental, and quantitative elements of professional course work. The general purpose of all Business curricula is to provide a

broad, common body of knowledge in Business Administration. All of the Business programs are accredited by the International Assembly for Collegiate Business Education.

Mission Statement

The Department of Business Administration offers a student-centered learning environment by providing its students a quality education that prepares them to assume successful professional careers in a dynamic global environment. An emphasis is placed on theoretical knowledge, reinforced with practical application in the areas of technological innovations, communications skills, ethical decision making, critical thinking, acceptable management practices, and Catholic values.

Student Learning Outcomes

Upon completion of the Business Administration Program, students will be able to

1. comprehend the process of ethical decision making and apply that process to business decisions;
2. practice critical decision-making skills and apply those skills to operational and strategic decisions;
3. comprehend and apply social and for-profit entrepreneurial concepts; and
4. apply sound international management and marketing principles.

Admission Requirements

Admission to the degree programs in the Department of Business Administration is determined by permission of the Chair of the department.

Degree Requirements

The degree of Bachelor of Science in Business Administration is conferred upon students who

1. complete an approved program of study with at least a 2.0 cumulative Grade Point Average (GPA);
2. attain a 2.5 GPA in professional course work; and
3. earn a minimum grade of C in all courses pertaining to the major course of study.

Curricula

All Business Administration students receive a Bachelor of Science Degree in Business Administration. Students may

choose an area of concentration or may choose to pursue the Business Administration degree with no area of concentration. Concentrations are earned by successfully completing 18 semester hours of advanced course work in an area of concentration. Concentrations are offered in accounting, management, organizational management (accelerated program), and marketing. The Business Administration curriculum provides broad exposure to all functions of business, a necessary requirement for a successful professional career. The Business Administration degree program requires 120 credit hours for completion.

Healthcare Management Concentration

The combination of business education with specialization in healthcare management is a valuable asset to graduates seeking to contribute to an increasingly competitive, complex, and demanding sector. The concentration focuses on filling needs for clinical leadership, innovative approaches to industry challenges, health analytics, health informatics, and the tie between quality and cost.

Management Concentration

The curriculum in Management provides the Business student with an extension or concentration beyond the basic functions of the general Business Administration principles. This curriculum meets the special demands of and offers topics relevant to the professional manager's individual and corporate responsibilities. In addition to the required fundamental Management courses, the student is afforded the opportunity to select additional Management electives for special concentration or interest.

Marketing Concentration

Marketing interests and demands are now considered essential to every entity in today's world of business. Special emphasis is placed on the needs and understanding of those demands and requirements through this discipline. Understanding the complexities of the impact of marketing upon the profitability of the business entity is the primary objective of this curriculum. The student is directed within this curriculum to develop the skills necessary for positions in the marketing profession.

Organizational Management Concentration

The Bachelor of Science (BS) in Business Administration with a concentration in Organizational Management (Hybrid and 100% Online Options) is designed to serve the

educational needs of the non-traditional learner and working adult, age 23 and older. The program prepares students to enter the field of management in a wide range of organizations and industries. Because there are many different fields within Organizational Management, this curriculum is designed to be applicable across most fields. This program enables adult enrollees to complete course work for a college degree at times most convenient to them: evenings and weekends.

Requirements for Admission:

Students interested in pursuing the concentration in Organizational Management are admitted to the University of Holy Cross with the same procedure as any other transfer students. The admission steps are listed below. Students

1. Must be admitted to UHC;
2. Must be 23 years of age or older;
3. Must have earned an Associate of Arts or Associate of Science degree from an accredited institution or must have two years of prior college work with at least 60 semester hours of college credits with grade "C" or above;
4. Must have a cumulative GPA of at least 2.00; and
5. Must be employed or have had significant work experience (5 or more years).

Conditional admission is possible. The candidate must have minimum of 54 semester hours of course work, along with the compensating qualities in the field of Management (5 or more years of experience in managerial work). Applicants with business, accounting, or managerial experience may apply to earn up to 15 Business elective credit hours for college-level knowledge acquired through expertise developed outside the classroom. The total number of credits earned, based on the results of individualized assessments, is limited to a maximum of thirty (30) of the total credit hours (66) permitted by the UHC Transfer of Credit policy.

Admission must be approved by the program's admissions committee. More information may be obtained by contacting the Business Administration department at 504-398-2359 or the department Chair at ashahoyan@uhcno.edu.

Class Schedules

Required Business classes are normally offered during the

semesters as listed below. In addition, the classes may be offered during other semesters if circumstances permit.

Students are cautioned to register for required courses in the years and semesters listed below. Failure to do so may create a scheduling conflict in a subsequent semester that could delay graduation.

Business Administration Level 1

Freshman – Fall

BIO	Biological Science Elective	4
BUS 218	Introduction To Business	3
ENG 101	English Composition I	3
ART/FNA/MUS	Fine Art Elective	3
THE	Theology Elective	3
		Subtotal: 16

Freshman – Spring

ENG 102	English Composition II	3
PHI 207	Introduction to Logic & Critical Thinking	3
MAT 105	College Algebra	3
PSY 101	General Psychology	3
	Or	
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
		Subtotal: 15

Sophomore – Fall

ACC 215	Principles of Financial Accounting	3
BUS 251	Principles of Management	3
ECO 201	Principles of Economics I Macroeconomics	3
HIS 201	History of the United States I	3
MAT 215	Finite Mathematics	3
		Subtotal: 15

Sophomore – Spring

BUS 210	Contemporary Business Communications	3
BUS 252	Principles of Marketing	3
ECO 202	Principles of Economics II Microeconomics	3
CHE/ESC/PHY	Physical Science Elective	4
HIS 202	History of the United States II	3
		Subtotal: 16

Business Administration – Level 2

Junior – Fall

BUS 207	Managerial Accounting	3
BUS 301/MAT 301	Business & Economic Statistics I	3
BUS 311	Principles of Business Finance	3
BUS/ECO	Elective at the 300 or 400 Level	3
ENG	Literature Elective	3
	Social Science Elective	3
		Subtotal: 18

Junior – Spring

BUS 302/MAT 302	Business & Economic Statistics II	3
BUS 310	Excel & Data Analytics	3
BUS/ECO	Electives at the 300 Level	3
PHI	Philosophy Elective	3
	Natural Science Elective	1
		Subtotal: 13

Senior – Fall

BUS 201	Business Law I	3
BUS 409	Business & Society	3
BUS 416	Organizational Behavior	3
BUS 462	Internship in Business Administration	3
BUS/ECO	Elective at the 300 or 400 Level	3
	General Elective	3
		Subtotal: 18

Senior – Spring

BUS 414	Business Policies & Problems	3
BUS 460	Special Topics in Business	1-6
THE	Theology Elective	3
	General Elective	3
		Subtotal: 12

BUS 460: Special Topics at the 300 or 400 Level

Subtotal: 120

Concentrations

Students who select a concentration should substitute the classes listed below for Business electives (18 hours available) and/or general electives (9 hours available).

Concentration in Healthcare Management

HCM 350	U.S. Healthcare System	3
HCM 360	Healthcare Economics & Finance	3
HCM 370	Healthcare Information &	3

HCM 410	Quality Management Legal & Ethical Issues in Healthcare	3	MGT 409	Operations Management	3
HCM 460		3	MGT 414	Accounting for Managers	3
HCM 390	Healthcare Marketing Or Elective	3 3	MGT 417	Organizational Behavior	3
HCM 420	Public and Community Health Or	3	MGT 418	Strategic Management	3
HCM 470	Healthcare Management Research	3	MGT 420	Senior Capstone Project I	1
	Concentration in Management		MGT 421	Senior Capstone Project II	2
BUS 402	Business Law II	3	MGT 458	International Management	3
BUS 405	Production/Operations Management	3	ACC/BUS/ECO/CIS/HCM	Electives	15
BUS 455	International Management	3			
BUS 460	Special Topics in Business	1-6			
BUS 462	Internship in Business Administration	3			
	Concentration in Marketing				
BUS 313	Principles of Advertising	3			
BUS 321	Consumer Behavior	3			
BUS 325	Marketing Research	3			
BUS 326	Salesmanship	3			
BUS 377	Marketing Management	3			
BUS 462	Internship in Business Administration	3			
	Concentration in Organizational Management				
MGT 302	Ethical Issues of Business	3			
MGT 303	Human Resource Management	3			
MGT 305	Entrepreneurship	3			
MGT 307	Foundations of Accounting	3			
MGT 309	Marketing Management	3			
MGT 311	Applied Business Statistics	3			
MGT 312	Foundations of Economics	3			
MGT 320	Management Information Systems	3			
MGT 330	Advanced Management Seminar	3			
MGT 403	Legal Aspects of Business	3			
MGT 406	Managerial Finance	3			

Bachelor of Science in Accounting

The Accounting curriculum is designed to prepare students for positions and careers in public, private, and governmental accounting. The study of accounting provides student with the best possible credentials to serve the needs of today's world of commerce.

Students completing the B.S. in Accounting degree (120 credit hours) are prepared in the foundations of the profession and graduate with all Accounting courses required to sit for the Certified Public Accountants Examination in the State of Louisiana. Students who plan to sit for the exam in another state should inform themselves of the requirements in that state.

Currently, one hundred and fifty (150) credit hours and specific experience are required in addition to passing the CPA examination in the Louisiana.

For students with an undergraduate degree in another discipline, the Business Administration department offers continuing education classes designed to meet the course and credit hour requirements of the State of Louisiana and further prepare the student for successful completion of the CPA exam.

Upon graduation students may apply for graduate study in business administration, management, accounting, or law.

Student Learning Outcomes

Upon completion of the Bachelor of Science in Accounting program, students will be able to

- Apply the basic concepts of federal taxation and return preparation as they affect individuals,

corporations (Subchapter C and Subchapter S), partnerships, estates, and trusts;

- Devise an internal control plan and explain the types of procedures that are necessary to complete an audit;
- Develop a framework for measuring managerial performance using cost-volume-profit analysis, budgeting, and actual and standard cost systems;
- Analyze transactions, journalize the appropriate accounting entries, and prepare financial statements from a set of accounting records for business, governmental, and not-for-profit entities; and
- Identify ethical, legal, and behavioral implications of accounting and taxation in business situations.

Degree Requirements

The degree of Bachelor of Science in Accounting is conferred upon students who

1. complete an approved program of study with at least a 2.0 cumulative Grade Point Average (GPA);
2. attain a 2.5 GPA in professional course work; and
3. earn a minimum grade of C in all courses pertaining to the major course of study.

Bachelor of Science in Accounting – Level 1

Freshman – Fall

BIO	Biological Science Elective	4
BUS 218	Introduction To Business	3
ENG 101	English Composition I	3
ART/FNA/MUS	Fine Art Elective	3
THE	Theology Elective	3
		Subtotal: 16

Freshman – Spring

ENG 102	English Composition II	3
PHI 207	Introduction to Logic & Critical Thinking	3
MAT 105	College Algebra	3
PSY 101	General Psychology	3
Or		
SOC 101	Introduction to Sociology	3
SPE 101	Fundamentals of Public Speaking	3
		Subtotal: 15

Sophomore – Fall

ACC 215	Principles of Financial	3
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BUS 251	Accounting Principles of Management	3
ENG	Literature Elective	3
MAT 215	Finite Mathematics	3
CHE/ESC/PHY	Physical Science Elective	4
		Subtotal: 16

Sophomore – Spring

BUS 210	Contemporary Business Communications	3
BUS 252	Principles of Marketing	3
ECO 201	Principles of Economics I Macroeconomics	3
ACC 314	Intermediate Accounting I	3
ACC 464	Internship in Accounting	3
		Subtotal: 15

BS in Accounting – Level 2

Junior –Fall

BUS 301/MAT 301	Business & Economic Statistics I	3
BUS 311	Principles of Business Finance	3
ACC 222	Tax Accounting I	3
ACC 315	Intermediate Accounting II	3
ECO 202	Principles of Economics II Microeconomics	3
		Subtotal: 15

Junior – Spring

BUS 302/MAT 302	Business & Economic Statistics II	3
ACC 310	Excel and Data Analytics	3
ACC 406	Advanced Accounting I	3
ACC 422	Tax Accounting II	3
PHI	Philosophy Elective	3
		Subtotal: 15

Senior –Fall

BUS 201	Business Law I	3
ACC 407	Advanced Accounting II	3
BUS 416	Organizational Behavior	3
ACC 410	Cost Accounting	3
	Natural Science Elective	1
		Subtotal: 13

Senior – Spring

ACC 404	Auditing	3
BUS 402	Business Law II	3
BUS 414	Business Policies & Problems	3
HIS	History Elective	3
THE	Theology Elective	3
		Subtotal: 15

Total Credit Hours: 120

Minors Offered by the Department of Business for Non-Business Majors

At the undergraduate level, the Department of Business Administration offers accounting, management, marketing, and healthcare management minors for students who are enrolled as business or non-business majors. Students must complete 18 credit hours, including required classes (12-15 credit hours) and an additional 3-6 credit hours chosen from approved electives.

Requirements for the minors in management, accounting, and health care management:

- At least 48 credit hours in non-business major
- A minimum grade of C is required in the following prerequisite courses or their equivalents:
 - Mathematics: MAT 105
 - Statistics: BUS 301 or MAT 160
- Students must earn 18 credit hours in a discipline, 9 of which must be in 300 and 400- level courses.

Minor in Management

The Management minor reflects a defined and coherent group of courses that include knowledge and skill development for students who aspire to be leaders in today's rapidly changing environment. This minor helps students improve their set of competencies for a highly competitive job market and take management positions in their own specialty.

Requirements

Required			
ECO 202	Principles of Economics II Microeconomics	3	
BUS 251	Principles of Management	3	
BUS 416	Organizational Behavior	3	
BUS 419	Strategically Managing Organizations	3	
Elective – one of the six below:			
ACC 215	Principles of Financial Accounting	3	
	Or		
BUS 201	Business Law I	3	
	Or		
BUS 311	Principles of Business Finance	3	
	Or		

BUS 321	Consumer Behavior	3
	Or	
BUS 405	Production/Operations Management	3
	Or	
BUS 455	International Management	3

Minor in Healthcare Management

The Minor in Healthcare Management fills the management niche in healthcare and builds a more marketable repertoire for students. The set of courses allows students to understand both the nature of the economic and managerial constraints that face healthcare organizations and ways in which these constraints can be effectively managed to provide the best possible healthcare for patients.

Requirements

Required			
HCM 350	U.S. Healthcare System	3	
HCM 360	Healthcare Economics & Finance	3	
HCM 380			
ECO 202	Principles of Economics II Microeconomics	3	
BUS 218	Introduction To Business	3	
	Or		
BUS 251	Principles of Management	3	
Elective – one of the five below:			
BUS 207	Managerial Accounting	3	
	Or		
BUS 460	Special Topics in Business	1-6	
	Or		
HCM 390	Healthcare Marketing	3	
	Or		
HCM 410	Legal & Ethical Issues in Healthcare	3	
	Or		
HCM 420	Public and Community Health	3	
	Or		
HCM 470	Healthcare Management Research	3	

HCM 470: cross-listing with BUS 460 Special Topics in Business

Minor in Accounting

The Minor in Accounting is for students desiring accounting education in financial statement preparation, budgeting, costs, and accounting systems at a level beyond the user of financial information but less than the preparation for being a professional accountant. The minor is especially useful to students whose career paths are in organizations where dealing with financial issues will be an important part of their duties

Requirements

Required		
ACC 215	Principles of Financial Accounting	3
ACC 310	Excel and Data Analytics	3
BUS 207	Managerial Accounting	3
ACC 222	Tax Accounting I	3
Electives –two of the seven below:		
ACC 314	Intermediate Accounting I	3
ACC 315	Intermediate Accounting II	3
ACC 410	Cost Accounting	3
ACC 422	Tax Accounting II	3
ACC 464	Internship in Accounting	3
ACC 470	Fraud Examination I	3
ACC 471	Fraud Examination II	3

Minor in Marketing

The minor in Marketing provides students with an opportunity to explore an exciting and important area of business. Marketing is a broad and dynamic field. The minor provides the flexibility for students to pursue their specific interests in the area of Marketing. Students can select among courses that explore such areas as advertising, marketing research, sales, international marketing, and consumer behavior. This minor is well suited for students majoring in a variety of areas.

Requirements

Required		
4 required courses		
BUS 218	Introduction To Business	3
	Or	
BUS 377	Marketing Management	3
BUS 252	Principles of Marketing	3
BUS 321	Consumer Behavior	3
BUS 313	Principles of Advertising	3

Electives--2 of 5 listed		
BUS 325	Marketing Research	3
BUS 326	Salesmanship	3
BUS 415	Marketing & Promotional Strategy	3
BUS 456	International Marketing	3
BUS 462	Internship in Business Administration	3

Subtotal: 6

Subtotal: 18

Total Credit Hours: 18

Master of Science in Management (M.S.M)

The MS in Management program is designed for working professionals who need to maintain their full-time job while pursuing a graduate-level degree. The program produces organizational leaders who can be successful in today's fast-paced business world by being able to identify complex problems, implement solutions, and make sound managerial decisions.

The program has two-tracks:

- the **30-credit hour** Master of Science in Management (M.S.M.) or
- the **39-credit hour** Master of Science in Management (M.S.M.) with concentrations in **Project Management, Healthcare Management, Finance, or Food Business Management.**

Students complete all of the coursework either 100% online or in a hybrid format through integration of face-to-face and online instructional delivery. The duration of each class is 7 weeks.

Graduate Admission Requirement

Selection of students for the M.S. in Management Program Admission at UHC is a two-step process, first requiring an online application with official copies of all higher education degrees and immunization form to the Admissions Office. Second, a package with additional required documentation is submitted to the Department of Business Administration.

Additional requirements for admission to the MS in Management program include

- Earned Bachelor's degree from an accredited U.S. institution or the equivalent from a foreign institution;

- GPA requirement for unconditional admission: an overall undergraduate GPA of at least 3.0 on a 4.0 scale, as reported on the transcript of the qualifying degree-granting institution;
- GPA requirement for conditional admission: an overall undergraduate GPA of at least 2.5 on a 4.0 scale, as reported on the transcript of the qualifying degree-granting institution;
- Submission of appropriate TOFEL scores if the undergraduate degree is from an international university outside the U.S. or English is a second language. To be considered for admission to the M.S. in Management program, English as a second language (ESL) applicants must achieve minimum scores of 550 on the TOEFL paper-based test or iBT score of 79.
- Three professional references.
- Submission of a written goal statement of at least 500 words.
- Submission of a resume or CV highlighting past education and relevant work experience.

After the application has been submitted and reviewed, the student will be invited to interview..

Grade Point Requirement

The Department of Business Administration requires a student to maintain a minimum cumulative graduate GPA of 3.0 in order to continue in an advanced degree program and to have a cumulative graduate GPA of at least 3.0 to graduate.

A graduate student who attains a cumulative GPA less than 3.0 is automatically placed on probationary status. To be removed from probationary status, the graduate student may retake up to six (6) semester hours with an earned grade of not less than B and a cumulative GPA of 3.0 at the end of those six hours. If the graduate student is on probation for falling below a 3.0 overall GPA and is unable to remedy the deficient overall GPA at the end of six (6) semester hours of the probationary period, the student is dropped from the graduate program.

Subject to the review of the Graduate Business faculty, students may be dropped from the program for factors other than Grade Point Average without having a probationary period. Status is then determined by the Graduate Business faculty. The student may appeal decisions of the Graduate Business Faculty by submitting a

written appeal to the Provost of the University.

Track 1: Course Offerings for 30-Credit Hours Track – M.S. in Management

Required		
MGT 500	Management Theory	3
MGT 505	Organizational Structure & Culture Applications	3
MGT 510	Accounting for Managers	3
MGT 515		3
MGT 520	Advanced Applied Statistics & Business Research Applications	3
MGT 525	Applied Strategic Marketing Concepts	3
MGT 530	Finance for Decision Making	3
MGT 540	Managerial Economics	3
MGT 600	Managerial Strategy & Implementation	3
MGT 610	Integrative Project Supervised by Faculty	3

Subtotal: 30

Track 2.1: Course Offerings for 39-Credit Hours Track – M.S. in Management with Concentration in Project Management

Required		
MGT 500	Management Theory	3
MGT 505	Organizational Structure & Culture Applications	3
MGT 510	Accounting for Managers	3
MGT 520	Advanced Applied Statistics & Business Research Applications	3
MGT 525	Applied Strategic Marketing Concepts	3
MGT 530	Finance for Decision Making	3
MGT 535	International Business Management	3
MGT 540	Managerial Economics	3
MGT 550	Project Management Fundamentals I	3
MGT 600	Managerial Strategy & Implementation	3
MGT 610	Integrative Project Supervised by Faculty	3
MGT 640	Project Management Fundamentals II	3
MGT 650	Procurement & Budget Management	3

Subtotal: 39

**Track 2.2: Course Offerings for 39-Credit Hours Track
– M.S. in Management with Concentration in
Healthcare Management**

Subtotal: 39

Required		
MGT 500	Management Theory	3
MGT 505	Organizational Structure & Culture Applications	3
MGT 510	Accounting for Managers	3
MGT 520	Advanced Applied Statistics & Business Research Applications	3
MGT 525	Applied Strategic Marketing Concepts	3
MGT 530	Finance for Decision Making	3
MGT 535	International Business Management	3
MGT 540	Managerial Economics	3
HCM 550	U.S. Healthcare System	3
MGT 600	Managerial Strategy & Implementation	3
MGT 610	Integrative Project Supervised by Faculty	3
HCM 625	Healthcare Operations Management	3
HCM 670	Law, Ethics, & Policy in Healthcare Management	3
		Subtotal: 39

**Track 2.3: Course Offerings for 39-Credit Hours Track
– M.S. in Management with Concentration in Finance**

Required		
MGT 500	Management Theory	3
MGT 505	Organizational Structure & Culture Applications	3
MGT 510	Accounting for Managers	3
MGT 520	Advanced Applied Statistics & Business Research Applications	3
MGT 525	Applied Strategic Marketing Concepts	3
MGT 530	Finance for Decision Making	3
MGT 535	International Business Management	3
MGT 540	Managerial Economics	3
MGT 600	Managerial Strategy & Implementation	3
MGT 610	Integrative Project Supervised by Faculty	3
FIN 540	Corporate Finance	3
FIN 640	Essentials of Investments	3
FIN 650	Money & Capital Markets	3

**Track 2.4: Course Offerings for 39-Credit Hours Track
– M.S. in Management with Concentration in Food
Business Management**

Required		
MGT 500	Management Theory	3
MGT 505	Organizational Structure & Culture Applications	3
MGT 510	Accounting for Managers	3
MGT 520	Advanced Applied Statistics & Business Research Applications	3
MGT 525	Applied Strategic Marketing Concepts	3
MGT 530	Finance for Decision Making	3
MGT 535	International Business Management	3
MGT 540	Managerial Economics	3
MGT 600	Managerial Strategy & Implementation	3
MGT 610	Integrative Project Supervised by Faculty	3
FBM 510	Advanced Food Laws & Regulations	3
FBM 550	Packaging Management	3
FBM 625	Food Composition & Analysis Management	3
		Subtotal: 39

FBM 510, FBM 550, and FBM 625: The Food Business Management concentration courses are taught by the qualified faculty of the Food Science program.

College of Nursing and Health Sciences

The College of Nursing and Health Sciences offers exciting majors in nursing, radiologic technology, and health sciences, with curricula in health sciences for respiratory therapists, radiologic technologists, diagnostic medical sonographers, and non-clinicians. Our highly skilled faculty is made up of dedicated individuals who will assist in providing you with the knowledge you need to succeed in the workforce. In addition to the personal attention we provide our students, we are especially proud that the majority of our professors possess real-world experience within their fields. This means that our students' skill set is enhanced by first-hand knowledge that can only be gained while working on the "front lines."

Come explore the College of Nursing and Health Sciences and take a look at the exciting courses we have to offer—courses that are the stepping stones to an exciting career and a fulfilling life.

Dr. Barbara Wizer, M.D., Chair of the Department of Health Sciences, and I welcome you. Know that our offices are always open to you.

Please be reminded that admission to some areas of study is on a competitive basis. My best to you,

**Patricia M. Prechter, R.N., M.S.N., Ed.D. Chair of the Department of Nursing
Dean of the College of Nursing and Health Sciences**

College of Nursing and Health Sciences:
Department of Nursing
Department of Health Sciences

Department of Nursing

**Chair: Dr. Patricia M. Prechter, RN, MSN, Ed D;
Professor of Nursing**

Pre-Licensure Program

The Department of Nursing offers a four-year program of study leading to a Bachelor of Science in Nursing (BSN) degree. This program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and is approved by the Louisiana State Board of Nursing. The graduate is eligible to apply to write NCLEX-RN (the examination for licensure for a registered nurse).

Description of Program

During the freshman year, students are expected to complete many of the core courses. Students may be admitted to the Department of Nursing for the fall semester of their sophomore year. During this semester the students enroll in two non-clinical Nursing courses and complete most of the core and science courses that are the foundation of the Nursing program. Nursing courses are serial and are concentrated at the junior and senior level of the program. A practicum is required in each clinical Nursing course.

End of Program Student Learning Outcomes

Upon successful completion of the program in Nursing, the graduate will be able to

1. Practice professional nursing within the scope of a diverse, global society;
2. Manage a plan of care based on the nursing process to provide safe, holistic, cost-effective, quality, patient-centered care;
3. Demonstrate the ability to engage in critical thinking and decision-making within the scope of professional, legal, and ethical standards;
4. Evaluate research in nursing and the related disciplines for its applicability to nursing practice and providing evidence-based nursing care;
5. Improve healthcare delivery by practicing leadership and management skills and by collaborating with the interdisciplinary healthcare team;
6. Demonstrate the advocacy role within the Christian perspective of respect for the uniqueness, dignity, and worth of the patient and others;
7. Formulate strategies for continuous quality improvement of health care delivery and advancement of professional nursing as a practice discipline; and
8. Integrate emerging technologies to utilize resources, manage information, and provide patient care.

Degree Offered

Bachelor of Science in Nursing (Pre-Licensure Program)

Admission Requirements

All students must be formally accepted before enrolling in any Nursing course. Admission to the Department of Nursing is based upon

1. reading proficiency at college-level in comprehension and vocabulary;
2. completion of a minimum of 32 semester hours of Level I designated core and support courses with a grade of C or better;
3. minimum Grade Point Average (GPA) of at least 2.5;
4. successful score on all entrance examinations;
5. formal application for admission to the Department of Nursing;
6. evidence of health compatible with curriculum requirements; and
7. three letters of recommendation.

Preference will be given to applicants who complete Pre-Nursing courses at University of Holy Cross. Admission to the Department of Nursing is competitive. Admission to the Department is by competitive application, and meeting the minimum academic requirements does not guarantee admission to the Department of Nursing.

The Department of Nursing does not accept into its program students who are not eligible to return to a nursing program previously attended. A letter of good standing must be on file from the previous nursing program.

Admission Policy for an L.P.N.

The Department of Nursing has the following plan for an L.P.N. to attain the B.S.N. degree at University of Holy Cross. An L.P.N. student may challenge NSG 203 Nursing I (7 semester hours). The challenge of NSG 203 may not be undertaken until the 32 prerequisite hours in Level I are completed. In addition, the L.P.N. must be concurrently enrolled in NSG 200 Dimensions of Professional Nursing (3 semester hours) and NSG 202 Pharmacology (3 semester hours). These courses are taught every fall semester.

Students who are L.P.N.s follow the same procedures for

any new student regarding admission to the College and/or Department of Nursing. To expedite the progression of the L.P.N. within the Nursing curriculum, the L.P.N. will be afforded the opportunity to challenge seven hours of Nursing courses. The challenge of NSG 203 Nursing I (7 semester hours) must be completed during the fall semester that the student is enrolled in NSG 200 and NSG 202. A student who successfully challenges NSG 203 will have a grade of "P" recorded on the official transcript.

The L.P.N. must have current work experience equivalent to at least one year of full-time employment. A résumé of work experience of the L.P.N must be provided and include length of time, type of patients requiring nursing care, skills required, responsibilities, etc.

In addition, the L.P.N. must successfully pass the Nursing Acceleration Challenge Exam (NACE) I (Foundations of Nursing), provided by the National League for Nursing, as well as successfully demonstrate competency in selected fundamental nursing clinical skills.

Reporting of Any Subsequent Disciplinary Action, Arrest, Charge, Conviction, Addiction or Impairment

If a student is admitted to the clinical sequence of the Nursing program, any subsequent disciplinary action, arrest, criminal charge or conviction, addiction, or impairment shall be reported IMMEDIATELY to the Chair of Nursing and the Louisiana State Board of Nursing. All required documents shall be forwarded to the Louisiana State Board of Nursing for evaluation in determining the student's eligibility to continue in the clinical sequence of the program.

Graduation Requirements

The student must

1. complete the nursing curriculum with a grade of C or better in each Nursing course;
2. complete all general education courses with a minimum grade of C;
3. achieve a cumulative GPA of 2.0; and
4. achieve the designated score on the Department exit exam.

Requirements

Freshman (Level One)

BIO 261	Human Anatomy & Physiology I	3
BIO 262	Human Anatomy &	3

CHE 105	Physiology II General, Organic, & Biochemistry	3		Elective	
				Subtotal: 31	
ENG 101	English Composition I	3		<i>NSG 300: fall semester</i>	
ENG 102	English Composition II	3		<i>NSG 307 and NSG 308: spring semester</i>	
MAT 105	College Algebra	3		Senior (Level Four)	
PHI 207	Introduction to Logic & Critical Thinking	3		THE	Theology Elective 3
PSY 101	General Psychology	3		FNA/MUS/ART	Elective 3
SOC 101	Introduction to Sociology	3		NSG 400	Nursing IV with Clinical Component 9
SPE 101	Fundamentals of Public Speaking	3		NSG 401	Nursing Leadership & Management 3
			Subtotal: 32	NSG 402	Perspectives in Nursing 2
				NSG 403	Preparation for Professional Nursing Practice 2
Sophomore (Level Two)				NSG 420	Nursing V with Clinical Component 7
THE 285/PHI 285	Theology & Health Care Ethics	3		Subtotal: 29	
BIO 275/HSC 275	Introduction to Microbiology	3		<i>NSG 400 and NSG 401: fall semester</i>	
HIS	History	3		<i>NSG 402, NSG 403, and NSG 420: spring semester</i>	
NSG 200	Dimensions of Professional Nursing	3		Subtotal: 120	
NSG 202	Pharmacology	3		Summary	
NSG 203	Nursing I with Clinical Component	7		Biology	14
NSG 205	Health Assessment with Laboratory Component	3		Chemistry	3
ENG 200	Introduction to Literary Forms	3		English	9
			Subtotal: 28	Fine Arts, Music or Art	3
<i>NSG 200 and NSG 202: fall semester</i>				History	3
<i>NSG 203 and NSG 205: spring semester</i>				Mathematics	6
<i>ENG 200: Literature Elective (200 level or above)</i>				Nursing	58
Junior (Level Three)				Philosophy	6
SOC/PSY/HIS/GEO/PSC/COU/CJ U	Social Science elective	3		Psychology	3
MAT 160	Introductory Statistics	3		Sociology	3
NSG 300	Nursing II with Clinical Component	9		Speech	3
BIO 353/HSC 353	Human Pathophysiology	3		Theology	6
NSG 307	Evidence-Based Nursing Practice	3		SOC/PSY/HIS/GEO/PSC/COU/CJU Elective	3
NSG 308	Nursing III with Clinical Component	7		Subtotal: 120	
PHI	Philosophy	3		Nursing Honors Program	
				Purposes	
				1. To recognize Nursing students who have demonstrated exceptional academic ability in their	

major;

2. To enhance the educational experience of high achieving Nursing students;
3. To offer Nursing students an opportunity to develop additional skills in nursing research, innovative clinical practice, ethics or leadership as preparation for a professional nursing career and/or graduate study in Nursing; and
4. To offer opportunity for completion of a scholarly project in an area of individual interest.

Eligibility

Acceptance into the Nursing Honors Program requires the student to

1. Have completed and earned a 3.10 GPA (not rounded) in NSG 203, 205, 300, 307 and 308 (pre-licensure student);
2. Have earned a 3.00 cumulative GPA;
3. Have submitted the Honors Program Application Form (include a one-page typed paper to include long-term goals and reasons why he or she wants to participate in the program); and
4. Have been selected by the Honors Committee from application and transcript evaluation prior to August of the senior year (pre-licensure student).

Department of Health Sciences

Chair: Dr. Barbara Wizer

Program Description

The Department of Health Sciences offers Associate and Baccalaureate degrees in Radiologic Technology and Neurodiagnostic Technology, and the B.S. degree in Health Sciences with a choice of tracks, including Pre-Public Health, Pre-Occupational Therapy, and Pre-Audiology curriculum tracks. In addition, the department offers a B.S. in Health Sciences completion degree with curriculum tracks for electroencephalographic technologists, radiologic technologists, respiratory therapists/cardiopulmonary care science, diagnostic medical sonographers and medical laboratory technicians. The baccalaureate completion degree is designed for working professionals (i.e. individuals who have

completed their clinical training, have earned an Associate's degree, and are credentialed in their field) who now wish to finish a baccalaureate degree. Typically the degree can be completed entirely online.

The University of Holy Cross Radiologic Technology Program is nationally accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). It is an intense, comprehensive program combining academic preparation with didactic and clinical study, culminating in either an Associate or Baccalaureate degree. Didactic courses take place at the University of Holy Cross. Clinical training for both programs occurs at Ochsner Medical Center New Orleans, Ochsner Baptist Medical Center, Ochsner Health Center – Metairie, and Ochsner Health Center – Elmwood.

The Associate and Baccalaureate degrees in Neurodiagnostic Technology (NDT) combine general education and science courses, academic courses specific to the major field, and clinical training. The NDT program at UHC is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP). The clinical component is identical in both programs and qualifies the student who completes it to take the registry exam administered by the American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET), the credentialing board for the profession. Children's Hospital, West Jefferson Medical Center, University Medical Center, Tulane Medical Center, and the LSU Healthcare Network provide the clinical training sites for students accepted into the program.

Acceptance into both the Radiologic Technology and Neurodiagnostic Technology programs is competitive.

Students in the discipline Diagnostic Medical Sonography must be accepted by an accredited clinical program. Entry into the sonography clinical programs is competitive. Completion of prerequisite coursework does not guarantee entry into a clinical program.

The Bachelor of Science in Health Sciences degree offers several options. The first option provides practicing clinicians in radiologic technology, respiratory therapy, or neurodiagnostic technology who have earned the credential in their field an opportunity to use their clinical hours toward a Baccalaureate degree. Radiologic technologists receive 59 semester hours of credit; respiratory therapists receive 32 semester hours of credit; and electroencephalographic (EEG) technologists receive 28 semester hours of credit for their clinical training. Students may transfer up to 90 semester hours of credit including their clinical training. Thirty semester hours of credit must

be taken in residence.

The second option is intended for students interested in careers in health fields that do not require specialized clinical training at the baccalaureate level. The curriculum is designed either to prepare a student to work in the healthcare field in a non-clinical setting or to fulfill the prerequisites for graduate studies in the fields of public health, occupational therapy, or audiology. The liberal policy for elective credit provides students the opportunity to elect courses in other disciplines like Business, Healthcare Management, and Psychology that coincide with their particular area of interest. The program is also unique in that it allows use of clinical hours in Nursing and Radiologic Technology, and Neurodiagnostic Technology to be used as elective credit toward the degree. The capstone of the degree is the internship. The University has an institutional agreement with Ochsner Health System to provide internships through the volunteer department at Ochsner. As an alternative the student may choose an internship through the Daughters of Charity Health Center.

Student Learning Outcomes

Upon successful completion of the Health Sciences Programs, students should be able to

1. recall essential factual information;
2. read, understand, and critique standard reference works and professional periodicals;
3. access critical theories and trends;
4. synthesize theoretical and empirical knowledge; and
5. demonstrate the ability to engage in critical thinking, decision making, and independent judgment.

Degrees Offered

Associate of Science

Radiologic Technology
Neurodiagnostic Technology

Bachelor of Science

Radiologic Technology Neurodiagnostic Technology
Health Sciences
Curriculum in Diagnostic Medical Sonography
Curriculum for Cardiopulmonary Care Science
Curriculum for EEG Technologists
Curriculum for Medical Laboratory Technicians
Curriculum for Radiologic Technologists
Curriculum for Respiratory Therapists
Pre-Public Health Track

Pre-Occupational Therapy Track

Pre-Audiology Track

Radiologic Technology Program

The University of Holy Cross Radiologic Technology Program is an intense and comprehensive program combining academic preparation with didactic and clinical study. The Professional Training Component is a full-time program entailing 40 hours per week. Students may choose two options in applying for entry to the professional training component.

The Associate degree track provides students with the baseline academic prerequisites necessary for applying to the program. Students who elect this track must complete all academic prerequisites at the Associate degree level before beginning the professional training component. The Baccalaureate degree track provides students with a broader academic background, in addition to all of the baseline prerequisites necessary for application to the professional training component. The Baccalaureate degree facilitates career advancement and is the preferred track for students seeking greater opportunities for professional growth.

Mission

The University of Holy Cross Program in Radiologic Technology facilitates a multifaceted approach to excellence in education by providing students with an optimal learning experience through small class sizes, one-on-one instruction, and competency-based instruction to ensure graduates competently perform imaging procedures. This will provide the health care community with competent, employable, entry-level radiographers, compassionate caregivers, and dynamic members of the total health care team who will value and integrate learning as a lifelong process.

Radiologic Technology Program Goals and Student Learning Outcomes (SLOs):

1. Students will graduate clinically competent.
SLO 1: Students will successfully execute diagnostic imaging procedures.
SLO 2: Students will demonstrate knowledge of proper radiation safety practices.
2. Students will graduate displaying effective communication skills.

SLO 1: Students will demonstrate effective oral communication.

SLO 2: Students will acquire pertinent patient information.

3. Students will graduate exhibiting critical thinking and problem-solving skills.

SLO 1: Students will demonstrate the knowledge of critical thinking and problem-solving as it relates to patient care.

SLO2: Students will adapt standard procedures to accommodate patient variables.

4. Students will graduate functioning effectively as a professional member of the healthcare team.

SLO 1: Students will display ethical behavior and sound professional judgment in clinical practice.

SLO 2: Students will demonstrate the performance of a qualified entry-level radiographer.

Admission Requirements for Professional Training Component

1. Completion of all academic requirements as specified in the degree program (Students may elect to pursue either the Baccalaureate or Associate degree.);
2. Minimum Grade Point Average of 2.5 on a 4.0 scale, with a minimum grade of C in all prerequisite courses; and
3. Official college transcripts.

Application Process

Students apply to the professional clinical program during the spring semester by completing the application packet available in the Office of Academic Affairs. The deadline for submitting all completed materials is given in the application packet and is published on the University website.

Selection Process

Applications are reviewed by the Program’s Selection Committee, and the most qualified applicants are invited for a personal interview. Factors considered in the selection process are academic success, preparation for and understanding of the demands of the profession and program, communication skills, and the ability to deal with stressful situations. Successful students are those who are highly motivated, have strong time-management skills, can adapt to and enjoy rapidly changing technology and environments, and can tolerate the stress brought on by educational constraints and patient care. The student must have a strong desire to become a registered radiologic technologist and a professional in the health care

environment.

1. All completed applications are reviewed.
2. The most qualified applicants are invited for a personal interview by the Program’s Selection Committee.
3. Final selection is made from among the interviewed applicants.
4. All prerequisite education must be completed before starting the program.
5. Those candidates accepting appointment are required to undergo an incoming physical examination, which includes blood, drug, and TB testing; a background check; and CPR Certification (American Heart Association Basic Life Support for Health Care Providers). Incoming students are responsible for all fees associated with CPR Certification and background checks. Detailed information is provided to incoming students. The physical examination, CPR certification, and background check must be completed before students begin the program. Candidates must also have health insurance and provide proof of health insurance at the start of the Professional Training Component and prior to the start of each semester they are enrolled in the Professional Training Component.

Important Facts

- Graduates of the Radiologic Technology Program are eligible for the American Registry of Radiologic Technologists (ARRT) National Certification Examination. The student must comply with the “Rules of Ethics” set forth in the ARRT’s “Standards of Ethics”: <https://www.arrt.org/pages/earn-arrt-credentials/initial-requirements/ethics/ethics-requirements> Any previous felony convictions, plea of guilty, or plea of Nolo Contendere (No Contest) to a felony or misdemeanor, will be investigated by the ARRT before determining the student’s eligibility to sit for the National Certification Examination.
- Students enrolled in the Professional Training Component adhere to a prescribed dress code for clinical education, as well as follow policies and procedures set forth by the program and clinical sites.
- Attendance requirements for the Professional Training Component are much more stringent than the normal college student’s schedule. A copy of the

program policy and procedure manual is available upon request.

- Reliable transportation is important. The Professional Training Component schedule requires students to be punctual and accountable. The Professional Training Component also includes rotations through Ochsner Health System locations.

Graduation Requirements

The following are the minimum requirements expected of all students to successfully complete the UHC Professional Training Component in Radiologic Technology. These requirements must also be met to be eligible for the American Registry of Radiologic Technologists (ARRT) certification exam:

- A grade of “C” (77%) must be maintained at the end of each didactic and each comprehensive examination. Any failed course or comprehensive exam must be retaken and passed.
- All clinical courses, written tests, simulations, and competencies must be passed with a minimum grade of an 80%.
- All unapproved absence occurrences exceeding the allotted hours of time off per year must be made up prior to official graduation.
- All borrowed books from the program, department, and/or library must be returned in good order or fines paid.
- Minimum grade of 77% on the 21-month Exit Comprehensive Examination.
- Completion of all didactic and clinical requirements as specified in the degree program (Associate or Baccalaureate degree requirements.)

Radiologic Technology Credit Hour Policy

Definition of a Credit Hour:

The credit hour is the most commonly used unit for reporting credit earned in a course. The University of Holy Cross conforms to the Federal definition of a credit hour (Section 600.2 and 600.24[f] of the Higher Education Opportunity Act), that a unit of credit is

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or

ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The number of credit hours awarded per class is based upon the traditional Carnegie Unit of one credit hour for approximately one hour of direct faculty instruction. For this policy, an “hour” of instruction is interpreted as not less than 50 minutes of contact time per week (or its equivalent) over a 15-week period. Consequently, students earn 1 credit hour per 45 hours of instruction over a 15-week semester that includes one additional week for the purpose of final examinations.

The UHC Radiologic Technology Professional Training Component awards block credit for completed semester coursework. Each course consists of a block of didactic and clinical courses within a specific semester, with credit being awarded based on the documentation of work the student completes within the specified amount of time designated for each block.

Didactic Coursework:

Didactic Coursework is defined as traditional in-seat courses, having one hour of faculty contact per week per credit hour and two hours of out-of-class work. Didactic course work in the Radiologic Technology Professional Training Component is assigned credit in accordance with UHC’s Definition of Credit Hour:

UHC’s Credit Hour Definition

UHC defines a credit hour as a reasonable approximation of the student learning outcome equivalency of, at a minimum, a Carnegie Unit. Course developers ensure that the quantity of student learning required per credit is the equivalent of approximately 45 hours of course work for the semester (not less than 50 minutes of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for 15 weeks for one semester of credit) through activities that

1. address and demonstrate student competency in the defined learning outcomes;
2. draw upon recommended instructional practices identified by the University.¹ In summary, as shown in Table 1, students earn 1 credit hour per 45 hours of

Didactic Coursework.

Table 1

Didactic Credit Hour Definition

Instructional Requirements for Didactic Credit

	1 Credit Hour	2 Credit Hours	3 Credit Hours
Lecture 1 hour per week x 15 weeks	15 Hours	30 Hours	45 Hours
Out-of-class assignments 2 hours per week x 15 weeks	30 Hours	60 Hours	90 Hours
Total minutes required per Credit Hour	45 Hours	90 Hours	135 Hours

Radiologic Technology Definition of Didactic Credit Hour

Clinical Coursework:

According to The American Registry of Radiologic Technologists (ARRT), the purpose of the clinical competency requirements is to verify that individuals certified and registered by the ARRT have demonstrated competency performing the clinical activities fundamental to a discipline.² A clinic-based/experiential course on average requires 60 hours of work per semester over 15 weeks to earn one (1) credit hour. (See Table 2.)

¹ <https://www.uhcno.edu/academics/calendars-catalogs-and-schedules.html>

² <https://www.arrt.org/docs/default-source/discipline-documents/radiography/rad-competency-requirements.pdf?sfvrsn=20>

Table 2

Clinical Credit Hour Definition

Required Minutes for Clinical Credit

	1 Credit	2 Credits	3 Credits
4 hours a week x 15 Weeks	60 Hours	120 Hours	180 Hours

Credits awarded for clinical experiences are based on the

documentation of the amount of work the student is expected to complete within a specified amount of time, based on the learning calibrated to the amount of engaged time. Clinical activities vary from course to course depending upon the nature of the activity, extent of student engagement, and expected learning/training outcomes, such as

- clinical rounds,
- labs, simulations,
- imaging procedure practice,
- competency testing,
- imaging under supervision of a clinical instructor or registered technologist, and
- enhancing student knowledge (team-based learning activities, imaging procedure reviews, etc.)

The syllabus for a course provides information on the investment of time by the average student necessary to achieve the learning outcomes of the course and details all applicable items related to class contact, laboratories, examinations, assignments, and preparation of out-of-class study.

Courses offered during an abbreviated timeframe require the same number of contact hours as those delivered during a standard term that are of comparable credit hours and means of delivery.

Implementation of the Credit Hour Policy

Primary monitoring responsibility for the Credit Hour Policy originates in the faculty department and its Chair. The College Dean, the Academic Council (undergraduate credit hours) or the Graduate Council (graduate credit hours), and the Provost provide additional layers of oversight.

The policy is subject to review every three years and may be updated sooner if necessary to mirror changes in the curriculum or to comply with the best practices of the Southern Association of Colleges and Schools Commission on Colleges.

Associate of Science in Radiologic Technology

Curriculum for Students without Clinical Training in Radiologic Technology

Required

BIO 261	Human Anatomy & Physiology I And	3
BIO 261L	Human Anatomy & Physiology I Lab	1
ENG 101	English Composition I And	3
ENG 102	English Composition II	3
MAT 105	College Algebra	3
PHI 207	Introduction to Logic & Critical Thinking	3
SOC	Social Science Elective	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Elective Professional Training in Radiologic Technology (21 months)	3 59

Subtotal: 84

Professional Training in Radiologic Technology: Admission to the Radiologic Technology Professional Training Component is competitive. Students who are accepted into this track attend classes 40 hours per week, Monday through Friday. The junior year is three semesters in length, and the senior year is two semesters in length. Students attend classes during the fall, spring, and summer semesters of the junior year and during the fall and spring semesters of the senior year of the Professional Training Component.

Bachelor of Science in Radiologic Technology

Curriculum for Students Without Clinical Training in Radiologic Technology

Freshman

BIO 261	Human Anatomy & Physiology I And	3
BIO 261L	Human Anatomy & Physiology I Lab	1

Subtotal: 120

And

BIO 262	Human Anatomy & Physiology II	3
BIO 262L	Human Anatomy & Physiology II Lab	1
CHE 105	General, Organic, & Biochemistry	3
CHE 105L	General, Organic, & Biochemistry Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
PHI	Philosophy Elective	3
THE 285/PHI 285	Theology & Health Care Ethics	3

Subtotal: 30

Sophomore

ENG	Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
HIS	History Elective	3
PHI 207	Introduction to Logic & Critical Thinking	3
PHY 151	General Physics I	3
PSY 101	General Psychology	3
SPE 101	Fundamentals of Public Speaking	3
	Social Science Electives	6
THE	Theology Elective	3

Subtotal: 31

Junior and Senior

Professional Training in Radiologic Technology (21 months)	59
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Subtotal: 59

Professional Training in Radiologic Technology: Admission to the Radiologic Technology Professional Training Component is competitive. Students who are accepted into this track attend classes 40 hours per week, Monday through Friday. The junior year is three semesters in length, and the senior year is two semesters in length. Students attend classes during the fall, spring, and summer semesters of the junior year and during the fall and spring semesters of the senior year of the Professional Training Component.

Summary

Natural Sciences	16
English	9
Art, Fine Arts, or Music	3
History	3
Mathematics	6
Philosophy	3
Psychology	3
Social Sciences	6
Speech	3
Theology	6
Professional Training	59
Subtotal: 120	

**Radiologic Technology Professional Training Courses
First Year**

Block credit is awarded on a semester basis for the Professional Training Component course work. The individual courses are assigned numbers that are unique and differ from the block credit numbers.

**Fall Semester – RAD 300 - Radiologic Technology I
(14 Hours)**

RAD 101
RAD 103
RAD 110
RAD 205
RAD 217A
RAD 220
RAD 301

RAD 101 Principles of Radiation Protection

This course is designed to discuss radiation safety, rules, and regulations to provide maximum safety to patients and students.

RAD 103 Introduction to Radiologic Technology

This course is designed to acquaint students with the goals, philosophies, and organizations of the Radiology program and department. An appreciation of Radiologic Technology is established through an understanding of medical history, the evolution of Radiologic Technology, and its professional organizations. Career and socio-economic advancements within Radiologic Technology are introduced, allowing the student to establish and maintain high goals. The general intent is to set the pace for the students' professional growth in Radiologic Technology.

RAD 110 Medical Ethics and Law

This course provides the student with respect for interpersonal relationships, along with moral and ethical responsibilities, to increase effective communication and empathy for the patient.

Medicolegal emphasis develops the student regarding ethical principles and legal responsibilities. The course is comprised of classroom lecture and online assignments and participation.

RAD 205 Radiographic Anatomy and Physiology I

This is a detailed course covering knowledge and comprehension of the structures and functions of parts of the human skeletal system, including upper and lower extremities, shoulder and pelvic girdle, and bony thorax, as it relates to radiologic technology.

RAD 217A Basic Radiographic Positioning I

Students participate in an extensive lecture-laboratory study of basic positions of the upper and lower extremities, shoulder girdle, bony thorax, pelvis, and upper femora.

RAD 220 Patient Care in Radiologic Sciences

In this course, students are provided with patient care procedures and techniques along with radiologic technology information related to the diagnostic and therapeutic practices of patient care.

RAD 301 Clinical Practicum I

Students display proficiency in ethical and professional communication, proper body mechanics, and basic radiologic technology skills within the radiology department. Students undertake labs in IVP and fluoroscopic studies of the gastrointestinal tract. Students are simulated for chest, abdomen, and portable radiography, along with basic axial and appendicular skeletal routines.

**Spring Semester – RAD 310 - Radiologic Technology II
(14 Hours)**

The RAD 310 block contains the following individual courses:

RAD 202
RAD 206
RAD 217B
RAD 225
RAD 280
RAD 302

RAD 202 Principles of Radiographic Exposure

This course provides the knowledge for obtaining an optimal radiograph using exposure factors, radiation protection, equipment, radiographic accessories, and pathological findings.

RAD 206 Radiographic Anatomy and Physiology II

In this detailed course, students cover knowledge and comprehension of the structures and functions of the remaining parts of the human skeletal system, including the vertebral column and skull. It also includes an introduction to detailed knowledge and comprehension of the human body and its physiological systems, including its structures, functions, and relationships.

RAD 217B Basic Radiographic Positioning II

Students participate in an extensive lecture-laboratory study of basic positions of the vertebral column, skull, sinuses, facial bones, and trauma radiography of the vertebral column, skull, and facial bones.

RAD 225 Radiographic Physics

This course is an introduction to multiple energy transformations required for radiation production and interactions with matter, including principles of electronics for radiation production in diagnostic radiography equipment.

RAD 280 Digital Imaging

Students study the computer components, computer language, applications, and operation of digital imaging systems in radiology, as well as factors affecting image acquisition, display, archiving, and retrieval.

RAD 302 Clinical Practicum II

Clinical training and competency during this course focus on the areas of clinic and hospital radiography, with the inclusion of emergency department radiography procedures. Students also participate in clinical observation training in specialized modalities of medical imaging.

Summer Semester – RAD 330 - - Radiologic Technology III (8 Hours)

The RAD 330 block contains the following individual courses:

RAD 104
RAD 210
RAD 217C
RAD 260
RAD 290
RAD 303

RAD 104 Medical Terminology

This course introduces medical abbreviations, symbols, and terms relating to human anatomy, physiology, and diagnosis used in the medical profession that students will employ throughout their career.

RAD 210 Image Critique

This discussion course critiques students' images in order to assist the individual student in problem or weak areas of

radiographic acquisition. The course also reviews and discusses required knowledge and comprehension of the structures, physiological systems, and functions of the human body as they relate to radiologic technology.

RAD 217C Advanced Radiographic Positioning I

An extensive study of supplementary positions of the upper and lower extremities, pelvis, shoulder girdle, bony thorax, vertebral column, and long bone measurements.

RAD 260 Medical Imaging

A course describing various radiation and non-radiation processes and equipment.

RAD 290 Human Structure and Function in Imaging

Students are given an in-depth study of the human body and its physiological systems, including its structures, functions, and relationships, as well as radiographic procedures and practices utilized to image the various body systems.

RAD 303 Clinical Practicum III

Clinical training and competency during this course focus on the areas of clinic and hospital radiography, with the inclusion of emergency department and surgical radiography procedures. Students also participate in clinical observation training in specialized modalities of medical imaging.

Radiologic Technology Professional Training Courses Second Year

Block credit is awarded on a semester basis for the professional training component course work. The individual courses are assigned numbers that are unique and differ from the block credit numbers.

Fall Semester – RAD 400 - Radiologic Technology IV (12 Hours)

The RAD 400 block contains the following individual courses:

RAD 210
RAD 215
RAD 217D
RAD 265
RAD 304

RAD 210 Image Critique

This discussion course critiques students' images in order to assist the individual student in problem or weak areas of radiographic acquisition. The course also reviews and discusses required knowledge and comprehension of the structures, physiological systems, and functions of the human body as they relate to radiologic technology.

RAD 215 Principles of Contrast Media

A lecture and research course focusing on the various types of contrast materials employed for imaging procedures, including their usage in both adult and pediatric patients, reactions, and basic first aid procedures with reference to the emergency cart.

RAD 217D Advanced Radiographic Positioning II

An extensive study of trauma and pediatric imaging and a review of the essential appendicular and axial skeletal systems are given in this course.

RAD 265 Quality Assurance and Control

A course identifying problems in the radiographic process before they are evidenced clinically.

RAD 304 Clinical Practicum IV

Advanced clinical training and competency during this course focus on the areas of clinic and hospital radiography with the inclusion of emergency department and surgical radiography procedures. Students also participate in clinical observation training in specialized modalities of medical imaging.

Spring Semester – RAD 410 - Radiologic Technology V (11 Hours)

The RAD 410 block contains the following individual courses:

RAD 210
RAD 240
RAD 255
RAD 285
RAD 305

RAD 210 Image Critique

This discussion course critiques students' images in order to assist the individual student in problem or weak areas of radiographic acquisition. The course also reviews and discusses required knowledge and comprehension of the structures, physiological systems, and functions of the human body as they relate to radiologic technology.

RAD 240 Radiographic Pathology

A research course designed to introduce various pathological conditions of the human body and their impact on radiographic imaging. This course provides a basic knowledge of disease processes of each body system and the ways they manifest radiographically, as well as awareness of what is needed to produce optimal diagnostic images for these patients.

RAD 255 Principles of Radiation Biology

This course provides awareness and knowledge relating to the effects of ionizing radiation on the biological systems.

RAD 285 Registry Review

A review of all academic material and mock-certification

examinations provided in an atmosphere similar to the ARRT certification examination.

RAD 305 Clinical Practicum V

Advanced clinical training and competency during this course focus on the areas of clinic and hospital radiography with the inclusion of emergency department and surgical radiography procedures. Students also designate and participate in clinical observation training of those designated, specialized modality areas. Students meet all mandatory clinical requirements, including competencies and minimum exam totals required for program completion.

Neurodiagnostic Technology Program

The University of Holy Cross Neurodiagnostic Technology Program combines academic preparation with didactic and clinical study. Students may choose two options in applying for entry into the professional training component.

The Associate degree provides students with baseline academic prerequisites followed by clinical training, as recommended by the Commission on Accreditation of Allied Health Programs' Committee on Accreditation for Education in Neurodiagnostic Technology and as outlined in the Standards and Guidelines for the Accreditation of Educational Programs in Neurodiagnostic Technology. Students who elect this track must complete all academic prerequisites at the Associate degree level before beginning the clinical training component.

The Baccalaureate degree provides students with a broader academic background, in addition to all of the baseline prerequisites necessary for application to the clinical training component. The baccalaureate degree facilitates career advancement and is the preferred track for students seeking greater opportunities for professional growth.

Mission

The University of Holy Cross Program in Neurodiagnostic Technology facilitates a multifaceted approach to excellence in education by providing students with an optimal learning experience through small class sizes, one-on-one instruction, and competency-based instruction to ensure graduates competently perform neurodiagnostic technology core competencies. This will provide the health care community with competent, employable neurodiagnostic technologists, compassionate caregivers, and dynamic members of the total health care team who will value and integrate learning as a lifelong process.

Program Goals/Student Learning Outcomes

Upon completion of the degree in neurodiagnostic technology, students will be able to

1. Recall and demonstrate an understanding of essential factual information and apply this knowledge to clinical problem-solving;
2. Read, understand, and critique standard reference works and professional periodicals;
3. Demonstrate the ability to perform neurodiagnostic procedures competently and safely;
4. Demonstrate the ability to engage in critical thinking and decision making, and to display sound independent judgment; and
5. Demonstrate proficiencies sufficient to qualify for entry-level positions in the field of neurodiagnostic technology within the community.

Admission Requirements for Professional Training Component

1. Completion of all academic requirements as specified in the degree program (Students may elect to pursue either the Baccalaureate or Associate degree.);
2. Minimum Grade Point Average of 2.5 on a 4.0 scale with a minimum grade of C in all prerequisite courses; and
3. Official college transcripts.

Application Process

Students apply to the professional clinical program during the spring semester by completing the application packet available in the Office of the Administrative Assistant of the Department of Health Sciences. The deadline for submitting all completed materials is given in the application packet and is published on the University website.

Selection Process

Applications are reviewed by the Program’s Selection Committee, and the most qualified applicants are invited for a personal interview. Factors considered in the selection process are academic success, preparation for and understanding of the demands of the profession and program, communication skills, and the ability to deal with stressful situations. Successful students are those who are highly motivated, have strong time-management skills, can

adapt to and enjoy rapidly changing technology and environments, and can tolerate the stress brought on by educational constraints and patient care. The student must have a strong desire to become a neurodiagnostic technologist and a professional in the health care environment.

1. All completed applications are reviewed.
2. The most qualified applicants are invited for a personal interview by the Program’s Selection Committee.
3. Final selection is made from among the interviewed applicants.
4. All prerequisite education must be completed before starting the program.
5. Those candidates accepting appointment are required to undergo an incoming physical examination, which includes blood, drug, and TB testing; a background check; and CPR Certification (American Heart Association - Basic Life Support for Health Care Providers). Incoming students are responsible for all fees associated with CPR Certification and background checks. Detailed information is provided to incoming students. The physical examination, CPR certification, and background check must be completed before students begin the program. Candidates must also have health insurance and provide proof of health insurance at the start of the Professional Training Component and prior to the start of each semester they are enrolled in the Professional Training Component.

Associate of Science in Neurodiagnostic Technology

Curriculum for Students without Clinical Training in Neurodiagnostic Technology

Freshman		
BIO 261	Human Anatomy & Physiology I	3
	And	
BIO 261L	Human Anatomy & Physiology I Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
HSC 110	Medical Terminology	3
MAT 105	College Algebra	3

PSY 101	General Psychology	3
SPE 101	Fundamentals of Public Speaking	3
THE 285/PHI 285	Theology & Health Care Ethics	3
		Subtotal: 28
Sophomore		
BIO 262	Human Anatomy & Physiology II	3
BIO 261L	Human Anatomy & Physiology I Lab	1
BIO 453/HSC 453	Clinical Pathophysiology	3
BIO 455/HSC 455	Neuroscience	3
HSC 200	Patient Evaluation	2
PHI 207	Introduction to Logic & Critical Thinking	3
PHY 151	General Physics I	3
PHY 152	General Physics II	3
		Subtotal: 28

BIO 453: may substitute BIO 457 Cardiorespiratory Physiology

Junior - Clinical Program (12 months)		
HSC 330	Electrocardiography	3
NDT 300	EEG IA	2
NDT 302	EEG IB	1
NDT 305	Biomedical Instrumentation & Electronics	4
Or		
NDT 370	Epilepsy & Critical Care Monitoring	3
And		
Elective	Free Elective	1
NDT 315	Clinical Neurology	3
NDT 325	EEG II	3
NDT 330	Correlative Neurology	3
NDT 335	Clinical Internship	3
NDT 340	EEG III	3
NDT 350	Nerve Conduction Studies, Evoked Potentials, & Polysomnography	3
NDT 360	Clinical Internship II	3
		Subtotal: 31
		Subtotal: 87

Summary	
BIO	19
ENG	6
HIS	3
HSC	8
MAT	3
PHI	3
PHY	8
PSY	3
SPE	3
THE	3
Clinical Training (NDT)	27-28
Subtotal: 87	

Bachelor of Science in Neurodiagnostic Technology

Curriculum for Students without Clinical Training in Neurodiagnostic Technology

Freshman		
BIO 261	Human Anatomy & Physiology I	3
And		
BIO 261L	Human Anatomy & Physiology I Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
HSC 110	Medical Terminology	3
MAT 105	College Algebra	3
PHI 207	Introduction to Logic & Critical Thinking	3
SPE 101	Fundamentals of Public Speaking	3
THE 285/PHI 285	Theology & Health Care Ethics	3
		Subtotal: 28
Sophomore		
BIO 262	Human Anatomy & Physiology II	3
And		
BIO 262L	Human Anatomy & Physiology II Lab	1

BIO 453/HSC 453	Clinical Pathophysiology	3
BIO 455/HSC 455	Neuroscience	3
BIO 457/HSC 457	Cardiorespiratory Physiology	3
PHI	Philosophy Elective	3
PHY 151	General Physics I	3
PSY 101	General Psychology	3
	Social Science Elective	3
Subtotal: 32		

Junior		
CHE 105	General, Organic, & Biochemistry	3
	Or	
CHE 141	General College Chemistry I	3
CHE 105L	General, Organic, & Biochemistry Lab	1
	Or	
CHE 141L	General Chemistry I Lab	1
ENG	Literature Elective	3
FNA/MUS/ART	Fine Arts Elective	3
HIS	History Elective	3
HSC 200	Patient Evaluation	2
MAT	Mathematics Elective	3
PHY 152	General Physics II	3
THE	Theology Elective	3
Elective	Free Elective	4
	Or	
Elective	Free Electives	5
Subtotal: 29-30		

MAT Math Elective: above MAT 105

Senior - Clinical Program (12 months)		
HSC 330	Electrocardiography	3
NDT 300	EEG IA	2
NDT 302	EEG IB	1
NDT 305	Biomedical Instrumentation & Electronics	4
	Or	
NDT 370	Epilepsy & Critical Care Monitoring	3
NDT 315	Clinical Neurology	3
NDT 325	EEG II	3
NDT 330	Correlative Neurology	3
NDT 335	Clinical Internship	3
NDT 340	EEG III	3
NDT 350	Nerve Conduction Studies,	3

	Evoked Potentials, & Polysomnography	
NDT 360	Clinical Internship II	3
Subtotal: 30-31		
Subtotal: 120		

Summary

BIO	23
CHE	4
ENG	9
FNA	3
HIS	6
HSC	8
MAT	6
PHI	6
PHY	8
PSY	3
SPE	3
THE	6
Social Science Elective	3
Electives	4-5
Clinical Training (NDT)	27-28
Subtotal: 120	

Health Sciences—Bachelor of Science

Curriculum in Diagnostic Medical Sonography (DMS)

Freshman		
HSC 110	Medical Terminology	3
BIO 261	Human Anatomy & Physiology I	3
	And	
BIO 261L	Human Anatomy & Physiology I Lab	1
CHE 105	General, Organic, & Biochemistry	3
CHE 105L	General, Organic, & Biochemistry Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ART/FNA/MUS	Fine Arts Elective	3

MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
SPE 101	Fundamentals of Public Speaking	3
		Subtotal: 29

Sophomore		
BIO 262	Human Anatomy & Physiology II	3
BIO 262L	Human Anatomy & Physiology II Lab	1

ENG	Literature Elective	3
HSC 291	Stress Management	1
HSC 293	Holistic Health	1
HSC 305	Health & Human Disease	3
PHI 306	Philosophical Ethics	3
PHY 151	General Physics I	3
	And	
PHY 152	General Physics II	3
PSY 101	General Psychology	3
THE	Theology Elective	3
		Subtotal: 29

Junior		
HSC 200	Patient Evaluation	2
	Or	
HSC 330	Electrocardiography	3
HSC 385	Fundamentals of Public Health Nutrition	4
HIS	History Electives	6
PHI	Philosophy Elective	3
	Social Science Elective	3
THE	Theology Elective	3
	Free Electives	8-9
		Subtotal: 29

Senior		
DMS	Program at Delgado Community College	33

DMS (Program at Delgado Community College): This curriculum is designed to prepare students for application to the Diagnostic Medical Sonography (DMS) program at Delgado Community College. Acceptance into the program is competitive with selection made by the Admissions Committee for the Delgado DMS Program. Meeting the minimum requirements does not guarantee admission into the program. The DMS program is a 16-month certificate program, which provides students with both formal and

practical education in ultrasound. Students apply directly to Delgado Community College for admission into the clinical program. University of Holy Cross grants the Baccalaureate degree upon successful completion of the program. Students who are graduates of other DMS programs may receive credit for their clinical work if they have completed a CAAHEP accredited program and have passed the national certification exam administered by the American Registry for Diagnostic Medical Sonography (ARDMS), provided that the DMS clinical program was offered through a regionally accredited college or university.

Subtotal: 120

Summary

Biology	8
Health Sciences	13 or 14
Chemistry	4
English	9
Art, Fine Arts, or Music	3
Mathematics	6
Philosophy	6
Physics	8
Social Sciences	12
Speech	3
Theology	6
Electives	8 or 9
Professional Training	33
Subtotal: 120	

Curriculum for Cardiopulmonary Care Science

This curriculum is for students who have an A.S. in CPCS (i.e., completed their professional training) and who have received CRT or RRT credentials.

Required		
ART/FNA/MUS	Elective	3
BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
BIO 261	Human Anatomy & Physiology I	3
	And	
BIO 261L	Human Anatomy &	1

	Physiology I Lab	
BIO 262	Human Anatomy & Physiology II	3
BIO 262L	Human Anatomy & Physiology II Lab	1
BIO 275/HSC 275	Introduction to Microbiology	3
CHE 105	General, Organic, & Biochemistry	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG	Literature Elective	3
HCM/BUS	Electives	6
HIS	History Elective	3
HSC 110	Medical Terminology	3
HSC	Electives	9
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
PHI	Philosophy Electives	6
PHY 101	Physical Science	3
PSY 101	General Psychology	3
SOC	Social Science Electives	6
SPE 101	Fundamentals of Public Speaking	3
THE	Electives	6
	Free Electives	7
	Professional Training	32

Subtotal: 120*HCM/BUS (Electives) and HSC (Electives): 300+ level***Summary**

Biology	15
Chemistry	3
English	9
Art, Fine Arts, or Music	3
Mathematics	6
History	6
Healthcare Management/Business	6
Health Sciences	12
Philosophy	6
Psychology	3
Social Sciences Electives	6
Speech	3
Theology	6
Free Electives	7
Professional Training	32

Subtotal: 120**Curriculum for Medical Laboratory Technicians**

This curriculum is for students who have completed their professional training) and earned an A.S. in Medical Laboratory Technology.

Required		
ART/FNA/MUS	Elective	3
BIO 101	General Biology	3
BIO 261	Human Anatomy & Physiology I	3
BIO 261L	Human Anatomy & Physiology I Lab	1
BIO 262	Human Anatomy & Physiology II	3
BIO 262L	Human Anatomy & Physiology II Lab	1
BIO 275/HSC 275	Introduction to Microbiology	3
BIO	Elective	3
CHE 105	General, Organic, & Biochemistry	3
ENG 101	English Composition I	3

ENG 102	English Composition II	3
ENG	Literature Elective	3
HCM/HSC	Electives	6
HIS	History Elective	3
HSC 110	Medical Terminology	3
MAT 105	College Algebra	3
	Natural Science Elective	3
PHI	Philosophy Electives	6
PHY 101	Physical Science	3
PSY 101	General Psychology	3
SOC	Social Science Electives	6
SPE 101	Fundamentals of Public Speaking	3
THE	Electives	6
	Free Electives	5
	Credit for Professional Training	38

Subtotal: 120

HCM/HSC (Electives): 300+ level

Summary

Biology	17
Chemistry	3
English	9
Art, Fine Arts, or Music	3
Mathematics	6
History	6
Healthcare Management/Heath Science	6
Health Sciences	3
Philosophy	6
Psychology	3
Social Sciences Electives	6
Speech	3
Theology	6
Natural Science Elective	3
Free Electives	5
Professional Training	38

Subtotal: 120

Curriculum for Radiologic Technologists

This curriculum is for students who have completed their professional training and who have received the ARRT credential.

Required		
BIO	Biological Science Electives	9
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG	Literature Elective	3
ART/FNA/MUS	Elective	3
HIS	History Electives	6
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
PHI	Philosophy Electives	6
SOC	Social Science Electives	6
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Electives	6
	Free Electives	7
	Professional Training	59

Subtotal: 120

Summary

Biology	9
English	9
Art, Fine Arts, or Music	3
Mathematics	6
History	6
Professional Training	59
Philosophy	6
Social Sciences Electives	6
Speech	3
Theology	6
Electives	7

Subtotal: 120

Curriculum for Respiratory Therapists

This curriculum is for individuals who have completed their professional training and who have received CRT or RRT credentials.

Required		
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG	Literature Elective	3
ART/FNA/MUS	Fine Arts Elective	3
HIS	History Electives	6
MAT 105	College Algebra	3
MAT 160	Introductory Statistics	3
PHI	Philosophy Electives	6

	Natural Sciences Electives	9
	Social Science Electives	6
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Electives	6
BUS	Business Electives	6
	General Electives	28
	Professional Training	32
	Subtotal: 120	

General Electives: 15 semester hours must be at the 300 level or above.

Summary

Business	6
English	9
Art, Fine Arts, and Music	3
Mathematics	6
Natural Sciences	9
Philosophy	6
Social Sciences	12
Speech	3
Theology	6
Professional Training	32
Electives	28
	Subtotal: 120

Curriculum for EEG Technologists

This curriculum is for students who have completed their professional training and who have received credentialing as an EEG technologist.

Required		
BIO 101	General Biology	3
BIO 261	Human Anatomy & Physiology I	3
BIO 261L	Human Anatomy & Physiology I Lab	1
	And	
BIO 262	Human Anatomy & Physiology II	3
BIO 262L	Human Anatomy & Physiology II Lab	1

BIO 353/HSC 353	Human Pathophysiology	3
BIO 455/HSC 455	Neuroscience	3
BIO	Biology Elective	3
CHE 105	General, Organic, & Biochemistry	3
CHE 105L	General, Organic, & Biochemistry Lab	1
	Or	
PHY 101	Physical Science	3
ENG 101	English Composition I	3
	And	
ENG 102	English Composition II	3
ENG	English Literature	3
FNA/MUS/ART	Fine Arts Elective	3
HIS	History Electives	6
HSC 110	Medical Terminology	3
HSC/HSM	Electives	6
MAT 105	College Algebra	3
MAT	Mathematics Elective	3
PHI 207	Introduction to Logic & Critical Thinking	3
PHI	Elective	3
PSY 101	General Psychology	3
SPE 101	Fundamentals of Public Speaking	3
THE 285/PHI 285	Theology & Health Care Ethics	3
THE	Elective	3
PHY/ENV/ESC	Natural Sciences Electives	6
	Free Electives	6
	Professional Training	28
	Subtotal: 120	

HSC or HSM (Electives): 300+ level

Credit totaling 28 hours will be given for the clinical training which the student has previously completed.

Summary	
BIO	21
CHE	4
ENG	9
ART/FNA/MUS	3
MAT	6
HIS	6
HSC	3
HSC or HCM	6
PHI	6
PSY	3
SPE	3
THE	6
Natural Sciences Electives	6
Electives	6
Professional Training	28
	Subtotal: 120

Pre-Public Health Track

Freshman	
ENG 101	English Composition I 3
ENG 102	English Composition II 3
HIS	Electives 6
MAT 105	College Algebra 3
PHI 207	Introduction to Logic & Critical Thinking 3
PSY 101	General Psychology 3
THE	Elective 3
HSC 110	Medical Terminology 3
SPE 101	Fundamentals of Public Speaking 3
	Subtotal: 30

Sophomore	
ENG	Literature Elective 3
ART/FNA/MUS	Fine Arts Elective 3
MAT 160	Introductory Statistics 3
HSC 270/BIO 270/FSI 270	Human Nutrition 3
BUS 218	Introduction To Business 3
CHE 105	General, Organic, & Biochemistry 3
CHE 105L	General, Organic, & Biochemistry Lab 1
HSC	Electives 6

HSC 291	Stress Management	1
HSC 293	Holistic Health	1
SOC	Elective	3
	Subtotal: 30	

Junior		
PHI	Elective	3
THE	Elective	3
HSC 301	Human Health & the Environment	3
HSC 310	Occupational Health	3
HSC	Electives	6
BUS	Elective	3
HCM 350	U.S. Healthcare System	3
	Natural Science Electives	6
	Subtotal: 30	

Senior		
Electives from the following disciplines (21 Credits):		
	Health sciences	
	Nursing	
	Radiologic technology	
	Respiratory care	
	Biology	
	Physical sciences	
	Business	

Required (9 Credits)		
HSC 400	Introduction to Public Health	3
HCM 410	Legal & Ethical Issues in Healthcare	3
HSC 450	Internship	3
	Subtotal: 30	
	Subtotal: 120	

Summary

BIO	15
BUS	3
CHE	4
ENG	9
FNA	3
HIS	6
HSC	33
MAT	6
PHI	6
PSY	12
SOC	3
SPE	3
THE	6
Electives	11

BIO 261L	And Human Anatomy & Physiology I Lab	1
BIO 262	Human Anatomy & Physiology II	3
BIO 262L	And Human Anatomy & Physiology II Lab	1
CHE 141	General College Chemistry I	3
CHE 141L	And General Chemistry I Lab	1
ENG	English Literature	3
HSC 270/BIO 270/FSI 270	Human Nutrition	3
HSC 310	Occupational Health	3
PHI	Elective	3
SOC 101	Introduction to Sociology	3
THE	Theology Elective	3
		Subtotal: 30

The Pre-Occupational Therapy track is specifically designed to meet the published requirements for application to the Master of Occupational Therapy program at Louisiana State University Health Sciences Center’s School of Health Sciences. Completion of the track does not guarantee admission to a particular program.

Subtotal: 120

Pre-Audiology Track

Freshman		
BIO 101	General Biology	3
	And	
BIO 101L	General Biology Lab	1
ENG 101	English Composition I	3
ENG 102	English Composition II	3
HIS	History Elective	3
HSC 110	Medical Terminology	3
MAT 105	College Algebra	3
PHI 207	Introduction to Logic & Critical Thinking	3
PSY 101	General Psychology	3
SPE 101	Fundamentals of Public Speaking	3
THE	Theology Elective	3
		Subtotal: 31

Sophomore		
BIO 261	Human Anatomy & Physiology I	3

Junior		
HSC 313/BIO 303	Or Pharmacology	3
BIO 455/HSC 455	Neuroscience	3
HSC 455/BIO 455	Or Neuroscience	3
BUS 218	Introduction To Business	3
FNA/MUS/ART	Fine Arts Elective	3
HIS	History Elective	3
HSC 301	Human Health & the Environment	3
HSC 353/BIO 353	Human Pathophysiology	3
MAT 160	Introductory Statistics	3
PHY 151	General Physics I	3
		Subtotal: 29

Senior		
BUS	Business Elective	3
HSC 400	Introduction to Public Health	3
HSC 440/BIO 440	Introduction to Tropical Medicine	3
HSC 450	Internship	3
HSC	Electives	12
	Electives	5
		Subtotal: 30

*HSC 440: May substitute HSC 395 Medical Microbiology
HSC (Electives): must be at the 300 level or above*

Electives: BIO, BUS, CHE, ECO, ESC, HCM, HSC, NSG, PHY, RAD, or RTC

Subtotal: 120

Summary

BIO	19
BUS	6
CHE	4
ENG	9
FNA	3
HIS	6
HSC	37
MAT	6
PHI	6
PHY	4
PSY	3
SOC	3
SPE	3
THE	6
Electives	5

Subtotal: 120

The Pre-Audiology track is specifically designed to meet the published requirements for application to the Audiology doctoral program at Louisiana State University Health Sciences Center's Department of Communication Disorders in the School of Allied Health. Completion of the track does not guarantee admission to a particular program.

Courses of Instruction

ACC - ACCOUNTING

ACC 205-206 - Principles of Accounting I and II (6)

An introductory study of the theory and methods of financial accounting as it pertains to accumulating, recording, classifying, summarizing, and applying accounting information. The preparation and analysis of the balance sheet, statement of income, and statement of changes in financial position are covered. Students review and apply knowledge and skills through the use of text-integrated microcomputer software in this and all other accounting courses. (Fall only for BUS 205; Spring only for BUS 206)

Prerequisite: MAT105. Offered: Fall for BUS 205, Spring for BUS 206.

ACC 215 - Principles of Financial Accounting (3)

An introductory study of the theory and methods of financial accounting as it pertains to accumulating, recording, classifying, summarizing, and applying accounting information. The preparation and analysis of the corporate balance sheet, statement of income, and statement of changes in financial position are covered.

Prerequisite: MAT105.

ACC 222 - Tax Accounting I (3)

Study of federal tax revenue code, regulations, rulings, and court decisions as applied to individuals and sole proprietorships.

Prerequisite: ACC215.

ACC 228 - Payroll Accounting (3)

Accounting for payroll by studying payroll laws, generating manual and computerized payroll, journalizing payroll transactions, and preparing state and federal payroll reports.

Prerequisite: ACC215.

ACC 229 - Computerized Accounting (3)

Application of basic accounting concepts, using accounting software to enter accounting transactions and maintain accounting records for a small business and generate business documents such as invoices and financial statements.

Prerequisite: ACC215.

ACC 310 - Excel and Data Analytics

This course is an intensive study of the use of the Excel spreadsheet program for the analysis of organizational problems, beginning with basic Excel and continuing through Pivot tables and Data Analytics. Additional data analytic software is introduced.

Prerequisite: MAT 105.

ACC 314 - Intermediate Accounting I (3)

An intensive study of accounting theories, principles, standards, and concepts. Individual accounts of financial statements are covered in detail in regard to their proper accounting and presentation.

Prerequisite: ACC215, BUS218.

ACC 315 - Intermediate Accounting II (3)

An intensive study of accounting theories, principles, standards, and concepts. Individual accounts of financial statements are covered in detail in regard to proper accounting and presentation.

Prerequisite: ACC215, ACC314, BUS218.

ACC 319 - Tax Accounting (3)

Study of federal tax revenue code, regulations, rulings, and court decisions as applied to individuals and sole proprietorships. (Spring only)

Prerequisite: ACC 206. Offered: FALL, SPRING.

ACC 353 - Not-For-Profit Accounting (3)

A study of accounting principles and techniques for non-profit organizations, such as government units, health care facilities, educational institutions, and social service agencies. Fund accounting is covered in detail.

Prerequisite: ACC215, BUS218.

ACC 404 - Auditing (3)

Auditing theory, principles, and ethics. Internal control, auditing and reporting standards. Independent audit objectives and procedures, statistical sampling, evidence, working papers, reports, legal liability. AICPA Auditing Standards and Procedures. A writing-intensive course.

Prerequisite: ACC315, BUS218.

ACC 406 - Advanced Accounting I (3)

A survey of those areas of accounting theory not covered elsewhere in the Accounting program. Included are business consolidations, foreign currency transactions, segment reporting, and an in-depth study of parent company/subsidiary consolidations, working paper techniques, and financial statements.

Prerequisite: ACC315, BUS218.

ACC 407 - Advanced Accounting II (3)

A survey of those areas of accounting theory not covered elsewhere in the Accounting program. Included are partnerships, reorganizations and liquidations, governmental accounting, and accounting for non-profit organizations.

Prerequisite: ACC406, BUS218.

ACC 410 - Cost Accounting (3)

Terminology and accounting classification; accumulation and allocation methods; standard, job-order, and process manufacturing costs; multiple-product costs; distribution costs; inventory valuation; pricing; budgets. Cost analysis and cost/volume/profit relationships. Introduction to inventory planning. (Fall only)

Prerequisite: ACC215, BUS218.

ACC 422 - Tax Accounting II (3)

Study of federal tax revenue code, regulations, rulings, and court decisions as applied to partnerships, corporations, and fiduciaries. Estate, gift, and other related tax matters are covered.

Prerequisite: ACC215, ACC319, BUS218.

ACC 464 - Internship in Accounting (3)

The Tax Internship Program provides students with the opportunity to gain real-world experience while maintaining their normal course load. Students participate in a cooperative education experience in volunteer income tax preparation. Students should contact the Accounting Internship Coordinator. Internships must be arranged with the Internship Coordinator prior to the start of the semester. Tax internship requires training provided and/or experience in basic income tax preparation. Other types of internship provide students opportunity to enhance their accounting knowledge by the real world experience and learning on the job. Prerequisites: for tax internship 15

semester hours of Level 2 course work with a 2.5 GPA and permission of the Internship Coordinator or Department Chair. Other types of internship require Junior or Senior standing.

Prerequisite: BUS218, PERM OF CHAIR.

ACC 470 - Fraud Examination I (3)

An analytical and case study approach to the study of how and why fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Open to senior students in the fall semester.

Prerequisite: ACC 215.

ACC 471 - Fraud Examination II

Open to senior students in their last semester. Students are required to purchase the ACFE Student Package. The Student Package consists of the CFE Exam Prep Course and the CFE Exam. The Exam Prep Course is a self-study course produced by the Association of Certified Fraud Examiners to prepare individuals for the CFE Exam. The course encompasses four modules: 1) Fraud Prevention and Deterrence, 2) Financial Transactions and Fraud Schemes, 3) Investigations, and 4) Law. In order to obtain the Student Package, the student must be a member of the ACFE. Student membership is available to students enrolled in at least 9 semester hours (proof must be submitted with application to ACFE). The CFE Exam Prep Course mirrors the format of the actual exam. College credit is obtained by successfully completing all four modules with a passing grade of 70%. Students' progress is under the direction of a member of the faculty.

Prerequisite: ACC 470; permission of instructor

AFR - AIR FORCE ROTC

AFR 101-102 - Heritage and Values

AS 100, "Heritage and Values," is a survey course designed to introduce students to the United States Air and Space Forces and provides an overview of the basic characteristics, missions, and organization of the Air and Space Forces.

Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AFR 201-202 - Team and Leadership Fundamentals

AS 200, "Team and Leadership Fundamentals," provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment.

Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AFR 301-302 - Leading People and Effective Communication

AS 300, "Leading People and Effective Communication," utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors.

Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

AFR 401-102 - National Security/Commissioning Preparation

AS 400, "National Security/Commissioning Preparation," is designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. 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.

Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with Leadership experiences.

Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the 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.

ART

ART 101 - Basic Drawing I (3)

An introduction to basic drawing concepts and media is a studio course with lectures, demonstrations, critiques, and emphasis on visual perception as expressed through form and content. It examines the visual elements, structural relations, and emotive forces that constitute the language of graphic expression.

ART 102 - Basic Drawing II (3)

This is a studio course in drawing designed to develop each unique student and refinement of his or her technical proficiency.

Prerequisite: ART101.

ART 203 - Drawing III (3)

This is a course in drawing designed to continue the development of each unique student and the refinement of his or her technical proficiency.

Prerequisite: ART101, ART102.

ART 208 - Women in Art History (3)

A focus on the issues surrounding women's roles in art history.

ART 300 - Special Topics in Art (3)

Reading, research, interpretations, field work, projects on art topics. The art topic is chosen by the instructor and may center on the use of materials. This is a studio class with the production of art as the focus. If the course is an advanced use of materials, then a prerequisite of the beginning class in that subject is required.

Prerequisite: ART 101, ART304.

ART 304 - Painting I (3)

Basic painting techniques are explored with an introduction to the material and subject possibilities of painting. The emphasis is on construction, composition, paint handling, and color.

ART 305 - Painting II (3)

A continuation of Painting I in which students are expected to attempt more challenging work and search for a personal statement.

Prerequisite: ART304.

ART 312 - Arts & Humanities (3)

A survey of the visual and performing arts and their socio-cultural aspects, functions, historical periods, aesthetics, elements, and materials. (Same as FNA 312) A writing-intensive course.

Crosslisted as: FNA 312.

ART 313 - Art Appreciation Abroad (3)

The course requirements include completing all assignments, attending all field trips and excursions, keeping a daily journal of personal impressions of the masterpieces seen on the trip, and writing a term paper on a topic approved by the teacher.

ART 315 - Art Appreciation (3)

A study of visual art and its form, styles, and historical significance.

ART 400 - Art Studio Seminar (3)

This is an intensive studio course in the visual arts involving development of personal style and advanced use of materials.

Prerequisite: 9 hours in Studio Art.

ART 404 - Painting III (3)

A continuation of Painting II in which students are expected to attempt more challenging work and search for a personal statement.

Prerequisite: ART 304, ART 305.

BIO - BIOLOGY**BIO 100 - Biology & Chemistry Fundamentals (3)**

This developmental course covers introductory biology and chemistry concepts to prepare students for success in future departmental courses. Successful completion is defined as earning a final semester grade of P on a PASS/FAIL scale.

BIO 101 - General Biology (3)

An introductory study of basic biological concepts, including cell theory, plant and animal organization, genetics, evolution, and ecology.

Corequisite: ENG 101, MAT 105. Offered: Fall & Spring.

BIO 101L - General Biology Lab (1)

An introductory approach to basic biological concepts, including cell theory, plant and animal organization, genetics, evolution, and ecology. Laboratory experiences are intended to develop technical competency in basic biological techniques and to reinforce concepts encountered in lecture. 3 hours per week.

Corequisite: BIO 101.

BIO 209 - Sophomore Seminar in Biology (1)

Review of major concepts and discussion of current issues in the biological sciences; includes guest lectures and student presentations.

Prerequisite: BIO101, PERM OF CHAIR.

BIO 261 - Human Anatomy and Physiology I (3)

A detailed study of human anatomy and physiology, including the integumentary, skeletal, muscular, and nervous systems and sense organs.

BIO 261L - Human Anatomy & Physiology I Lab (1)

A laboratory session developed to provide reinforcements of the principles in Human Anatomy and Physiology I. Laboratories cover human anatomy and physiology, including the integumentary, skeletal, muscular, and nervous systems and sense organs.

Corequisite: BIO261.

BIO 262 - Human Anatomy and Physiology II (3)

A continuation of BIO 261 with emphasis on circulatory, digestive, endocrine, respiratory, urinary, and reproductive systems.

Prerequisite: BIO 261.

BIO 262L - Human Anatomy & Physiology II Lab (1)

A laboratory session developed to provide reinforcements of the principles in Human Anatomy and Physiology II. Laboratories cover human anatomy and physiology, including the integumentary, skeletal, muscular, and nervous systems and sense organs.

Corequisite: BIO262.

BIO 270 - Human Nutrition (3)

An introduction to the principles of nutrition, study of nutrients, and practice in nutrition-related decision making.

Crosslisted as: FSI 270/HSC 270.

BIO 275 - Introduction to Microbiology (3)

This is a course primarily designed for Pre-Nursing and Allied Health majors. Topics include a survey of the organisms, such as viruses, bacteria, archaea, and select parasites, as well as cellular organization, genetics, and bacterial physiology. The mechanisms of pathogenesis are introduced, followed by the essential principles of immunology. BIO 275 and BIO 370 may not both be applied for graduation credit.

Prerequisite: BIO261. Crosslisted as: HSC 275.

BIO 298 - Pre-Medical Preceptorship (0)

This course is primarily designed for Pre-Professional majors. Two meetings during the semester are required to discuss shadowing experience(s) and future academic plans. This course should be taken during the second semester of students' sophomore year.

Prerequisite: BIO262.

BIO 303 - Pharmacology (3)

This course examines general concepts in pharmacology, as well as the classification and mechanism of action of pharmaceutical agents. Emphasis is placed on commonly used drugs in the clinical setting. (Same as HSC 313)

Prerequisite: BIO261. Corequisite: BIO262. Crosslisted as: HSC 313.

BIO 309 - Junior Seminar in Biology (1)

A review of major concepts and discussion of current issues in the biological sciences; includes guest lectures and student presentations.

Prerequisite: CHE142, MAT160, PERM OF CHAIR.

BIO 310 - Zoology (3)

A detailed study of the animal kingdom, including physiology, anatomy, development, reproduction, and evolution.

Prerequisite: BIO101. Offered: FALL.

BIO 310L - Zoology Lab (1)

A detailed laboratory study of the animal kingdom, including physiology, anatomy, development, reproduction, and evolution.

Corequisite: BIO310. Offered: FALL.

BIO 311 - Invertebrate Zoology (3)

A detailed study of the invertebrate phyla, including physiology, anatomy, development, reproduction and evolution.

BIO 311L - Invertebrate Zoology Lab (1)

A detailed laboratory study of the invertebrate phyla, including physiology, anatomy, development, reproduction and evolution.

Corequisite: BIO311.

BIO 312 - Vertebrate Zoology (3)

A detailed study of the vertebrate phyla, including physiology, anatomy, development, reproduction and evolution.

BIO 312L - Vertebrate Zoology Lab (1)

A detailed laboratory study of the vertebrate phyla, including physiology, anatomy, development, reproduction and evolution.

Corequisite: BIO312.

BIO 330 - Animal Behavior (3)

A course designed to examine the mechanisms and evolution of animal behavior. The topics to be covered include the history of the scientific study of behavior; tools and approaches used to study behavior; the neural, hormonal, developmental, and genetic mechanisms that influence behavior; and behaviors which are used by animals to survive, obtain resources, and reproduce.

Prerequisite: BIO101. Crosslisted as: PSY 330.

BIO 340 - Cell Biology (3)

This course is an introduction to the structure and function of cells. Topics focus on the organization and architecture of the cell and describe the molecular processes involved in cell division, respiration, transport, movement, and development and differentiation.

Prerequisite: BIO 101, CHE 142.

BIO 345 - Natural History of Louisiana Birds (3)

This course is a survey of the avifauna of Louisiana. Lecture covers basic elements of ornithology including anatomy, phylogeny and systematics, ecology, physiology, and behavioral biology. Field trips serve to visit urban and natural habitats to demonstrate the diversity and abundance of birds in Louisiana.

Prerequisite: BIO101. Offered: SPRING.

BIO 345L - Natural History of Louisiana Birds Lab (1)

This laboratory course is a survey of the avifauna of Louisiana. Lecture covers basic elements of ornithology including anatomy, phylogeny and systematics, ecology, physiology, and behavioral biology. Field trips serve to visit urban and natural habitats to demonstrate the diversity and abundance of birds in Louisiana.

Corequisite: BIO345. Offered: SPRING.

BIO 350 - Botany (3)

An introduction to the plant kingdom including the study of structure and function, growth and development, and relationship of plants with their environment. Plant diversity from an evolutionary standpoint will also be considered. Laboratory experiences are integrated with lecture. 6 hours per week.

Prerequisite: BIO101.

BIO 350L - Botany Laboratory (1)

An introductory laboratory to the plant kingdom, including the study of structure and function, growth and development, the relationship of plants with their environment, and diversity from an evolutionary standpoint.

Corequisite: BIO350.

BIO 353 - Human Pathophysiology (3)

Understanding disease processes, the mechanisms and progression of altered health states, and the basic scientific principles of this physiological state is necessary for professionals involved in clinical treatment and aids in the effective identification of patient risk factors. It also helps anticipate and prevent complications associated with various diseases by building a knowledge base for the cellular, biochemical, and physiological aspects of the disease state. Lecture for 3 hours per week.

Prerequisite: BIO 262. Crosslisted as: HSC 353.

BIO 355 - Comparative Vertebrate Anatomy (3)

Phylogenetic and comparative aspects of anatomy, reproduction and embryology of the vertebrates.

Prerequisite: BIO312.

BIO 355L - Comparative Vertebrate Anatomy Lab (1)

Laboratory analysis of phylogenetic and comparative

aspects of anatomy, reproduction, and embryology of the vertebrates.

Corequisite: BIO355.

BIO 360 - Biochemistry (4)

An introduction to the fundamental principles of biochemistry. Topics include the chemical and structural organization of biological macromolecules and the way in which this organization relates to function. Principles of thermodynamics, enzymes kinetics, and metabolic organization are presented. 4 hours per week. (Same as CHE 360)

Prerequisite: CHE201, MAT160. Crosslisted as: CHE 360. Offered: SPRING.

BIO 370 - Microbiology (3)

Fundamental principles of microbiology covering cellular organization, sterile technique, control of growth and control of microbial populations, nutritional modes, and principles of molecular biology. The role of virulence factors and immune function in disease will also be covered. BIO 275 and BIO 370 may not both be applied for graduation credit. (Same as HSC 370)

Prerequisite: BIO101, MAT105. Crosslisted as: HSC 370. Offered: FALL.

BIO 370L - Microbiology Lab (1)

Laboratories designed to illuminate fundamental principles of microbiology in relation to the human host, including metabolism. Pathological and immunological aspects are studied.

Corequisite: BIO370. Offered: FALL.

BIO 375 - Genetics (3)

An introduction to the basic principles of heredity, with applications to human traits, diseases, behavior, population genetics, evolution, and genetic counseling. A writing-intensive course.

Prerequisite: BIO101, MAT160. Offered: FALL.

BIO 375L - Genetics Lab (1)

A laboratory introduction to the basic principles of heredity, with applications to human traits, diseases, behavior, population genetics, evolution, and genetic counseling.

Corequisite: BIO375.

BIO 390 - Topics in Biology (1-4)

Investigations of special areas of biology.

Prerequisite: PERM OF CHAIR.

BIO 400 - Ecology (3)

A study of the relationships between organisms and their environment including interactions, energy, and materials flow. Also includes the study of populations, communities, and ecosystems, with special emphasis on Louisiana examples.

BIO 400L - Ecology Laboratory (3)

A laboratory study of the relationships between organisms and their environment including interactions, energy, and materials flow. This course also includes the study of populations, communities, and ecosystems, with special emphasis on Louisiana examples.

Corequisite: BIO 400.

BIO 402 - Advanced Studies (1-4)

Investigation in areas related to biological science.

Prerequisite: PERM OF CHAIR.

BIO 403 - Directed Study in Biology (1-4)

Advanced study of biological concepts and theories, research, readings, and evaluation of current literature. A research experiment is required. May not be repeated for credit.

Prerequisite: PERM OF CHAIR.

BIO 405 - Bioethics (3)

This course discusses the issues and problems of bioethics as presented in medicine and medical research. Topics addressed include moral problems and reasonable solutions to them through applied ethics.

Prerequisite: PHI/THE285 or PHI306. Crosslisted as: PHI 405.

BIO 407 - Histology (4)

The study of cells, tissues, and organs using a functional approach that integrates physiological considerations into anatomical studies on the microscope level.

Prerequisite: BIO261, BIO262. Offered: FALL.

BIO 409 - Senior Seminar in Biology (1)

A review of major concepts and discussion of current

issues in the biological sciences; includes guest lectures and student presentations. A writing-intensive course.

Prerequisite: MAT160.

BIO 420 - Molecular Biology (3)

This course focuses on the processes of the Central Dogma of Biology (Replication, Translation, Transcription) comparing the mechanism and regulation of these processes in viral, prokaryotic, and eukaryotic examples. A description of the techniques of genetic engineering and their application to biological problems will be incorporated into the context of the course.

Prerequisite: BIO375.

BIO 440 - Introduction to Tropical Medicine (3)

This course is an introduction to disease of the developing world, covering bacteriology, virology, parasitology, and entomology. Public health aspects such as sanitation, emerging infectious diseases, immunization programs, and disease eradication programs are also covered. Laboratory experiences are integrated with lectures.

Crosslisted as: HSC 440.

BIO 440L - Tropical Medicine Lab (1)

Introduction to laboratory experiences of diseases of the developing world, covering bacteriology, virology, parasitology, and entomology. Public health aspects such as sanitation, emerging infectious diseases, immunization programs, and disease eradication programs are also covered.

Corequisite: BIO 440. Crosslisted as: HSC 440L.

BIO 451 - Advanced Topics in Physiology (3)

Advanced study of concepts and theories in Anatomy and Physiology, research, readings, and evaluation of current literature will be covered .

Prerequisite: BIO262.

BIO 453 - Clinical Pathophysiology (3)

This course focuses on the altered physiology associated with human disease. Course topics include etiology, physical signs and symptoms, complications, prognosis, and treatment of common disorders.

Prerequisite: BIO261, BIO262. Crosslisted as: HSC 453. Offered: SPRING.

BIO 453L - Clinical Pathophysiology Lab (1)

This laboratory course focuses on the altered physiology associated with human disease. Course topics include etiology, physical signs and symptoms, complications, prognosis, and treatment of common disorders.

Corequisite: BIO453. Offered: SPRING.

BIO 455 - Neuroscience (3)

This course discusses the normal structure of the nervous system (such as the neuronal pathways involved in movement, sensation, vision, hearing, language, and cognitive functions) and the relationship of that structure to physiologic function. The cellular and molecular bases of neurologic diseases are discussed. Topics include neurotransmitters, synaptic transmission, neurochemistry and neuropharmacology. (Same as HSC 455)

Prerequisite: BIO261, BIO262. Crosslisted as: HSC 455. Offered: SPRING.

BIO 455L - Neuroscience Laboratory (1)

This laboratory course discusses the normal structure of the nervous system (such as the neuronal pathways involved in movement, sensation, vision, hearing, language, and cognitive functions) and the relationship of that structure to physiologic function. The cellular and molecular bases of neurologic diseases are discussed as well. Topics include neurotransmitters, synaptic transmission, neurochemistry and neuropharmacology.

Corequisite: BIO 455. Offered: Spring.

BIO 457 - Cardiorespiratory Physiology (3)

This course focuses on aspects of cardiorespiratory physiology which are essential to the understanding and management of critically ill patients. Topics include EKG interpretation, arterial blood gas analysis, and ventilator management. The course is designed for students preparing for careers in medicine, cardiorespiratory science, respiratory therapy, critical care, anesthesia, emergency care, or as physician assistants. Laboratory is integrated with lecture. (Same as HSC 457)

Prerequisite: BIO261, BIO262. Crosslisted as: HSC 457. Offered: FALL.

BIO 457L - Cardiorespiratory Lab (1)

This laboratory course focuses on aspects of cardiorespiratory physiology which are essential to the understanding and management of critically ill patients. Laboratory exercises involving electrocardiography,

echocardiography, pulmonary function testing, and other physiologic studies may require that students engage in in-class physical examinations. Professional demeanor is expected at all times. (Same as HSC 457)

Corequisite: BIO457. Crosslisted as: HSC 457L. Offered: FALL.

BIO 495 - Biology Internship (2)

Field work in an approved operation under supervision of a scientist and/or manager.

Prerequisite: BIO101, BIO375, PERM OF CHAIR.

BIO 499 - Exit Exam in Biology (0)

In order to complete the program of study and receive a degree, an exit exam must be completed by taking one of the following national exams: the ETS Major Field Test, Biology; the GRE Biology Subject Exam; the Medical College Admissions Test (MCAT); the Dental Admission Test (DAT); the Optometry Admissions Test (OAT); or the Pharmacy College Admission Test (PCAT) course. Course completion is accomplished by the submission of the results of one of the examinations to the Department Chair. Grade is recorded as pass/fail, and a passing grade must be attained for graduation.

Corequisite: BIO409.

BIO 503 - Principles of Pharmacology (3)

A survey of basic pharmacokinetic and pharmacodynamic principles. Clinical case presentations are used to explore the pharmaceutical properties of prototypical drugs in the various therapeutic categories. Emphasis is placed on clinical indications, mechanism of action, adverse effects, and drug interactions.

BIO 507 - Histology (4)

The study of cells, tissues, and organs using a functional approach that integrates physiological considerations into anatomical studies on the microscope level. Laboratory is integrated with lecture, utilizing an extensive collection of histology and pathology slides available at the University must be accomplished and findings are to be presented to the class. Students with undergraduate credit in BIO 407 Histology may not take this course for graduate credit.

Offered: FALL.

BIO 553 - Clinical Pathophysiology (3)

This course focuses on the altered physiology associated with human disease. Course topics include etiology,

physical signs and symptoms, complications, prognosis, and treatment of common disorders. Laboratory is integrated with lecture. Students are assigned a research paper on a specific disease process, utilizing professional peer-reviewed healthcare journals as sources for the research. Students with undergraduate credit in BIO 453 Clinical Pathophysiology may not take this course for graduate credit.

Offered: SPRING.

BIO 555 - Neuroscience (3)

An examination of the normal structure of the nervous system (such as the neuronal pathways involved in movement, sensation, vision, hearing, language, and cognitive functions) and the relationship of that structure to physiologic function. The cellular and molecular bases of neurologic diseases are discussed. Topics include neurotransmitters, synaptic transmission, neurochemistry, and neuropharmacology. Students are required to undertake a research project on an assigned topic that they then present to the class. Students with undergraduate credit in BIO 555/HSC 555 Neuroscience may not take this course for graduate credit.

Offered: SPRING.

BIO 557 - Cardiorespiratory Physiology (3)

This course focuses on aspects of cardiorespiratory physiology that are essential to the understanding and management of critically ill patients. Topics include EKG interpretation, arterial blood gas analysis, and ventilator management. The course is designed for students preparing for careers in medicine, cardiorespiratory science, critical care, anesthesia, emergency care, or as physician assistants. Laboratory is integrated with lecture. Students are given lab-based assignments designed to build competency in basic interpretation of electrocardiograms, pulmonary function testing, and/or echocardiography. Students with undergraduate credit in BIO 557 Cardiorespiratory Physiology may not take this course for graduate credit.

Offered: FALL.

BIO 558 - Reproductive Medicine (3)

This course includes the study of endocrinology, anatomy, physiology, pathophysiology, and pathology of human reproduction and reproductive technologies and contraceptive techniques.

Offered: FALL.

BIO 560 - Immunology (3)

An overview of immunology with topics including functions and disorders of the immune system. This course emphasizes the importance of the immune system in combating pathogens in a clinical environment.

Offered: SPRING.

BIO 580 - Graduate Seminar (1)

Students read, critique, and discuss assigned journal articles from professional peer-reviewed bio-medical journals. Course may be repeated for credit with the approval of the graduate coordinator.

Offered: SPRING.

BIO 590 - Special Topics in Biomedical Sciences (1-4)

Investigation of selected topics in biomedical sciences.

BIO 598L - Biomedical Research Lab (1)

Students complete a designed project that will approximate the experience of performing basic biomedical research. The project will include a formal writing assignment.

BIO 635 - Human Genetics (3)

An overview of human genetics with topics to include gene structure, gene regulation, epigenetics and chromosomal abnormalities. The course examines familial patterns of inheritance and the role of mutations in human disease.

Offered: FALL.

BIO 645 - Cell & Molecular Biology (3)

A study of cell structure and function with a molecular emphasis. Topics include current knowledge of cell membranes, transmembrane and intracellular transport, organelles, cell growth and division, and intercellular communication.

Offered: SPRING.

BIO 655 - Clinical Anatomy (4)

A regional study of anatomy with an emphasis on structure and function important in the practice of medicine, dentistry, and the various health professions. The course incorporates a laboratory component that includes dissection of cadavers, microscopic examination of human tissues, and a study of radiographic anatomy.

Offered: SUMMER.

BIO 662 - Medical Biochemistry (3)

This course focuses on the study of basic metabolic pathways that are relevant to medical biology. Emphasis is placed on clinically relevant metabolic pathways and the biochemical processes that are important in inflammation, metabolic diseases, and the synthesis of hormones and neurotransmitters.

Offered: FALL.

BIO 672 - Clinical Microbiology & Virology (3)

Fundamental principles of bacteriology, virology, and immunology as they pertain to human disease. Emphasis is placed on the structure, genetics, replication, and natural history of bacteria and viruses that are important in infectious diseases.

Prerequisite: Graduate Standing. Offered: Spring.

BIO 672L - Clinical Microbiology & Virology Laboratory (1)

Fundamental laboratory principles of bacteriology, virology, and immunology as they pertain to human disease. Emphasis is placed on the structure, genetics, replication, and natural history of bacteria and viruses that are important in infectious diseases.

Corequisite: BIO 672. Offered: Spring.

BIO 699 - Exit Exam in Biomedical Sciences (0)

An exit exam must be completed by taking one of the following national exams: the Medical College Admissions Test (MCAT), the Dental Admission Test (DAT), the Graduate Record Exam (GRE), or an approved equivalent. Course completion is accomplished by submission of the results of one of the examinations to the program Director. Grade is recorded as pass/fail, and a passing grade must be attained for graduation.

BUS - BUSINESS**BUS 201 - Business Law I (3)**

Study of the legal environment of business, including legislative, judicial, and administrative law; common and civil law; legal rights and social justice. Emphasis on contracts, sales, secured transactions, Uniform Commercial Code.

BUS 207 - Managerial Accounting (3)

Interpretation and application of financial accounting data

as the basis for managerial planning, decision, and control. Cost behavior, analysis, and estimation; budgeting and cost control; pricing; cost/volume/profit relationships, financial statement analysis, and capital investment decisions. (Spring only)

Prerequisite: BUS206, MAT105. Offered: SPRING.

BUS 210 - Contemporary Business Communications (3)

Communications theory and its applications in business. Composition of complex correspondence, memoranda, and reports, including research, format, graphics, syntax, and semantics.

BUS 218 - Introduction To Business (3)

Survey course in the organization, structure, and functions of business enterprises, and the environments in which they operate. Familiarization with the various operating functions of business, each of which will be studied in depth in subsequent coursework are introduced. Introduction to the case-study technique of analyzing and solving business problems. (Fall only)

BUS 240 - Personal Finance (3)

This course explores those topical areas of finance which have direct impact on an individual's lifestyle. Emphasis is on budgeting, life-long investment planning, cash management, credit management, insurance, consumer information, estate planning and tax planning.

BUS 251 - Principles of Management (3)

Fundamental theories, principles, and practices of management in terms of the basic tasks of management: planning, organizing, staffing, directing, and controlling the operations of any type of enterprise. A multi-disciplinary, contingency approach, with emphasis on the optimization of managerial effectiveness under conditions of uncertainty. (Previously BUS 304) (Fall only)

Prerequisite: MAT105.

BUS 252 - Principles of Marketing (3)

Managerial analysis of the marketing function of business, its environmental and institutional structure. The course examines market identification, marketing mix development, operational strategies, and tactics. Emphasis on the major elements of marketing mix: product, place, promotion, and price, in terms of the marketing concepts of business. (Previously BUS 305) (Spring only)

BUS 301 - Business & Economic Statistics I (3)

An introductory course in statistical methods and their use

in gathering and interpreting quantitative data upon which to base decisions under conditions of uncertainty. First semester covers probability, sampling, inference, simple correlation, and regression. Second semester includes variance and time-series analysis, non-parametric statistics, statistical forecasting, decision-making, and quality control. (Same as MAT 301) (Fall only)

Prerequisite: BUS218, MAT105. Crosslisted as: MAT 301. Offered: FALL.

BUS 302 - Business & Economic Statistics II (3)

An introductory course in statistical methods and their use in gathering and interpreting quantitative data upon which to base decisions under conditions of uncertainty. First semester covers probability, sampling, inference, simple correlation, and regression. Second semester includes variance and time-series analysis, non-parametric statistics, statistical forecasting, decision-making, and quality control. (Same as MAT 302) (Spring only)

Prerequisite: BUS210, BUS301, MAT105. Crosslisted as: MAT 302. Offered: SPRING.

BUS 310 - Excel and Data Analytics (3)

This course is an intensive study of the use of the Excel spreadsheet program for the analysis of organizational problems beginning with basic Excel and continuing through Pivot tables and Data Analytics. Additional data analytic software will be introduced.

Prerequisite: MAT 105.

BUS 311 - Principles of Business Finance (3)

Financial analysis and forecasting, working-capital and asset accumulation and conservation, debt and equity financing, financial structure and leverage, cost of capital, dividend policies. Introduction to financial management. A writing-intensive course.

Prerequisite: BUS218, MAT105, ACC215.

BUS 312 - Physical Distribution & Logistics (3)

A survey of problems and practices in the operation of integrated logistics systems which meet production needs for materials and components as well as marketing needs for the distribution of finished goods. Customer service standards, transportation modes and rates, materials handling and inventory control, warehousing, traffic management, system design operation and control are also covered.

Prerequisite: BUS218, MAT105.

BUS 313 - Principles of Advertising (3)

Survey of the promotion element in the marketing mix. Campaign planning, target-market media analysis and selection; copy and visualization, print and electronic media production; sales promotion and direct mail; effectiveness measurement. Introduction to advertising and promotion management are all covered. (Fall only)

Prerequisite: BUS218, MAT105.

BUS 317 - Financial Institutions & Markets (3)

The study of the central and commercial banking systems and their effect on the credit and output markets. Emphasis is placed on the tools available to and the specific policies followed by the Federal Reserve System along with the analysis of interest rates, exchange rates and the effect of foreign trade and investment on the capital markets. Same as ECO 317.

Prerequisite: BUS218, BUS311, ECO201, ECO202, MAT215.

BUS 321 - Consumer Behavior (3)

Interdisciplinary approach to an understanding of individual and family marketing decisions. Behavioral, social, and cultural determinants of consumer needs, wants, desires, motivations, and buying behavior, in terms of the marketing concept of business.

Prerequisite: BUS218, PSY101/SOC101.

BUS 322 - Business/Industrial Marketing (3)

A problem-solving approach to the unique aspects of marketing goods and services to business, industry, and government. Emphasis on the distinctive characteristics of organizational markets and customers, including market segmentation, buying behavior, multiple buying influences, a formalized and complex purchasing process. Emphasis on the unique application of marketing mix elements to the organizational buying function in terms of the marketing concept of business.

Prerequisite: BUS218, BUS251, BUS252.

BUS 323 - Principles of Real Estate (3)

Nature of real property and property rights. Residential and commercial appraisal, acquisition, financing, development, and management. Mortgages, liens, deeds, titles, contracts, and other legal instruments. Leasing, sale and brokerage.

BUS 324 - Principles of Insurance (3)

Survey of risks, risk-bearing, and types of protection. Life

and disability coverage; property coverage including marine insurance, fidelity and surety bonds; casualty coverage including liability, aviation, and labor insurance. Legal concepts and state regulations.

BUS 325 - Marketing Research (3)

Application of scientific research techniques to marketing problems, to provide a data base for decision-making. Project design, questionnaire construction, sources, sampling, data collection, validity/reliability measurement, and control. Tabulation and reporting of data, including analysis and interpretation. Individual/group projects.

BUS 326 - Salesmanship (3)

Intensive study of the principles of personal selling, as practiced at various marketing-channel levels. Prospecting buyer motivations, structure and content of sales presentations, selling aids, overcoming objections, closing. Development and delivery of oral sales presentation. (Fall only)

Prerequisite: BUS218, 252, SPE101.

BUS 331 - E-Commerce & Digital Marketing (3)

A study of e-commerce and its impact on business. The course provides a framework for understanding e-commerce, including possible marketing opportunities, as well as implementation and organization issues involved in capitalizing on e-commerce. Additional focus will be given to the growing influence of social media on business. (Online- Summer only)

Prerequisite: BUS218.

BUS 333 - Human Resource Management (3)

Problems in industrial relations, including job analysis and description; compensation and benefits; recruitment, training, and performance appraisal; manpower inventory; governmental regulations. Introduction to collective bargaining and union relations.

Prerequisite: BUS 251.

BUS 335 - Studies in Entrepreneurship (3)

Students learn what it takes to launch a new venture. As most entrepreneurial ventures struggle or fail in the first few years, emphasis is on the front end of the entrepreneurial process. The class focuses on the importance of the developing a successful business idea is worthy of pursuing. The class culminates in making a "pitch" to venture capitalists to determine whether a

particular venture should or should not receive funding.

Prerequisite: BUS218.

BUS 350 - Investments (3)

The study of the central and commercial banking systems and their effect on the credit and output markets. Emphasis is placed on the tools available to and the specific policies followed by the Federal Reserve System along with the analysis of interest rates, exchange rates, and the effect of foreign trade and investment on the capital markets. Same as ECO 350.

Prerequisite: BUS218, BUS311, ECO201, ECO202, MAT215.

BUS 351 - Principles of Retailing (3)

An introduction to the retailing function of marketing covering chain, franchise, and independent operations. Store location, purchase and leasing; inventory planning and control; buying and pricing; advertising, display, and selling; finance and personnel.

Prerequisite: BUS218, BUS252.

BUS 377 - Marketing Management (3)

Marketing policies, techniques, and methods, including product and brand development, channels of distribution, promotion, and pricing.

Prerequisite: BUS 252. Corequisite: ACC 376. Crosslisted as: ACC 376.

BUS 402 - Business Law II (3)

This course provides in-depth studies in the following areas of business law: personal property, sales and leases of personal property, negotiable instruments, debtor-creditor relationships, employment laws, business organizations, real property, and estates. Where applicable, students learn Civil Law rather than Common Law.

Prerequisite: BUS201, BUS218.

BUS 405 - Production/Operations Management (3)

Planning, organizing, and operation of manufacturing and processing facilities. Plant location and layout; purchasing, materials-handling, and inventory control; production and quality-control standard and methods; work measurement; plant and equipment maintenance.

Prerequisite: BUS218, MAT105.

BUS 408 - Financial Management (3)

Asset, capital, and debt management including acquisition, conservation, and liquidation. Acquisitions, mergers, takeovers, reorganization, and divestment. Focuses on the roles of the corporate treasurer and controller in coping with environmental uncertainties in terms of growth, stability, survival, retrenchment, and insolvency.

Prerequisite: BUS218, BUS311, MAT105.

BUS 409 - Business & Society (3)

A critical examination of business as a social institution, comparing and contrasting its social and economic responsibilities and responsiveness. Emphasis on the major social challenges to both industries and firms; ecological balance, human relations and productivity, ethics and values, public policy and government regulation, the multinational environment. Evolution of the doctrines of social contract and consent, economic and social benefits vs. cost. A writing-intensive course.

Prerequisite: BUS218, SENIOR STANDING.

BUS 414 - Business Policies & Problems (3)

A capstone seminar for general Business majors, integrating all prior coursework. Planning, goal determination, strategy and policy formulation and implementation, as applied to the major functions of business and the enterprise as a whole. Contingency and crisis planning. MBO/MBE, societal responsibility. A case study approach to the diagnosis and resolution of complex managerial problems and challenges, amid real-world constraints and uncertainties.

Prerequisite: BUS218, MAT105, SENIOR STANDING.

BUS 415 - Marketing & Promotional Strategy (3)

This course offers both instructional and a hands-on approach to marketing and promoting brand names and product services. Students will learn how to market different communication strategies to deliver unified, high impact messages about a company and its products through the development of mission statements, project planning, marketing research, as well as other marketing tools. Through practical exercises and application students will gain valuable experience in one of the most exciting fields in the marketing profession.

Prerequisite: BUS218, BUS313, BUS325.

BUS 416 - Organizational Behavior (3)

An interdisciplinary approach to the understanding of

human inter-relationships in formal and informal organizational settings. Viewing the organization as a social system, attention is focused on its two elements: attitudes and behavior. Emphasis is placed on group dynamics, leadership, and intergroup relations with an introduction to change and conflict.

Prerequisite: BUS218, BUS251, PSY101/SOC101.

BUS 419 - Strategically Managing Organizations (3)

This course is structured around students learning to make advanced business decisions using data accumulated within a company and from outside sources to maximize the circumstances management encounters. It may be taken only during the final two semesters of course work. Analyzing strategic situations and decision making based on these analyses to ensure the success of for-profit and non-profit organizations. Students choose current companies; research them through available data, publications, and interviews with company principals; then prepare strategic plans to initiate change or introduce new product lines for those companies.

Prerequisite: BUS 218, BUS 408.

BUS 421 - Strategic Planning & Decision Making (3)

This course is structured around students using business scenarios to plan changes to their business operations or actions designed to counter changes in the environment. Medium to large companies/organizations will be the background material for the class. Data and circumstances will be analyzed using Excel spreadsheets that include internal and externally acquired information. All scenarios will be based on case studies available through academic resources such as annual reports, K-10s, press releases, speeches and company web site information. Students will assume the roles of organization principles to assess and act on the information gathered to solve or mitigate the issue encountered. (Spring only)

Prerequisite: BUS218, SENIOR STANDING.

BUS 454 - Small Business Management/Entrepreneurship (3)

Application of managerial principles and practices to the unique risks, problems, and opportunities in the formation and early operation of small business enterprises. Development of objectives, strategies, and tactics, capitalization, financial controls, liquidity, and profitability;

Prerequisite: BUS218, SENIOR STANDING.

BUS 455 - International Management (3)

Comparative management philosophies and techniques with emphasis on environmental dynamics: economic, legal, political, and social. Intercultural managerial behavior, organizational structures and business practices, forms of ownership and control, political and legal constraints. International monetary and investment considerations, foreign trade channels and logistics. Multinational companies, global production, procurement, and sales.

Prerequisite: BUS218, SENIOR STANDING.

BUS 456 - International Marketing (3)

The study of marketing in a dynamically changing global environment. Emphasis on pricing, placement, promotion, and products will be the focus of this investigation of multinational marketing efforts. This study also addresses the influences of diverse business practices in the sales, pricing, and distribution of domestic and foreign products and services.

Prerequisite: BUS218, BUS252, SENIOR STANDING.

BUS 457 - International Business 3 (3)

This course considers the objectives and strategies of international business in the context of global competition. While accessible to students who have not yet taken Principles of Economics I and II, this course emphasizes economic analysis of the forces driving international business, competitive advantages, modes of global market entry, foreign direct investments and so on. Part of the course briefly covers international business and financial institutions and fundamental differences between business systems among developed and developing countries.

Prerequisite: BUS218, SENIOR STANDING.

BUS 460 - Special Topics in Business (1-6)

Independent readings, research, case analysis, field work, projects, on current topics and problems, to be determined by students and instructor. A writing-intensive course.

Prerequisite: BUS218, SENIOR STANDING, PERM OF CHAIR.

BUS 462 - Internship in Business Administration (3)

The Internship Program provides students with the opportunity to gain real-world work experience while maintaining their normal courseload. Students participate in a cooperative education experience in an employment assignment or project in a private, public, or non-profit

enterprise. Students seeking internship opportunities should contact the Internship Coordinator or Business Department Chair PRIOR to the start of the internship and the semester of completion. Requirements for each internship shall be set by the Internship Coordinator or Business Department Chair.

Prerequisite: 15 HRS BUS, 2.5GPA, PERM OF CHAIR.

CHE - CHEMISTRY**CHE 100 - Biology & Chemistry Fundamentals (3)**

This developmental course covers introductory biology and chemistry concepts to prepare students for success in future departmental courses. Successful completion is defined as earning a final semester grade of P on a PASS/FAIL scale.

CHE 105 - General, Organic, & Biochemistry (3)

A course designed to cover the basic principles of inorganic chemistry, including matter and energy, atomic theory, compounds, ions, acids and bases, pH, solutions, organic chemical naming and properties, biochemical composition of living cells, metabolism and its regulation, and radioactivity. 3 hours lecture and 3 hours laboratory.

Corequisite: MAT 105.

CHE 105L - General, Organic, & Biochemistry Lab (1)

A laboratory session to provide reinforcement of the principles in CHE 105. Experiments include metric measurements, composition and properties of chemical compounds, fluid transport, calorimetry, organic compounds, carbohydrates, lipids and proteins. 3 hours laboratory per week.

Prerequisite: CHE105.

CHE 141 - General College Chemistry I (3)

A course in the fundamentals of modern chemistry, including chemical bonding, stoichiometry, gas laws, basic atomic theory, nuclear reactions, thermochemistry, and basic properties and reactions of representative elements.

Corequisite: MAT 105. Offered: FALL.

CHE 141L - General Chemistry I Lab (1)

A laboratory session developed to provide reinforcement of the principles in CHE 141. Experiments include introduction to laboratory techniques, safety, chemical reactivity of select elements, and qualitative and

quantitative analytical techniques. 3 hours laboratory per week.

Corequisite: CHE141. Offered: FALL.

CHE 142 - General College Chemistry II (3)

Continuation of CHE 141, including solutions, kinetics, equilibria of acid-base, free energy, redox, electrochemistry, and brief introduction to organic chemistry. 3 hours lecture and 3 hours laboratory per week.

Prerequisite: CHE141, MAT105. Offered: SPRING.

CHE 142L - General Chemistry II Lab (1)

A laboratory session developed to provide reinforcement of the principles in CHE 142. Experiments include kinetic analysis, acid-base properties, reduction-oxidation reactions, and an introduction to properties of organic chemicals. 3 hours laboratory per week.

Corequisite: CHE142. Offered: SPRING.

CHE 190 - Topics in Chemistry (1-4)

Investigations in special areas of chemical sciences.

Prerequisite: PERM OF CHAIR.

CHE 201 - Organic Chemistry I (3)

An introduction to the structural, chemical, and physical properties of organic compounds for the science major. These courses will include 3 credit hours of lecture and approximately 3 hours laboratory per week.

Prerequisite: CHE 141, CHE142, MAT105. Offered: FALL.

CHE 201L - Organic Chemistry I Lab (1)

A laboratory session developed to provide reinforcement of the principles in CHE 201. Laboratory experience includes analysis of physical properties of organic molecules, interpretation of spectrophotometric data, physical separation methods, qualitative and quantitative analysis of organic molecules, and introduction to biochemical analysis. 3 hours of laboratory per week.

Corequisite: CHE201. Offered: FALL.

CHE 202 - Organic Chemistry II (3)

An introduction to the structural, chemical, and physical properties of organic compounds for the science major. These courses will include 3 hours of lecture and approximately 3 hours laboratory per week.

Prerequisite: CHE201. Offered: SPRING.

CHE 202L - Organic Chemistry II Lab (1)

A laboratory session developed to provide reinforcement of the principles of CHE 202. Laboratory experience includes analysis of physical properties of organic molecules, interpretation of spectrophotometric data, physical separation methods, qualitative and quantitative analysis of organic molecules, and introduction to biochemical analysis. 3 hours of laboratory per week.

Corequisite: CHE202. Offered: SPRING.

CHE 290 - Topics in Chemistry (1-4)

Investigations in special areas of chemical sciences.

Prerequisite: PERM OF CHAIR.

CHE 355 - Special Problems (1-3)

Individual investigation in an area related to chemistry.

CHE 360 - Biochemistry (4)

An introduction to the fundamental principles of biochemistry, topics will include the chemical and structural organization of biological macromolecules and how this organization relates to function. Principles of thermodynamics, enzyme kinetics, and metabolic organization are presented. 4 hours per week. (Same as BIO 360)

Prerequisite: CHE 201, MAT160. Crosslisted as: BIO 360. Offered: SPRING.

CIS - COMPUTER INFORMATION SYSTEMS

CIS 111 - Intermediate Computer Literacy (3)

The course is designed to enable students with demonstrated competencies in data processing and computer information systems to develop further skills previously acquired. Microsoft Office XP is utilized to provide the student with a platform for word processing, spreadsheets, graphing, database management, and presentation preparation.

CIS 120 - Introduction to Computer Information Systems (3)

The student is introduced to the concepts of modern Computer Information System theory. All of the functional areas of the organizational information system

are surveyed. Special emphasis is placed on the importance of the integration of systems and databases in the modern organizational information system. An introduction to the concepts associated with MRP, MRP II, and ERP is provided along with case studies of the implementation of these systems.

CIS 130 - Microcomputers (3)

This course is a detailed introduction to the hardware and software associated with the modern Information System in the organization. Special emphasis is placed on the microcomputer and its role in the organizational information system. Students receive an introduction to programming concepts, communications, networks, and the internet.

Prerequisite: CIS111.

CIS 140 - Computer Profession Ethics (3)

Professional societies; codes of ethics; accreditation and certification; liability; software piracy; information and property; copyright; computer crime; data bank privacy; the Data Protection Act; monopoly and anti-trust questions; robotics and employment issues; VDT's and public health issues; and trans-national data flow.

Prerequisite: CIS111.

CIS 210 - Introduction to the Internet (3)

This course is designed to give students an overview of the Internet through the use of popular browsers, World Wide Web, various search engines, FTP, utilities, HTML, web security, and privacy issues.

Prerequisite: CIS111.

CIS 300 - Introductory Programming (4)

Programming language design, problem solving, history, and application. Good programming skills and methods are examined. Programming languages may vary and students may repeat the course for different languages.

Prerequisite: CIS111. Offered: SPRING.

CIS 305 - Web Design (3)

This course develops the necessary skills to design a web site. The class will progress from basic html and newer standards including Cascading Style Sheets to using the tools necessary to install and update websites on a server.

Prerequisite: CIS111. Offered: SPRING.

CIS 310 - MS Project (3)

This course covers modern methods for management of large to midsize projects. MS Project is used to plan a project, create project schedules, communicate project information, assign resources, and track progress.

Prerequisite: CIS111.

CIS 320 - Introduction to Artificial Intelligence (3)

Introduction to the problem domain of artificial intelligence and the methods used to solve those problems. Topics include knowledge representation, search strategies, and surveys of principal sub-areas of artificial intelligence such as expert systems, natural language processing, reasoning systems, games, learning, and vision. Programming assignments in a current artificial intelligence language will be required.

Prerequisite: CIS111.

CIS 330 - Database Administration & Management (3)

Hands-on use of microcomputer application software within the database management system environment. Students will become acquainted with the necessary management, file, and data structures with the design, application, and use of a database management system.

Prerequisite: CIS111. Offered: SPRING.

CIS 355 - Graphics Applications (3)

Topics include computer graphics techniques and technology, graphic hardware devices, and graphic software support. The student will design programs of graphic display, both statistical and dynamic, with real time interaction. Three-dimensional perspective transformations will be explored.

Prerequisite: CIS111. Offered: FALL.

CIS 356 - End-User Systems (3)

This course surveys the various software systems available to users in organizations. Special emphasis is placed on the use of package software and its customization to reflect current trends in the industry. The use of package software is compared to the cost and effectiveness of custom designed software systems in the organization.

Prerequisite: CIS111. Offered: SPRING.

CIS 401 - Online Academic Research (3)

This course provides the student with the skills to use

library databases, retrieve, evaluate and utilize e-journals and other online resources available.

Prerequisite: JUN/SEN STANDING.

CIS 410 - Advanced Programming (4)

Contemporary programming language design and application are studied at an advanced level. Programming language may vary, and students may repeat the course for different languages.

Prerequisite: CIS111, CIS300.

CIS 420 - Computer Science Problems (3)

A directed effort related to a computer science project.

Prerequisite: CIS111.

CIS 430 - E-Commerce (3)

This is an introductory course to the field of e-commerce. It is designed to provide the student with an understanding of the impact of technology and strategic aspects on basic business practices of the Internet economy. E-commerce economic forces, business goals, and constraints, technology and process tools will be discussed.

Prerequisite: CIS111.

CIS 440 - Executive Development in Computer Information Systems (3)

The study of all of the principles of management as they apply to their effective application in decision-making and problem-solving situations in Computer Information Systems. This course is designed to develop, through case work applications, management and communication skills of the student as he/she prepares for a career in Computer Information Systems.

Prerequisite: CIS111.

CIS 450 - Applied Software Devel Project (3)

The employment of a comprehensive system development project which reflects the skills, knowledge, and abilities obtained through the other computer-related courses in the curriculum.

Prerequisite: CIS111, JUN/SEN STANDING.

CIS 465 - Computer Programming (4)

This course provides independent study for those students interested in the development of computer programming skills in C/C++ and Java. The instructor works with the student guiding them in designing, coding, and testing of

computer application. This course is intended for those students who want or need to develop programming skills in modern computer languages.

Prerequisite: CIS111.

CJU - CRIMINAL JUSTICE

CJU 100 - Introduction to Criminal Justice (3)

An in-depth study of all agencies that make up the criminal justice system, the way the system works, its advantages as well as disadvantages.

CJU 101 - Introduction To Corrections (3)

This course examines the history, major philosophies, components, and current practices and problems of America's correctional system. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other aspects related to the role of corrections in today's criminal justice system.

CJU 200 - Criminal Investigation (3)

Criminal investigation techniques, including apprehension of perpetrators, victim identification, and different methods used by different criminals are explored.

CJU 210 - Criminal Law (3)

This course covers the history, evolution, principles, and contemporary applications of criminal law at both federal and state levels. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics.

CJU 220 - Prison System In The United States (3)

A study of different penal institutions employed in the United States on the local, state, and federal level.

CJU 340 - Organized Crime in America (3)

This course examines organized crime in terms of historical development, structure, theories, policy issues, and legal remedies.

CJU 350 - Criminology (3)

The study of causes, treatment, and prevention of crime. This course deals with criminology, penology, laws in ancient and modern times, and a study of the causes of crime. Prisons, probation, parole and the courts will be investigated through field work.

CJU 370 - The Policeman & The Community (3)

This course covers the behavior of policemen and the interaction of the police and the public. It analyzes the role of the policemen as a citizen and as a law enforcement officer.

CJU 372 - Correctional Counseling (3)

An in-depth study of the contemporary counseling techniques applied to the special problems of the offender in various correctional settings and as a component of probation/parole conditions. Same as SOC 372.

CJU 374 - Court Procedure and Evidence (3)

This course examines the structure, process, and procedure followed in criminal trials. Items covered include examination of incidents, dispositions, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Comparison and contrast of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues are also covered topics.

CJU 375 - Judicial Process (3)

This study of the American judicial process at the federal and state court levels includes a review of landmark court cases.

Crosslisted as: PSC 375.

CJU 376 - Juvenile Justice (3)

This course examines the juvenile justice system in Louisiana and America. Topics covered include an overview of the juvenile justice system, treatment, organization and prevention programs, special areas, laws unique to juveniles, reform theories and other related topics.

CJU 377 - Probation and Parole (3)

This course examines the historical background of the modern theories and practices associated with the use of probation and parole in today's criminal justice system.

CJU 400 - Special Topics (3)

Independent readings, research, field work, and projects on current topics and problems to be determined by the instructor and student.

CJU 405 - Family Law (3)

An analysis of American law and its statutory evolution in regard to family relationships with an emphasis on legal

remedies for crime in the family.

CJU 410 - Crime Victims (3)

This course examines criminal victimization including the consequences of crime for victims of specific crimes and remedies for victimization.

CJU 420 - America's War on Drugs (3)

An examination of the modern war on drugs, its costs, its legal remedies, and the debate over its efficacy.

CJU 450 - Forensic Evidence

This course serves as an introduction and overview to the field of forensic science.

CJU 494 - Criminal Justice Internship (3)

Since this course is offered on an as-needed basis, students must obtain the authorization of the Social Sciences Program Coordinator before registering. Internships at criminal justice related agency for individually supervised practical experience in the field of criminal justice are available for those students who have met the prerequisites noted above and have demonstrated the maturity, professionalism, and ability to perform in a professional setting. Students are required to perform a minimum of 120 hours of service in a semester and write a research paper on a topic approved by their instructor.

Prerequisite: CJU210, CJU350.

COU - COUNSELING**COU 202 - Introduction to Addictive Behaviors (3)**

An introduction to addictive behaviors including alcohol, gambling, and food with an emphasis on their historical development, definitions, identification, treatment, and prevention.

COU 300 - Special Topics (3)

Independent readings, research, field work, and projects on current topics and problems to be determined by the instructor and student.

COU 304 - Ethnic & Gender Inequalities (3)

This course examines inequalities in society based on racial, ethnic, and gender differences; the historic sources of these inequalities; and their impact on the whole of society.

COU 305 - Juvenile Delinquency (3)

This course examines the nature of juvenile delinquency and its causes. Methods of working with juvenile offenders, including rehabilitation programs, are studied. Information about the nature of juvenile gangs is included.

COU 307 - Addiction Counseling (3)

An in-depth review and introduction into the techniques used in the treatment of addictive behavior and the maintenance of sobriety, with emphasis on 12-step programs, individual, family, and group treatment.

COU 318 - Interviewing & Counseling (3)

This course explores the basic techniques and styles of interviewing with various learning experiences. Emphasis is placed on determining multicultural competency, promoting social justice, understanding informed consent, avoiding multiple relationships, preventing burnout, facilitating group counseling, mobilizing community resources, and becoming a crisis interventionist. A writing-intensive course.

COU 320 - Recovery Counseling (3)

A study of post-treatment and recovery issues with an emphasis on 12-step programming, relapse prevention, family role expectations, human sexuality issues, and career planning.

COU 372 - Correctional Counseling (3)

An in-depth study of the contemporary counseling techniques applied to the special problems of the offender in various correctional settings and as a component of probation/parole conditions. (Same as CJU 372)

Crosslisted as: CJU 372.

COU 390 - Directed Readings (3)

The readings for this course are determined by the students major in Behavioral Sciences, approved, and led by, the instructor.

Crosslisted as: PSY 412/SOC 390.

COU 402 - Advanced Studies in Addictions (3)

A study of the major causes, resulting social problems, intervention theories, and treatment concepts. This course explores the physical, social, emotional, and moral factors which determine how dependency is caused, viewed, and treated. The issues of addictions, the addicted, and the afflicted are explored from various perspectives focusing primarily on the family, family systems, and co-

dependency.

COU 408 - Advanced Interviewing & Counseling (3)

This course is designed so that each student, upon graduation, acquires some proficiency in the skill of interviewing and a good foundation in the theory and application of most theoretical modalities in counseling. This course explores different levels of therapeutic intervention, including individual, group, and community counseling. Advanced theory and strategies of communication are explained. Ethical best practices are reviewed as basic dynamics of therapeutic intervention are introduced. A capstone exam must be passed in order for students to pass this course. A writing-intensive course.

COU 425 - Marriage & Family (3)

This course is an introduction to and survey of family systems across a wide variety of family structures and across the lifespan. The primary focus is on the nuclear family in its contemporary positions. Roles, relationships, and contemporary issues such as multiculturalism are discussed.

COU 450 - Sexual Trauma (3)

This course examines the characteristics of various forms of sexual trauma, the dynamics of incestuous families, the after effects of sexual trauma, and the associated DSM-5 diagnoses, as well as treatment goals and strategies, education and prevention.

COU 599 - Introduction to Graduate Research (3)

Research is an integral component of any program of advanced studies. This course provides students with the opportunity to research the professional literature related to their field of graduate studies and compile a research paper in APA style with direct guidance and feedback.

COU 600 - Human Growth & Development (3)

A study of the issues influencing the developmental process throughout the life span including the domains of physical, cognitive, and psychosocial development. The perspective taken in this developmental course is from a systemic, contextual point of view.

COU 601N - Introduction to Techniques of Professional Counseling (3)

With an emphasis on Rogerian theory, this course promotes the assessment and application of basic person-centered skills necessary for professional development and success. Personality, behavior, and skill-focused measures are used to assess a fundamental ability to appropriately

provide mental health services to a diverse population.

COU 602 - Social & Cultural Foundation (3)

This course provides an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society, including the characteristics and concerns of diverse groups and societal attitudes and behaviors, based on ethnicity, gender, socioeconomic status, sexual orientation, disability, age, religion, and other factors. It addresses individual, family, and group counseling strategies and includes ethical issues.

COU 605 - Career & Lifestyle Development (3)

This course provides an understanding of career development and related life factors, including career development theories and decision-making models. Includes an overview of career and educational information sources, assessment techniques in career counseling, computer-assisted career guidance systems, and interrelationships among work, family and ecological factors including multicultural and gender issues related to career development.

COU 606 - Theories of Counseling (3)

A study of the major counseling theories, dynamics of behavioral change, counseling processes and relationships involved in individual and family counseling with an emphasis on application. The concept of consultation is also addressed.

COU 607 - Theory and Practice of Group Counseling (3)

This course provides an understanding of group development, dynamics, theories, methods and applications of group work. Topics addressed include developmental stage theories, leadership styles, ethical considerations, diversity, and the four group work specializations. Required experiential component involves 10 hours of process group participation.

COU 609 - Professional Orientation & Ethics in Counseling (3)

This course provides an understanding of all aspects of professional functioning, including ethics, history, roles, organizational structure, standards, and credentialing. This comprehensive overview stresses the ethical standards of professional counseling, ethical and legal issues, and their applications to various counseling activities. The aforementioned all lead to the integration and formulation of an identity within the counseling profession.

COU 610 - Research Method & Program Evaluation (3)

This course provides an understanding of the nature of counseling and counseling-related research, including research methods, research design, and ethical and legal considerations. Includes an overview of quantitative and qualitative methodology, systemic perspectives in research, basic parametric and nonparametric statistics, and program evaluation with an emphasis on clinically relevant inquiry.

COU 615 - Diagnosis/Treatment of Mental Disorders (3)

A study of abnormal psychology and individual differences throughout the lifespan, which includes the identification of mental, emotional, behavioral disorders, and psychopathology, along with diagnostic protocol of behavioral pathology and psychopathology as maintained in the DSM-5 and/or ICD-10.

Offered: FALL.

COU 616 - Techniques of Counseling (3)

A study of counseling techniques from the major counseling theories, including the core conditions of the therapeutic relationship. Emphasis is placed on a systemic orientation with application and the experiential component being addressed. The elements of consultation, professional identity, and selection and use of appraisal instruments are also considered. The course provides students with practice in assessment, treatment planning, and case conceptualization.

COU 618 - Appraisal in Counseling (3)

This course provides an understanding of statistics, sampling theory, test construction, test and measurement, and individual differences within the context of assessing individuals, couples, and groups in order to assist in the selection of proper therapeutic modalities. It provides an understanding of individual, group, and systemic approaches to assessment and evaluation. It includes an overview of theoretical bases for assessment techniques, psychometric statistics, diversity factors, and ethical factors in assessment and evaluation, and strategies for selecting, administering, and interpreting assessment and evaluation instruments. A variety of assessment methods is addressed.

COU 623 - Foundations of School Counseling (3)

This course provides an introduction to the historical background and the current concepts relative to the school environment, which includes the principles and

administration of school counseling programs. It emphasizes the structuring and implementation of a feasible comprehensive counseling program, using the American School Counseling Association model, which incorporates the academic, career, social, and behavioral needs of students/clients.

COU 624 - Contextual Dimensions and Practice of School Counseling (3)

This course includes an overview of the coordination of school counseling components as they relate to the total school community, including crisis intervention, referral, advocacy, integration of school counseling into curriculum, and promotion and implementation of guidance activities. It provides an overview of knowledge and skills for the practice of school counseling, including program development and evaluation, individual and group interventions, consultation, and clinical instruction.

Prerequisite: COU623.

COU 625 - Crisis Intervention (3)

This course examines the theoretical and practical application of crisis intervention techniques. Special attention is given to the impact on people of crises, disasters, and trauma-causing events, as well as circumstantial and developmental life crises.

COU 627 - Addictions Treatment & Practice I (3)

This course provides an overview of the etiology and symptomology of the various addictive disorders. It includes an introduction to diagnosis and evidence-based treatment for persons with addictive disorders.

COU 628 - Addictions Treatment & Practice II (3)

This course provides advanced studies of addictive disorders and the diagnosis and treatment of addictive disorders. It includes ethical issues specific to addictions counseling and an overview of addiction prevention programs.

COU 629 - Program Management & Supervision in Addictions (3)

This course provides an overview of federal, state, and local laws and regulations related to treatment of persons with addictive disorders and requirements for treatment facilities and credentials required of staff members. It reviews skills and techniques in supervising addiction counselors and addresses methods of developing skills of counselors, professional and ethical standards in addictions counseling, program development, quality assurance, program administration, program evaluation, and

knowledge of treatment approaches.

COU 631 - Marriage, Couple, & Family Counseling (3)

This course presents a survey of the basic concepts and methods of Marriage, Couple, and Family Counseling/Therapy, including a review of its history and evolution, its early pioneers, various models of Marriage, Couple, and Family Counseling/Therapy theory, in addition to recent developments, multiculturalism, evaluation, and effectiveness research. Specific focus is centered on the practical application of systemic interventions in the clinical setting.

COU 632 - Counseling Strategies for Parent/Child Relations (3)

This course presents counseling strategies, principles, and techniques used in establishing effective parent/child relationships from a marriage and family systems perspective. Equipping children to become life-enhancers who are self-reliant, synergistic, and spiritually anchored is taught as the central task of effective parenting. Knowledge-based and creative approaches for building mutually life-enhancing parent/child relationships within the context of diverse, multicultural family forms are discussed.

COU 635 - Chemical Dependency from Systems Perspective (3)

This course examines the distinction between a disease model and systemic views of addiction and treatment, and cultivates a binocular approach to understanding substance abuse and dependence from a relational context. A number of therapeutic approaches are illuminated from systemic framework, including traditional and postmodern treatment approaches. A selected review of outcome research will highlight the efficacy of a systemic perspective for treatment of substance abuse and addiction. The course presents the epidemiology and theories of the etiology of substance use and co-occurring disorders, as well as the working knowledge of the neurobiological basis of addiction and its underlying mechanisms.

COU 637 - Pastoral Counseling I (3)

This course provides an overview of counseling practices in pastoral settings. It investigates methods of incorporating the spiritual dimensions of the lives of clients in the context of a professional counseling experience.

COU 638 - Pastoral Counseling II (3)

Advanced studies in pastoral counseling. The course

includes ethical issues specific to pastoral counseling, coordination of client care with other professionals, and employment opportunities for counselors in pastoral settings.

COU 640 - Special Topics (3)

Current issues facing counselors in a variety of specialization settings (school, community, family) in such topic areas as chronic illness and disabilities across the life span, gerontology, family transitions, separation, divorce and remarriage, trauma and recovery, human sexuality/sex therapy, and counseling special populations.

COU 641 - Clinical Mental Health Counseling (3)

Clinical Mental Health Counseling emphasizes a multifaceted environmental integrated approach to helping people. Approaches will include more expansive and systems-oriented methods to promote client well being. New skills for confronting negative environmental forces will be practiced. Managed care systems and their impact on delivery will be addressed.

Corequisite: COU 641. Crosslisted as: COU 641. Offered: SPRING, SUMMER.

COU 645 - Counseling Military Personnel and Their Families (3)

This course is a study of the unique counseling needs of military personnel and their families with particular focus on familiarization with etiology of PTSD, assessing combat PTSD, and gaining an appreciation for the uniqueness of military life. Counseling techniques and evidence-based treatment plans are explored.

COU 646 - Integrating Spirituality with Marriage & Family Counseling (3)

This course explores spirituality and its integration into the counseling process. It includes the conceptual and clinical perspectives of spirituality and counseling. Respect for and appreciate of diverse approaches to spirituality are explored and integrated.

COU 647 - Gestalt Therapy (3)

This course addresses the philosophy and implementation of gestalt theory in counseling. The history of the development of gestalt theory is examined, as well as the ways the theory has evolved up to the present. The course is taught in an experiential format where students practice various gestalt interventions and learn how to create gestalt experiments with their clients. The use of Neurolinguistic Programming (NLP) in conjunction with gestalt therapy is demonstrated.

COU 648 - Sexuality in Family Counseling (3)

This class covers the basic knowledge, theory, and interventions used to help family counseling clients deal with sexual issues. It introduces methodology of conducting sexual assessment interviews, as well as structuring and implementing treatment strategies for a variety of issues, including sexual dysfunctions, selected varieties of sexual behavior, aging, disabilities, and transmitted diseases.

COU 650 - Sexual Trauma (3)

This course is designed to provide the graduate counseling student with skills to evaluate and treat persons who have experienced sexual trauma. The course examines the characteristics of various forms of sexual trauma, the dynamics of incestuous families, the after-effects of sexual trauma (including family and relationship issues), and the associated DSM-5 and/or ICD-10 diagnoses. Graduate counseling students practice case conceptualization and learn how to develop treatment plans to assist clients who have experienced sexual trauma. The class also incorporates the assessment and treatment planning of sexual trauma within the context of marriage and family systems

COU 661 - Couples Counseling (3)

A study of issues faced by contemporary couples in counseling, and the methods, models, and techniques used to treat couples. Issues include forming and maintaining intimacy, couples' communication, marriage and divorce, sexuality, premarital issues, partner violence, etc. Students experientially practice counseling mock couples and employ a variety of techniques. Course also includes professional and ethical issues of working with couples and families.

COU 662 - Counseling Families (3)

A study of issues faced by families in counseling, and the methods, models, and techniques used to treat families. Issues include family dynamics, family life-cycle, parent/child relationships, parenting and co-parenting, communication, family crisis, along with normal, developmental family processes. Students experientially practice counseling mock families and employ a variety of techniques. The course also includes professional and ethical issues of working with families.

COU 663 - Advanced Studies in Systems Theory (3)

Building on the prerequisite material, Advanced Studies in Systems Theory refocuses the student's attention to the socially-systemic context of the family. Students are encouraged to further evaluate their clinical work with

families by engaging in a more thorough and informed exploration of system-principles, concepts, and theory. While the focus in previous courses has been on the clinical context of families, this course expands that context to include larger system exploration, appreciation, and assimilation. Furthermore, students are encouraged to utilize their systemic orientation in evaluating non-clinical social issues.

COU 664 - Play Therapy Across the Lifespan (3)

This course is a survey of the history, evolution, and current research concerning play therapy approaches. While a specific focus is on the use of play therapy when working with children and adolescents, the use of play therapy across the lifespan is also addressed. Attention is directed to specific clinical populations and concerns and the type of play therapy most likely to benefit the client.

COU 665 - Contextual Dimensions in Play Therapy (3)

This course includes specialized training in specific play therapy modalities. Students receive in-depth knowledge on the origins, principles, and practical application of play therapy models. The contextual dimensions of various modalities and other specialized techniques necessary for effective therapeutic interventions when counseling children and adolescents as well as adults are presented.

COU 667 - Systems Approaches in Play Therapy (3)

This course introduces the student to the practice of filial therapy and ways to determine when and how parents/families are to be incorporated in the therapeutic process. Students learn the systemic applications of play therapy for families and the diverse applications within the home, office, school, foster home, or hospital setting.

COU 699 - Practicum in Counseling (3)

Practicum is an experiential training course requiring a minimum of 100 clock hours of supervised counseling. Students receive both individual and group supervision while counseling individuals, couples, and families at the Thomas E. Chambers Counseling and Training Center. Students make assessments and engage in treatment planning for the treatment of mental, intellectual, emotional, and behavioral disorders.

COU 701 - Internship in Counseling I (3)

First semester of intensive supervised clinical work experience in an appropriate specialization setting (school, community, couple, family, child-centered agencies), including the Thomas E. Chambers Counseling and Training Center. The course is focused on solidifying the

students' knowledge in the assessment and planning for the treatment of mental, intellectual, emotional, and behavioral disorders. This experience is designed to reflect the current CACREP standards. A minimum of 300 clock hours (120 direct client contact) is required. Students receive both individual and group supervision.

COU 702 - Internship in Counseling II (3)

Second semester of intensive supervised clinical work experience in an appropriate specialization setting (school, community, couple, family, child-centered agencies), including the Thomas E. Chambers Counseling and Training Center. The course is focused on solidifying the students' knowledge in the assessment and planning for the treatment of mental, intellectual, emotional, and behavioral disorders. This experience is designed to reflect the current CACREP standards. A minimum of 300 clock hours (120 direct client contact) is required. Students receive both individual and group supervision.

COU 703 - Internship in Counseling III (3)

Third semester of intensive supervised clinical work experience in an appropriate specialization setting (school, community, couple, family, child centered agencies), including the Thomas E. Chambers Counseling and Training Center. The course is focused on solidifying the students' knowledge in the assessment and planning for the treatment of mental, intellectual, emotional, and behavioral disorders. This experience is designed to reflect the current CACREP standards. A minimum of 300 clock hours (120 direct client contact) is required. Students receive both individual and group supervision. COU 703 may be repeated until the student is approved for graduation.

COU 806 - Advanced Counseling Theories (3)

This course provides an in-depth exploration of several specific counseling theories. The course is designed to help students develop ideas about the relationship between theory and practice in counseling. The course places a major emphasis on emerging theories, the art of teaching theories, and the demonstration and evaluation of counseling skills across cultures.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 810 - Advanced Diagnosis & Treatment of Mental Disorders (3)

This course focuses on advanced training in diagnosis (using the most current form of the DSM). Included in this area of study are psychopharmacology, evidence-based treatment planning, and co-morbid concerns of special

populations

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 815 - Doctoral Seminar in Clinical Studies (3)

Topics for this course are determined in collaboration with faculty expertise and student needs.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 816 - Doctoral Seminar in Marriage & Family Counseling (3)

Topics for this course are determined in collaboration with faculty expertise and student needs.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 818 - Specialization Elective (3)

This course has been designed to supplement and extend students' previous academic coursework in a specialized area of counseling.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 820 - College Teaching (3)

This course introduces the student to evidence based practices in effective pedagogy as it relates to the conceptualization, development, and delivery of clear lesson plans to promote the academic development of students. Student learning styles are addressed, and teaching across cultures is emphasized. Students are provided with best practices in designing syllabi, delivery of course content, student assessment, and course outcomes.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 825 - Counselor Supervision (3)

This course examines general theories of clinical supervision in the counseling field, including the supervision of trainees, as well as graduates working toward licensure. Various models of supervision are explored, as well as the supervisor's role as consultant, teacher, and supervisor.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 830 - Introduction to Program Evaluation & Statistics (3)

This course provides an introduction to program evaluation and to basic statistical concepts and practices in the field of empirical research design, including descriptive statistics, probability in sampling, hypothesis formation and testing,

inferential statistics, and non-parametric statistics.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 831 - Quantitative and Qualitative Res Designs (3)

This course prepares students to become researchers. Epistemology and differences in research paradigms are reviewed. Students explore quantitative and qualitative research traditions and are introduced to the process of developing research proposals.

Offered: SPRING.

COU 832 - Advanced Statistical Methods in Research (3)

This course examines the theoretical, conceptual, and epistemological frameworks for quantitative research methods, including data collection, advanced statistical methodologies of data analysis, and interpretation and presentation of original research.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 833 - Current Counseling Research (3)

This course reviews contemporary data-based quantitative and qualitative studies in counseling. Students learn to evaluate published research articles and to incorporate findings into their teaching, research, supervision, and practice.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 834 - Intro to Qualitative Research Designs (3)

This course explores qualitative research traditions, epistemology, terminology, and overall methodological philosophy.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 837 - Advanced Qualitative Research Design and Analysis (3)

This course examines the theoretical, conceptual and epistemological frameworks for qualitative research methods, including training in qualitative data analysis, participant observation, organizational observation, structured and non-structured interviewing, discourse analysis, and interpretation and presentation of original research.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 839 - Adv Multicultural Ethical & Legal Issues in Counseling (3)

This course addresses multicultural, ethical, and legal issues in counselor education, counselor supervision, and research in counseling. Students explore current topics as they prepare to become counseling faculty members or leaders in the counseling profession.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 840 - Program Development, Administration, and Evaluation (3)

This course prepares students as consultative, clinical and administrative leaders in community mental health settings. This course surveys leadership and management models used in organizations and agencies. Students apply grant writing and program evaluation methods, in addition to supervision and clinical case management skills.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 845 - Doctoral Practicum in Counseling (3)

Doctoral students are required to participate in a supervised doctoral-level practicum consisting of a minimum of 100 hours. A minimum of 40 hours is comprised of direct client service. The focus of the practicum experience is to be determined by the student in collaboration with program faculty. Weekly individual and/or triadic supervision is part of the practicum experience. Group supervision is provided on a regular basis. An individual supervision contract is developed at the onset of the practicum experience.

Prerequisite: Doctoral Status or Approval of the Department.

COU 846 - Doctoral Internship in Counseling I (3)

Doctoral-level counseling internships total a minimum of 300 hours. These hours consist of supervised experience in counselor education and supervision (clinical practice, consultation, research, and teaching). The internship includes most of the activities of a regularly employed professional. The hours are allocated at the discretion of the doctoral advisor. Weekly individual and/or triadic supervision is part of the internship experience. Group supervision is provided on a regular basis.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 847 - Doctoral Internship in Counseling II (3)

Doctoral-level counseling internships total a minimum of 300 hours. These hours consist of supervised experience in

counselor education and supervision (clinical practice, consultation, research, and teaching). The internship includes most of the activities of a regularly employed professional. The hours are allocated at the discretion of the doctoral advisor. Weekly individual and/or triadic supervision is part of the internship experience. Group supervision is provided on a regular basis.

Prerequisite: Doctoral Status or Approval of the Department.

COU 850 - Research Seminar in Counseling (3)

The student completes the dissertation proposal under faculty supervision.

Prerequisite: Doctoral Status or Approval of the Department.

COU 851 - Dissertation Research (1)

Students design and conduct their dissertation research. Dissertation Research must be repeated until dissertation is defended and approved by the student's dissertation committee. Students must have a minimum of 12 hours of Dissertation Research.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 852 - Dissertation Research (3)

Students design and conduct their dissertation research. Dissertation Research must be repeated until dissertation is defended and approved by the student's dissertation committee. Students must have a minimum of 12 hours of Dissertation Research.

Prerequisite: DOC STATUS/APPROV OF DEPT.

COU 853 - Dissertation Research (6)

Students design and conduct their dissertation research. Dissertation Research must be repeated until dissertation is defended and approved by the student's dissertation committee. Students must have a minimum of 12 hours of Dissertation Research.

ECO - ECONOMICS

ECO 200 - American Economic Development (3)

An economic history of the U.S. chronicling the growth and development of our free-market economy from an agrarian colonial outpost to the world's foremost industrialized nation. The course examines agriculture, territorial expansion, immigration and migration,

transportation and communications, commerce, finance, urbanization, and industrialization, science, and technology, and their roles in our economic development.

ECO 201 - Principles of Economics I Macroeconomics (3)

Macro Economics examines the U.S. economy with emphasis on income, prices, employment, and economic growth. Specific topics include national income, the determination of interest rates, Keynesian and Monetary Policies, the central and commercial banking systems, supply side economics, and international financial relations.

Prerequisite: MAT105.

ECO 202 - Principles of Economics II Microeconomics (3)

Micro Economics examines the economics of the firm, emphasizing the interactions of supply, demand, and appropriate elasticities. The second half of the course includes a detailed look at price and output determination under competitive, monopolistic, and oligopolistic market conditions.

Prerequisite: MAT105.

ECO 250 - Personal Finance/Consumer Economics (3)

This is an applied survey course in personal and family financial management. Covered are budgeting, cash management, saving, consumer credit, real estate, insurance, investments, consumer protection, and retirement planning.

ECO 302 - Public Finance (3)

An analysis of the public sector of the economy in terms of sources and allocation of resources and their effect on economic stability. Emphasis is placed on federal revenue and expenditures, but state and local finances are also considered. Revenue sources examined include taxation and deficit financing. Expenditure items include public safety, education, governmental agency operations, public services, social insurance, and welfare. Also covered are monetary policy, the budget process, debt management, income redistribution, and inner-government fiscal relations.

Prerequisite: ECO201, 202.

ECO 317 - Financial Institutions & Markets (3)

The study of the central and commercial banking systems and their effect on the credit and output markets. Emphasis

is placed on the tools available to and the specific policies followed by the Federal Reserve System, along with the analysis of interest rates, exchange rates, and the effect of foreign trade and investment on the capital markets.

Prerequisite: ECO201, ECO202, BUS311. Crosslisted as: BUS 317.

ECO 350 - Investments (3)

Survey of the characteristics and valuations of stocks, bonds, commodities, and options. The course provides an overview of the market for corporate and government securities with an emphasis on the role played by dealers and brokers. An intensive application of theory and practice in investment portfolio selection. (Same as BUS 350.)

Prerequisite: ECO201, ECO202, BUS311. Crosslisted as: BUS 350.

EDG - EDUCATION--MASTER'S

EDG 600N - Research-Based & Data-Driven Decision Making (3)

This course is a study of the major methods and techniques of research employed in education as it relates to the educational decision-making process, to current practice, and to the role it will play in the projected needs of the future.

Offered: FALL.

EDG 601 - Applied Learning Theory (3)

This course is an overview of the contributions of psychological principles to the field of education. Emphasis is placed on research and recent theoretical and practical trends as they apply to the teaching/learning process. Topics include advanced studies in learning theories, cognitive development, problem solving, motivation, accountability, and teacher effectiveness.

Offered: SPRING.

EDG 603N - Legal & Political Systems in Education (3)

This course focuses on the mastery of the basic principles of school law, court decisions, and experiential application of those principles to develop and implement effective strategies, planning, and research-based "best practices" to address those issues.

Offered: SPRING.

EDG 606 - Advanced Studies in Classroom Management (3)

This course is an examination of current research and models as applied to classroom management techniques and strategies to enhance classroom learning for students in structured and unstructured environments. Topics addressed are community building, increased student engagement, maintaining positive discipline, and adaptation of teaching to various student learning styles.

EDG 607N - History and Philosophy of Education in a Diverse Society (3)

This course focuses on the examination and analysis of the historical and philosophical components in education, along with the multicultural issues of American education and its subsequent strengths and challenges.

Offered: SUMMER.

EDG 611 - Methods of Teaching Reading in the Content Area (Advanced) (3)

This course is based on theoretical and foundational considerations that structure the analysis and facilitation of a range of strategies intended to promote literacy skills in the content areas. Candidates examine the stages of reading/language development, the major components of reading and language instruction, and the methods and materials that promote the achievement of diverse learners.

EDG 612 - Materials and Methods of Teaching Mathematics (Advanced) (3)

This course is designed to support candidates in critically examining the need for reform in mathematics education. The course focuses on the use of theoretical and research-based models to develop the knowledge, skills, and dispositions necessary to help elementary students develop mathematical understandings, reasoning processes, and relationships. Candidates plan research-based activities to develop children's understanding and use of patterns, quantities, and spatial relationships through the use of manipulatives and technology. Candidates also practice instructional leadership skills by supervising and evaluating mathematics teaching and learning.

EDG 614 - Precision Assessment & Diagnostic/Prescriptive Strategies of Exceptional Learners (3)

This course is designed to provide students with the basic statistical concepts needed to interpret results of psychological and educational tests. Candidates study the definition and terminology in tests and measurements as

employed with exceptional individuals. Description, analysis, and interpretation of various formal and informal evaluation instruments and practices are investigated. Demonstration and practice in administering instruments to evaluate motor, cognitive, language, and social/emotional development as well as academic achievement are included. Theoretical approaches, screening/identification, educational placement considerations, and assessment and evaluation issues are addressed. Fieldwork includes administration, scoring, interpretation, and written results of formal and informal evaluation instruments. The candidates are required to conduct in-depth research in order to evaluate a variety of assessment instruments in regard to purpose, benefit, age range, format, and scoring. The candidates are also required to demonstrate the ability to adequately report test data and develop appropriate IEP information from the data by interpreting assessment results and making relevant educational recommendations.

Offered: SUMMER.

EDG 615 - Principles & Practices of Differentiated Instruction & Assessment (3)

This course covers a survey of the principles and practices of differentiated instruction and assessment in the classroom. A focus of the course is the evaluation of student work, as well as the design and facilitation of data-driven instruction. Field experiences are a required component of this course.

Offered: SPRING.

EDG 618 - Test Theory (3)

This advanced course provides an understanding of statistics, sampling theory, test construction, test and measurement, and individual differences. It provides an understanding of the various principles of test theory, including reliability, validity and norms. Practice in test administration, interpretation, and educational diagnosis of individuals with exceptionalities. A variety of assessment methods is addressed.

Offered: FALL.

EDG 619 - Human Growth and Development (Advanced) (3)

This course is designed as an advanced study of human development throughout the life span, including physical, emotional, and cognitive development, emphasizing personal adjustment and achievement. Major principles and theories of human development are analyzed and critiqued in terms of their application to educational practice

Offered: Fall.

EDG 621 - Advanced Fundamentals of Instructional Technology (3)

This course focuses on the fundamental use of computers and other technology in the classroom. Students participate in hands-on instruction with special emphases on accessible instructional materials (AIM) and assistive technology for students with disabilities. In this project-based course students use the Universal Design for Learning to create lessons for content areas integrating modern technology software and hardware in K-12 and special education classrooms. Students become knowledgeable about available resources and ethical issues with computer use. Field experiences include creating and implementing cross curriculum lessons that include the Louisiana Standards for Technology in the Classroom and technology integration across all grade levels. Students also conduct research that measures the effects of technology on math, science, and reading/literacy achievement, as well as the effects of social networking, copyright laws, and computer ethics.

Offered: SPRING.

EDG 622 - School to Work Transition (Advanced) (3)

This course addresses the history of transition and essential components of the transition process of students with various disabilities from the school environment to employment setting. Emphasized are the roles of educators in the development of the Individual Transition Plan (ITP) for each student and self-management skills to facilitate self-determination. This course also covers potential school-to-work issues for students with a variety of disabling conditions and focuses on planning to emphasize the six areas that ensure quality of life for disabled individuals. A cooperative, multidisciplinary team approach is addressed as a way of helping the student transition into appropriate work settings. Fieldwork includes practical research involving visits to adult agencies and obtaining resources for individuals with disabilities. The student is also required to research a variety of school-to-work model programs.

Offered: SPRING.

EDG 623 - Instructional Practices in Special Education (Advanced) (3)

This course surveys curriculum design for students with mild/moderate disabilities. Special teaching techniques, as well as creating appropriate learning environments consistent with maintaining the least restrictive

environment, are covered. Individualized instruction, modification of the Common Core based on the Universal Design for Learning, differentiated instruction, and designing, implementing, and evaluating Individual Education Plan (IEP) goals and objectives are addressed. Fieldwork includes actual case studies for determining instructional needs of students and creating appropriate IEPs. The student are required to interpret evaluation data and complete an in-depth study of appropriate instructional practices in special education based on evaluation and IEP data.

Offered: FALL.

EDG 624 - Advanced Collaborative Teaming/Consulting Teacher Strategies (3)

This course is focused on developing effective partnerships among parents, family members, general educators, and related service providers through the development of communication skills needed for collaboration, consultation, and teamwork in serving the educational needs of students with disabilities. Contexts, content, processes, practices, and support of school consultation are addressed. The understanding, participation, and strategies needed to develop effective interactions with other school professionals and parents are emphasized. This course includes a field component. The student is required to conduct in-depth research on a variety of referral agencies and teacher references with emphasis on student and family needs. The student is also required to analyze areas of cultural differences in order become more aware of the role of culture in his or her life and how culture impacts oneself and may influence teaching practices.

Offered: FALL.

EDG 625 - Advanced Behavioral Support & Intervention (3)

This course concentrates on theories of behavior and providing useful information on the etiologies of behavior problems; familiarizing students with characteristics of behavior problems; providing practical and effective behavior management strategies; furnishing students with the knowledge to select and implement behavior charting tools; providing students with the information necessary to write an individual or group behavior management program; methods of implementing behavioral intervention strategies; and selecting systematic behavioral intervention assessments. Fieldwork includes assessment of behavior problems and designing and implementing behavior intervention plans. The student is required to interpret behavior scales, write functional behavior assessments, and create behavior intervention plans that are implemented

through field experiences with 25 direct contact hours.

Offered: SUMMER.

EDG 626 - Educational Diagnosis (3)

This course offers an advanced overview of the responsibilities of an educational diagnostician. Special attention is paid to administering and interpreting both formal and informal measures. Candidates are trained in strategies that are designed to meet the needs of students with exceptionalities.

Offered: SPRING.

EDG 627 - Educational Diagnostician Internship (3)

This course is a supervised internship with students with exceptionalities. Interns are trained in the administration, scoring, and interpretation of norm-referenced and criterion-referenced achievement tests and then supervised in the development and implementation of the individualized assessment/education plans. A field experience component is required for this internship to include a minimum 100 child-contact clock hours.

Offered: SPR, SUM.

EDG 631N - Leadership & Vision in Education (3)

This course is designed to explore the philosophy, principles, and practices of school leadership operations at the school and district levels. In addition to the theory of administrative leadership and practical strategies, candidates understand methods of leading an individual school and a school district to carry out their positions as instructional leaders and conform to the various required standards.

Offered: FALL.

EDG 632N - The Fiduciary Responsibility of Educational Leaders (3)

This course is designed to help future educational leaders understand the philosophical and theoretical basis for the financing of education in the United States. Areas of concern are principles of taxation at the federal, state, and local levels; state equalization programs; using fiscal decisions in the equalization of educational opportunity; and budgetary concerns at the school and district level.

Offered: SPRING.

EDG 633N - Leadership and its Relationship to Resource Management (3)

This course focuses on the examination and analysis of

school leadership and its role in the effective management of human and physical resources. The course explores effective ways to lead and manage educational institutions and enhance the delivery of essential educational services at the elementary and secondary levels.

Offered: SUMMER.

EDG 634N - Communication & Collaboration among School, District, & Community (3)

This course is designed to help future educational leaders understand the importance of collaboration within and among the public schools. In addition to the theory of school-community relations and practical strategies, candidates understand the many methods of communication and the development of two-way communications.

Offered: SUMMER.

EDG 636N - School & District Leadership (3)

The purpose of this course is to provide a comprehensive understanding of the educational leadership principles needed by school and district leaders to address the challenges facing today's educators. Emphasis is placed on the components of effective leadership and the leaders' role in improving the learning of all students.

Offered: SPRING.

EDG 637N - Leader as Exemplar in Instructional Supervision (3)

The purpose of this course is to provide a comprehensive study of the multiple skills, techniques, and tasks involved in instructional leadership and in the process of supervising instruction to improve the learning of all students. There is particular emphasis on creating a high performing learning culture, along with literacy and numeracy leadership.

Offered: FALL.

EDG 638N - Curriculum Development for the Success of All Students (3)

The purpose of this course is the development of knowledge, performance competencies, and alternative strategies, particularly in the area of prioritizing, mapping, and monitoring the curriculum using the SREB module to enhance the learning opportunities for all students. Candidates more deeply understand what educators believe is crucial for students to learn, how to align curriculum with assessments, and how to evaluate the curriculum being taught.

Offered: FALL.

EDG 639 - Instructional Leadership/Mentor Teacher I (3)

This course allows for the exploration of current issues in the field of Instructional Leadership. Topics of study may change annually based on present best practices. Current and future teacher-leaders develop their knowledge of best practices as well as skills for working as mentors to other teachers and residents.

Offered: FALL.

EDG 649 - Instructional Leadership/Mentor Teacher II (3)

This course is the second of a series of two graduate-level courses, allowing for the exploration of current issues in the field of Instructional Leadership. This second course focuses in greater detail on the role of the mentor teacher, providing candidates with the knowledge and skills needed to effectively support classroom teachers. In this course, candidates learn how to build strong relationships with new and developing teachers while also developing the skills to identify and address these teachers' needs. Candidates also learn how to coach new and developing teachers, tracking their progress and facilitating their self-reflection and improvement.

Offered: Spring.

EDG 655 - Seminar in Reading/Language Arts (3)

This seminar provides a comprehensive study of the principles and practices behind an effective literacy program, with an emphasis on designing a curriculum that includes all of the language arts.

Offered: SUMMER.

EDG 656 - Practicum in Diagnostic and Remedial Reading (3)

This course allows for the practice of diagnosing reading difficulties, as well as the study of appropriate strategies for the remediation of the struggling reader. (Fall only)

Offered: FALL.

EDG 657 - Practicum in Clinical Supervision/Advanced Diagnostic Reading (3)

This practicum involves the application of theory and practice, including diagnosis and correction of reading problems, as well as supervision of the reading teacher. Emphasis is given to the development and practice of the

multiple skills required by a school-based literacy leader.

Offered: SPRING.

EDG 660B - Advanced Curriculum and Instructional Strategies (3)

This course requires candidates to synthesize and apply diverse teaching strategies and methodologies, including the latest technological methods for teaching in the content areas. Emphasis is placed on the use of a standards-based approach to planning education through research, discussions, and fieldwork.

Prerequisite: Admission to Certification-Only Program.

Offered: Fall.

EDG 660C - Advanced Instructional Methodologies Elementary (3)

This course provides for the advanced study of the teaching of social studies and science in elementary education. Emphasis is given to the research and current trends in improving the teaching of social studies and science. Candidates develop the theoretical understanding of how children learn and what this implies for instructional decision making in these content areas. Topics included are knowledge, skills, and dispositions in the social sciences; science concepts and safety; current issues in science and social studies; and the use of technology in daily teaching activities.

Prerequisite: EDG 660B. Offered: Spring.

EDG 660D - Advanced Instructional Methodologies Secondary (3)

This course emphasizes the advanced study of research-based materials and methods of teaching in the secondary content area. Candidates examine current educational research, trends, and issues, with special emphasis given to the standards of a particular content area. Louisiana Standards and grade-level expectations in the content areas create the foundation for planning and evaluating lessons.

Prerequisite: EDG 660B. Offered: Spring.

EDG 661A - Internship I (Advanced) (3)

The internship provides intensive, supervised clinical experience for a full semester in an accredited school, in which the candidate is employed under the guidance of a University supervisor. Candidates are required to develop a professional internship portfolio that emphasizes the application of research-based strategies and to attend seminars at University of Holy Cross.

Prerequisite: Admission to Certification-Only Program.
Offered: Fall.

EDG 661B - Internship II (Advanced) (3)

This internship continues the intensive, supervised clinical experience for a full semester in an accredited school, in which the candidate is employed under the guidance of a University supervisor. Candidates are required to develop a professional internship portfolio that emphasizes the application of research-based strategies and to attend seminars at University of Holy Cross.

Prerequisite: EDG 661A. Offered: Spring.

EDG 662 - Advanced Methodologies of Teaching ESL (3)

This practicum is an intensive study of the linguistic developments in second language acquisition and the practices of teaching English to non-native speakers of the language. This course is designed to provide ESL teachers with an advanced understanding of the development of English language teaching methodology and current best practices. Students gain a theoretical background in English language learning and teaching and the ways in which it applies to classroom instruction. Students have the opportunity to practice instructional approaches that assist English language learners in developing both social and academic proficiency.

Offered: FALL.

EDG 663 - Structure of the English Language (Advanced) (3)

This course is designed to provide ESL teachers with an advanced knowledge of linguistics in order to help them improve their capacity for making decisions about instruction. Particular emphasis is given to the structures of the English language, focusing on sound, vocabulary, and grammatical systems as they apply to English language learners. Students identify structures of the English language which challenge non-native speakers, including language interferences, complexity, and acquisition strategies.

Offered: SUMMER.

EDG 664 - Advanced Seminar in Language & Culture (3)

This course is designed to facilitate ESL teachers in cultivating an advanced appreciation for the cultural behaviors, values, customs, beliefs, and attitudes required for effective communication and interaction with students

from other cultures. The course also provides the student with an understanding of language differences and the ways in which these differences affect communication and communicative behavior in a second language.

Offered: SPRING.

EDG 665 - Advanced Curriculum Design Multicultural Classrooms (3)

This course is designed to provide the ESL teacher with an advanced understanding of language differences in a multicultural society and with a variety of programs designed for teaching students who have language and cultural differences. In this course, candidates explore theories and strategies in the design, development, and implementation of a multicultural curriculum in the content areas. In addition, candidates seek out and evaluate educational materials and resources to use in the creation and organization of this curriculum.

Offered: SUMMER.

EDG 670 - Special Topics in Graduate Studies (1-6)

This course is intended to give the student an opportunity to study selected topics in graduate education for one to six credit hours. This course may be taken more than once.

EDG 671 - Seminar in Teaching & Learning (3)

This seminar allows for the exploration of current issues in the field of Teaching and Learning. Topics of study change annually based on present best practices. Graduate candidates conduct individualized research in their areas of interest and are encouraged to begin working on the literature reviews for their final action research project.

Offered: FALL.

EDG 672 - Methods of Teacher Action Research (3)

This course is made up of two large components: 1) studying teacher action research as a methodology, and 2) completing an actual research project based on the candidate's area of interest and classroom needs. Graduate candidates explore the elements of this methodology, analyzing various examples of teacher action research. Additionally, candidates conduct the summative assessment of the Masters in Teaching and Learning program, culminating in a final Teacher Action Research Project.

Offered: SPRING.

EDG 730A - Internship I: Summer (3)

This clinical experience is designed to help future educational leaders apply content studied throughout the Educational Leadership Program. The summer school setting (125 hours) permits flexibility to concentrate on a field site other than the candidate's own in a deepened and widened view of school and district administration. Diversity of settings expands the candidate's understanding of varying socioeconomic status, race, ethnicity, and gender issues. During this semester candidates are advised to take the School Leaders Licensure Assessment (SLLA).

Offered: SUMMER.

EDG 730B - Internship II: Fall/Spring (3)

This field experience is designed to help future educational leaders apply content studied throughout the Educational Leadership Program. The focus is on rich field experience (125 hours). These experiences may take place mainly at the candidate's school site. Candidates are advised to take Comprehensive Exams during this semester.

Offered: Fall & Spring.

EDU - EDUCATION-- UNDERGRADUATE

EDU 201 - Literature for Children and Youth (1-6) (3)

This course focuses on the following topics: the reading needs and basic reading interests of children in grades one through six; standard aids for selection of appropriate materials for these grades; factors in using and interpreting literacy materials in relation to curriculum; as well as methods for the utilization of literary materials in classroom instruction in reading, language arts, and all other content areas.

Offered: SPR/SUM.

EDU 215 - Introduction to Education: Content Knowledge Professional Dispositions, & Pedagogical Skills (3)

This course introduces candidates to the Education profession. Teacher content knowledge, professional dispositions, and pedagogical skills are the focus of the course.

EDU 301 - Educational Psychology (3)

This course is a study of psychological principles as they

apply to the field of education. Special emphasis is placed on personal growth, cognitive development, theories of learning, problem-solving, motivation, accountability, and teacher effectiveness.

Crosslisted as: EDU 301.

EDU 304A - The Learner with Special Needs (3)

This course includes a survey of all areas of exceptionality – mental, physical, psychological, and social characteristics of each group, with special emphasis on educational and instructional management.

EDU 306 - Classroom Organization & Management (3)

This is a course designed to introduce Education majors to classroom management techniques and strategies to enhance classroom learning for students in structured and unstructured environments. Topics addressed are team building, independent learning, maintaining positive discipline, and adaptation of teaching styles to different learning styles. Applications to elementary, middle, and secondary school levels are included.

EDU 307 - Survey of Reading/English Language Arts (3)

This is a survey course designed to introduce education majors to the basic concepts involved in the reading process. The course includes definitions of reading, current approaches to teaching reading, evaluation techniques, the accommodation of exceptionalities, and teaching to diversity.

EDU 308 - Materials & Methods of Teaching Reading/Language Arts (3)

This course is designed to prepare teacher candidates to teach reading and language arts not only in these classes, but also across the curriculum. In the course, students examine various methods and materials appropriate to the elementary reading/language arts classroom, with an emphasis on developing overall literacy through current methodologies. An integrated approach to the teaching strategies and skills of reading, writing, speaking, and listening is taken.

Prerequisite: ADM TO TEACHER ED PROG, EDU410.
Offered: FALL, SUM.

EDU 311 - Teaching Reading in the Content Area (3)

This course is designed to provide an examination of various techniques by which teachers can promote increased student achievement in reading and language in the content areas. Candidates know and understand the

stages of reading/language development, as well as the major components of reading and language instruction. In addition, candidates examine diverse materials and various research-based methods, activities, and strategies that promote achievement.

Offered: FALL, SUM.

EDU 312 - Materials & Methods Teaching Mathematics I (3)

This course is designed to help candidates understand the need for reform in mathematics education and to provide them with the knowledge, skills, and dispositions necessary to help students develop mathematical understandings, reasoning processes, and relationships. Candidates plan activities that foster children's understanding and use of patterns, quantities, and spatial relationships, using appropriate manipulatives and technology. Candidates also establish an understanding of the importance of motivating and managing students in mathematics classrooms. The focus of this course is grade cluster 1-5.

EDU 313 - Materials & Methods Teaching Mathematics II (3)

This course is a continuation of EDU 312. The primary focus of this course is using the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra to develop and implement mathematics activities that include appropriate manipulatives and technology.

Prerequisite: EDU312. Offered: FALL.

EDU 335 - Methods & Materials for Teaching Science & Social Studies (3)

This course examines the structure, content and processes of teaching science and social studies in the elementary classroom. Emphasis is on concept development, learning and instructional strategies, questioning techniques, inquiry-based learning, multimedia, and assessment strategies to meet individual and group needs. The Louisiana Content Standards and National Standards (NCSS and NSTA) will be the basis for planning and evaluating lessons.

Offered: FALL.

EDU 345 - Professional Laboratory Experience Program (4)

This course requires candidates to analyze, implement, and

evaluate various teaching strategies and methodologies including the latest technological methods. Standards-based, data-driven instructional planning, teaching, and assessment in a classroom setting is the focus. A field component constituting a minimum of forty-five (45) hours of observation, participation, and teaching is required in the student's area of specialization. A writing-intensive course.

EDU 401 - Clinical Reading Practicum (3)

Candidates must have completed EDU 307 and EDU 308 to take this course. This course is designed to improve candidates' techniques to identify children in the classroom who are performing below their potential in reading. Candidates are provided experience in developing appropriate instruction for these children by participating in a supervised tutorial experience.

Prerequisite: EDU307, 308. Offered: SPRING.

EDU 410 - Instructional Methodologies (5)

Students study materials and methods of teaching science and social studies. This course examines current educational research, trends, and issues with special emphasis on the missions of the National Science Teachers Association and the National Council for Social Studies. Students use Louisiana's Frameworks in science and social studies to plan, implement, and evaluate lessons in real classrooms. A field component constituting a minimum of 80 hours is required. Students participate in all aspects of schooling through the Professional Development School partnerships. A writing-intensive course.

Prerequisite: ADM TO TEACHER ED PROG, EDU305, 309. Offered: FALL.

EDU 415 - Teacher Residency I (9)

This course is the first semester of a year-long residency in which candidates are guided to master teacher competencies. Candidates engage in standards-based, data-driven instructional planning, teaching, and assessment in a classroom setting. Unit planning is also introduced. Candidates are in their assigned classrooms five days a week.

EDU 420 - Teacher Residency II (9)

This course is the second semester of a year-long residency in which candidates are guided to master teacher competencies. Candidates engage in standards-based, data-driven instructional planning, teaching, and assessment in a classroom setting. Candidates are in their assigned classrooms five days a week.

EDU 425 - Foundations of Teaching & Learning (3)

This course is designed to provide the non-certified teacher-of-record with an orientation to the teaching profession. The course focuses on characteristics of effective teachers, with emphasis placed on an overview of instructional design and delivery, establishing appropriate learning environments for diverse populations, and classroom management. Professional guidance and support are provided to teachers.

EDU 445 - Methods & Strategies for Elementary Teachers (3)

This course provides an integrated coverage of data-driven lesson and unit planning, instructional strategies, and assessment in the elementary classroom. Non-certified teachers-of-record are required to analyze and evaluate various teaching strategies and methodologies, including the latest technological methods for planning, teaching, and assessing language arts, mathematics, science, and social studies in the elementary classroom.

EDU 452 - Student Teaching Seminar in Pedagogy & Instructional/Curriculum Development: Specialized Skills & Practice in the Discipline (3)

This course includes study and application of theories and principles of effective planning, classroom behavior and management techniques, and instructional delivery in the classroom. Concurrent field-based placement in a school setting under the supervision of a certified teacher is required. Student Teaching serves a critical role that allows the teacher candidate to practice and refine skills and competencies learned in courses and initial field experiences. The clinical experience has been divided into 6 hours of field work (i.e., 270 clock hours of field experience) and 3 hours of Student Teaching Seminar.

EDU 460B - Curriculum and Instructional Strategies (3)

This course requires candidates to analyze and evaluate various teaching strategies and methodologies, including the latest technological methods for teaching language arts, mathematics, reading, science and social studies. The course focuses on standards-based education, lesson planning, and teaching to diversity. Candidates relate their own teaching experiences to course discussions and content.

Offered: FALL.

EDU 460D - Instructional Methodologies: Secondary (3)

Student study materials and methods of teaching in their secondary content area. This course examines current educational research, trends, and issues with special emphasis on the standards of the particular content area. Students use Louisiana's Framework and grade-level expectations in their content area to plan and evaluate lessons.

Prerequisite: EDU460B. Offered: SPRING.

EDU 461A - Internship I (3)

The internship experience provides candidates with opportunities to teach full-time in the school in which they are employed under the guidance of a University supervisor. Candidates are required to complete a professional internship portfolio and attend seminars at University of Holy Cross. Internships are for two semesters.

EDU 461B - Internship II (3)

This course is a continuation of EDU 461A. Candidates teach full-time in the school in which they are employed, under the guidance of a University supervisor, and are required to complete a professional internship portfolio and attend seminars at University of Holy Cross. This is the second semester of the internship sequence.

Prerequisite: EDU 461A.

EDU 462 - Methods of Teaching ESL (3)

This course is designed to provide students with an understanding of the development of English language teaching methodology and current best practices. Students gain a theoretical background on English language learning and teaching and the ways in which it applies to classroom instruction. Students have the opportunity to practice instructional approaches that assist English language learners in developing both social and academic proficiency.

Offered: FALL.

EDU 463 - Structure of the English Language (3)

This course is designed to provide students with an in-depth knowledge of structures of the English language, focusing on sound, vocabulary, and grammatical systems as they apply to English language learners. Students will identify structures of the English language which challenge non-native speakers including language interferences, complexity and acquisition strategies.

Offered: SUMMER.

EDU 464 - Introduction to Language & Culture (3)

This course is designed to introduce participants to and cultivate an appreciation for the cultural behaviors, values, customs, beliefs, and attitudes required for effective communication and interaction with students from other cultures. The course also provides the student with an understanding of language differences and how these differences affect communication and communicative behavior in a second language.

Offered: SPRING.

EDU 465 - Curriculum Design for the Multicultural Classroom (3)

In this course, students explore theory and strategies in the design, development, and implementation of a multicultural curriculum in the content area. In addition, students seek out and evaluate educational materials and resources to use in the organization and creation of this curriculum.

Offered: SUMMER.

ENG - ENGLISH

ENG 100 - Introduction to College English (3)

This course prepares students for success in college writing in English Composition I (ENG 101). Students build college-level writing skills through application of the conventions of English grammar, using the stages of the writing process and critical thinking skills. Extensive writing practice, cooperative grouping, prompt feedback, and computer-assisted instruction facilitate student learning.

ENG 101 - English Composition I (3)

Introduction to expository and critical writing. Emphasis on writing and criticism of study essays, with attention to grammar, punctuation, and spelling.

ENG 102 - English Composition II (3)

A continuation of ENG 101 with emphasis on writing skills and criticism of research procedures. A series of short papers and a research paper, using APA or MLA style depending on major, are required. The final is the English Proficiency Exam.

ENG 200 - Introduction to Literary Forms (3)

An introduction to and an appreciation of selected genres of literature with the aim of providing both a method of literary analysis and a useful critical vocabulary. Critical essays are required.

Prerequisite: ENG101, ENG102.

ENG 201 - Introduction to Writing in the Disciplines (0)

This course provides a transition between ENG 102 (English Composition II) and upper-level courses in the majors. It is designed to give students supplemental instruction in writing effective essays by reviewing grammar and organization and developing critical thinking skills. Research procedures, quoting and paraphrasing sources correctly, and citing according to MLA and APA style formats are emphasized. Additionally, students are introduced to the writing styles of their major disciplines, including Nursing, Psychology, Education, Humanities, the Sciences, and Business. Guest lectures from faculty in the disciplines are included. Librarians also provide instruction in research procedures in the disciplines. This course is required for students who have not passed the English 102 Proficiency Exam. ENG 201 is intended to benefit all students seeking additional preparation before taking writing-intensive upper-level courses in their major programs. Students who are required to take ENG 201 must successfully complete it with a P on a Pass/No Credit grading scale before they are allowed to take writing-intensive upper-level courses in their majors.

Prerequisite: ENG101, ENG102.

ENG 211 - Writing Tutorial I: Newspaper (1)

Students may earn one credit for writing two publishable articles of general interest that will be published in the college newspaper.

Prerequisite: ENG101, ENG102, PERM OF INSTR.

ENG 212 - Grammar & Writing for Teachers (3)

This course introduces future classroom teachers to the field of Language Arts by improving their knowledge of English grammar, including such essentials as the parts of speech, phrases, clauses, sentence types, mechanics, and punctuation. Also included are various methods of writing correctly and effectively. Mastery of these topics is a valuable teaching aid that allows teachers to exhibit confidence in teaching Language Arts in their classrooms. Required for Elementary Education teacher candidates and recommended for students seeking certification to teach

English at the secondary level.

Prerequisite: ENG101, ENG102.

ENG 220 - Reading for Pleasure (3)

The purpose of this course is to expose students to a wide range of genres and formats; however, it differs from the traditional literature course in its approach. The majority of lectures center on popular genre literature such as mystery, horror, etc. All literary formats are represented. Examples and suggested readings include both fiction and nonfiction titles as well as titles from all time periods and cultures. The course is activity-based and includes a strong writing component.

Prerequisite: ENG101, ENG102.

ENG 250 - American Literature I (3)

This course is a survey of representative writers from the colonial period to the Civil War. Critical essays are required.

Prerequisite: ENG101, ENG102.

ENG 251 - American Literature II (3)

This course is a survey of representative writers from the Civil War to the present. Critical essays are required.

Prerequisite: ENG101, ENG102.

ENG 297 - Seminar in Selected Topics (3)

This course is a study of a selected topic in language or literature, possibly an interdisciplinary topic. A critical and/or creative writing component is required.

Prerequisite: ENG101, ENG102.

ENG 301 - British Literature II (3)

This course is a study of the major British writers from the Romantic period through the Twentieth Century. Critical essays are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 302 - Women In Literature (3)

This course focuses on the issues surrounding women's social, political, cultural, psychological, and spiritual roles, as defined by both male and female writers. Critical essays and a reading journal are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 307 - World Literature I (3)

This course is a study of the impact of great works of Western thought from the Gilgamesh epic through Dante. Critical essays are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 308 - World Literature II (3)

This course is a study of modern world literature, including the literatures of Western and Eastern Europe, Africa, India, and the Middle East.. All readings are in English. Critical essays are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 309 - Southern Literature (3)

This course is survey of Southern American literature of selected genres from the antebellum period to the present. Critical essays are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 311 - Writing Tutorial II: Newspaper (1)

Students may earn one credit for writing three publishable articles of general interest for the University newspaper.

Prerequisite: ENG101, ENG102, PERM OF INSTR.

ENG 314 - African American Literature (3)

This course is a survey of African American writers of all genres from the Literature of Slavery and Freedom to Contemporary Black Writers. Among the writers studied are Wheatley, Douglass, Hurston, Toomer, Wright, Ellison, Giovanni, Angelou, and Morrison. Critical essays are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 321 - Creative Writing (3)

This is a structured course in which students read, study, and create literature of various genres. A portfolio of student writing and submission of creative work to the University literary magazine, Calliope, are required.

Prerequisite: ENG101, ENG102.

ENG 352 - Shakespeare I (3)

This course is a survey of Shakespeare's major plays, with primary emphasis on the comedies and tragedies. Critical essays are required. A writing-intensive course.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 397 - Special Topics in English (3)

This course is a study of a selected topic in language or literature, possibly an interdisciplinary topic. Critical and/or creative essays are required, as well as research of criticism.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 400 - Advanced Grammar (3)

This course is an intensive study of the essential and finer points of traditional English grammar, with emphasis on error analysis of standard English. Special focus is given to understanding and applying the rules and conventions of usage, agreement, and mechanics to a variety of writing assignments. This course is designed for all students interested in improving and editing their own writing, especially English majors. An oral presentation reflecting the precepts covered in the course is required. The course is taught in an independent study format.

Prerequisite: ENG101, ENG102.

ENG 401 - Advanced Composition (3)

This is a study of the principles of rhetorical strategies, aimed at refining writing style through intensive practice. Critical essays and a research paper, as well as an oral presentation, are required to focus each student's research paper on a topic appropriate to his or her discipline and to include scholarly research of this topic in the literature of the discipline. The course is taught in an independent study format.

Prerequisite: ENG101, ENG102.

ENG 404 - Women Writers (3)

This course is an analysis of the works of representative women writers – such as George Eliot, Emily Dickinson, Zora Neale Huston, Sylvia Plath, and Alice Walker – in various genres, emphasizing their writing styles, choices of subjects, and viewpoints on key issues. Critical essays are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 406 - Modern Poetry (3)

This course is an analysis of modern poetry written in English. Critical essays are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 407 - Seminar in Selected Topics (3)

This course is an in-depth examination of specialized

subject matter in literature or language studies. One or more significant authors or issues in English, American, or world literature is the focus. Critical research and writing and an oral presentation are required. Advanced background in literary studies is necessary. A writing-intensive course.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 408 - Editing Tutorial (1)

Editors of the University literary magazine or newspaper may earn one semester hour of credit for overseeing, editing, and producing student publications.

Prerequisite: ENG101, ENG102, PERM OF CHAIR.

ENG 409 - Advanced Literary Forms (3)

This course is an in-depth study of various approaches to literary criticism in selected genres. Critical essays are required.

Prerequisite: ENG101, ENG102, ENG 200-LEVEL LIT.

ENG 505 - Literary Theory, Criticism, and Research (3)

The goal of the course is to expand students' knowledge in literary theory and to provide the vocabulary and analytical tools for critical reading, writing, and theorizing. The course offers a history of literary criticism, with an emphasis on the most prominent theorists, texts, schools, and ideas. The course covers both the development of critical theories of literature and the more recent approaches, and covers major writers such as Plato, Aristotle, Augustine, Maimonides, Sidney, Kant, Coleridge, Emerson, Marx, Freud, and Nietzsche, as well as more current ideas and debate, such as new historicism, ethnicity and race studies, feminist theory, and postmodernism. Although the course emphasizes both reading and writing literary criticism, students also develop research methods and gain the necessary skills to study and teach critical theory.

ENG 506 - Advanced Studies in Literary Genres (3)

The course is designed for Master's-level students to help them better understand the value of literary expression. Students write in-depth assignments, from critical essays to storytelling. They consider forms and conventions and gain in-depth knowledge of a wide variety of literary genres — from ancient texts to pop culture, film and other media, tragedy as well as comedy, and the many types of poetic form (blank verse, sonnet, free verse, etc.).

ENG 510 - Fiction Workshop (3)

This is a workshop course for students who have written fiction as undergraduates or who would like to focus on fiction (creative writing) at the Master's level. Students are offered a review of the subgenres of fiction writing, but students write mainly in the short story genre. Students have other writing options, such as beginning a lengthier manuscript (a collection of stories, a novel, or a novella). Students also read important writers in the genre, such as Hawthorne, Melville, Borges, Tagore, Chopin, Lessing, O'Connor, Welty, Maupassant, Colette, and Fuentes.

ENG 515 - Creative Nonfiction Workshop (CNF) (3)

This is a workshop course for students who have written nonfiction prose as undergraduates or who would like to focus on CNF (creative writing) at the Master's level. Students are offered a review of CNF genre writing, and they compose manuscripts in the various styles of writing personal essays. Students have other writing options, such as beginning a lengthier manuscript (a collection of personal essays, a memoir, or a collection of critical essays). Students also read important writers in the genre, such as Camus, Ramabai, Tan, Bly, Lamott, Lopate, and Sanders.

ENG 520 - Craft Seminar: Poetry (3)

This course is for students who have written poetry as undergraduates, but mainly for students who want to focus on poetry (creative writing) at the Master's level. The course offers directed study on the mechanics of poetry, from the epic to the haiku to the modern form. Students read important poets, such as Homer, Basho, Buson, Coleridge, Browning, Donne, Keats, Ghalib, Petrarch, Marvell, Roethke, Frost, Hughes, Thomas, Auden, and Millay.

ENG 525 - Poetry Workshop (3)

This is a workshop course for students who have written poetry as undergraduates or who would like to focus on poetry (creative writing) at the Master's level. Students are offered a review of the genre and write their own poetry for workshop review. Students have the option of working on a collection of poems. They also read important poets, such as Whitman, Dickinson, Browning, Shakespeare, Shelley, Marlowe, Tennyson, and Blake.

ENG 530 - Autobiography: Reading & Writing Seminar (3)

The course begins by defining "self" as portrayed in autobiographic writing, then transitions into writing personal narratives by understanding self within the

context of family, community, and history. The course focuses on reading autobiography (memoir, personal essays, and epistolary texts) and requires writing, such as short essays and other prose assignments that focus on individual experiences. Written assignments focus on the nonfiction genre but may progress into other genres (fiction, poetry) or subgenres inspired by autobiography. Students read the autobiographies of writers such as Rousseau, Woolf, Baldwin, Malcolm X, Angelou, and Kincaid.

ENG 535 - Reading & Writing Prose: Contemporary Stories & Essays (3)

The course opens with a review of expository writing, specifically the "narrative" form. We focus on contemporary literature, but we also review the historical and literary characteristics of narratives. The course defines themes such as class, youth (coming of age), race, identity, gender, and politics to help students better understand how prose has evolved over time: our goal is to determine how the "narrative" has transformed literature overall. Students write and workshop their versions of contemporary literature and read writers, such as Walker, Ha Jin, Silko, Aidoo, Wolff, Boranski, Clive James, Wansuh, Pamuk, Wright, Adichie, Thiong'o, Head, Saadawi, Celen, Cook, and Yehuda.

ENG 580 - Special Topics in Humanities: English (3)

This course gives graduate students in the MAH program the opportunity to study selected topics in English literature or creative writing. It may be taken more than once.

ENG 600 - Advanced Fiction Workshop (3)

This is an advanced workshop course for students who have chosen to focus on fiction (or creative writing) at the Master's level. Students write exclusively in the short story genre, or they may continue individual manuscripts begun in prior semesters, such as a collection of stories, a novel, or a novella. Students also read important writers in the genre, including Nabokov, Anderson, Crane, Ho Kyun, Machado de Assis, Joyce, Gaines, Allende, Diaz, Lee, Marquez, Lu Xun, and Ryunosuke.

ENG 605 - Advanced CNF Workshop (3)

This is an advanced workshop course for students who have chosen to focus on CNF (creative nonfiction) at the Master's level. Students compose manuscripts in the memoir genre or the various styles and subgenres of writing personal essays, or they may continue individual manuscripts, such as a collection of essays, or a collection of critical essays. Students also read important writers in

the genre, including Emerson, Zadie Smith, Weldon, Hayden, Orwell, Didion, Thurman, Atwood, Kingsolver, and Wallace. Writing in this course may lead to the Master's Thesis.

ENG 610 - The Novel: Reading & Writing (3)

This course is not only for students who love to read a good novel, but also for students who feel compelled to write that "one" novel inside them. The course offers directed study of novel writing: novel prompts help students write their stories, which should lead to novels. Students read and study novels and analyze typical themes in novels, such as crime and passion, love and hate, and life and death. By reading novels, students form both an appreciation for and the skills required to write a novel. Students read the novels of writers such as Faulkner, Morrison, Behn, Achebe, Dostoyevsky, Hemingway, Flaubert, Tolstoy, Marquez, Naslund, Kundera, Danticat, and Saikaku. Writing in this course may lead to the Master's Thesis.

ENG 612 - Studies in Modern Poetry (3)

This is a seminar course for Master's-level students interested in studying this modern, re-interpretative form of poetry. Students study the genre from a worldview and note how poetry modernizes in the early twentieth century, by focusing on scenes and landscapes, street poetry, images, and a concentration on the speaker. Students write their own poetry as assignments. Major poets are studied, including Yeats, Neruda, Eliot, Rilke, Paz, Akhmatova, Pound, Williams, Cavafy, and Lorca.

ENG 615 - Studies in Contemporary Poetry (3)

This is a seminar course for Master's-level students interested in studying and writing poetry. Students explore contemporary poets within the subgenres of nationality, race, gender, and style (immigrant poets, African American poets, buton poets, etc.). Students write poetry for workshop review. Major poets studied include Walcott, Heaney, Hayden, Clifton, Komunyakaa, Nguyen Du, Tretheway, Ai, Collins, Baraka, Lee, and Giovanni.

ENG 616 - Advanced Poetry Workshop (3)

This is an advanced workshop course for students who have chosen to focus on poetry (creative writing) at the Master's level. Students write exclusively in the poetry genre and may continue individual collections begun in prior semesters. Students read major poets, including Hopkins, Li Bai, Larkin, Stevens, Lorde, Arnold, Angelou, Cummings, and Plath. Writing in this course may lead to the Master's Thesis.

ENG 617 - Memoir: Reading & Writing (3)

This is a seminar on reading and writing the memoir. The course focuses on defining memoir as a subgenre of nonfiction and autobiography. Students read several memoirs, both historical and contemporary. Students are also encouraged to write their own individual memoirs, which means the course offers several workshops of student writing. Students consider personal truth, space, and responsibility in writing memoir, by writing prose that is definitive, clear, conversational, lyrical, and even investigative. Students read the memoirs of writers such as Lady Hyegyong, Tempest Williams, Tan, Hurston, Danticat, and Clive James. Writing in this course may lead to the Master's Thesis.

ENG 618 - Fiction Seminar: Science Fiction, Fantasy, Crime (3)

This course examines three subgenres of writing fiction: science fiction, fantasy, and crime. We begin by considering the different expectations readers have when reading fiction, as well as defining the genres to be studied. We also consider cross-genres of each subgenre and how each was formed, as well as new genres, such as historical crime/mystery. Writing workshops in each subgenre are required. Students read writers such as Kafka, Cao Xuegin, Poe, Dick, Ellroy, Verne, Le Guin, Vonnegut, Crichton, King, Butler, Larsson, Spillane, and Grafton.

ENG 620 - Tragedy & Philosophy: Ancient & Modern Perspectives (3)

This course examines the meaning, value, and purpose of tragedy, tracing key themes and ideas from ancient Athens to Elizabethan England to German Romanticism to the present. Along the way we examine the philosophical imagination of Plato, Aristotle, Schiller, Schopenhauer, Nietzsche, Heidegger and Nussbaum, and the literary geniuses of Aeschylus, Sophocles, Euripides, Shakespeare, Pedro Calderon de la Barca, Jean Racine, Arthur Miller and others. The broader issues of literary interpretation, canonization, genre, ethics, and aesthetics will be addressed. An interdisciplinary team-taught course.

Crosslisted as: PHI 620.

ENG 625 - Medieval Literature and the Philosophical Worldview (3)

This course addresses the philosophical worldview at root in the political, ethical, social, and religious influences present throughout medieval literature. Discussions of Geoffrey Chaucer, the Gawain Poet, Thomas Malory, John Skelton, John Lydgate, William Dunbar, Francois Villon,

Dante Alighieri, as well as lyric poetry and drama, dialogue with the philosophical contributions of Meister Eckhart, Nicholas of Cusa, Hildegard of Bingen, Margery Kempe, Maimonides, Boethius, Avicenna, and a number of selected Church Fathers. An interdisciplinary team-taught course. An interdisciplinary team-taught course.

Crosslisted as: PHI 625.

ENG 628 - The Renaissance: Rebirth of Humanities (3)

This course spotlights the extraordinary period of the Italian Renaissance during the 14th through 16th Centuries, truly the dawn of the modern era. Students focus on each discipline of the Humanities to see how the medieval perspective gave way to a radically different worldview infused not only by the rebirth of interest in and appreciation of the classical principles of Greece and Rome but also by Christianity's integration with the classics. We explore the master thinkers, poets, and artists of the day: philosophers (including Machiavelli, Ficino, and Pico della Mirandola); poets (Dante, Petrarch, Boccaccio, Ariosto, and Tasso); architects (including Brunelleschi, Alberti, Bramante, and Palladio); artists (including Leonardo da Vinci, Michelangelo, Botticelli, Raphael, Donatello, Tintoretto, and Titian); and musicians (including Des Prez, Palestrina, and Monteverdi). Students are also immersed in the history of the period, especially the rise of powerful city-states (Florence, Milan, Venice, etc.) whose rulers became unprecedented patrons of the arts. An interdisciplinary team-taught course

Crosslisted as: PHI 628.

ENG 630 - Platonic & Neoplatonic Influences on the Metaphysical Poets (3)

The course examines a number of notable 17th Century poets such as John Donne, George Herbert, Richard Crashaw, Andrew Marvell, Henry Vaughn, and Abraham Cowley. Reflecting on their work, we examine the Platonic and Neo-Platonic influences that play a part in terming them metaphysical poets. Key themes such as beauty, spirit and matter, love, the ultimate nature of reality, and the real and the ideal are discussed. An interdisciplinary team-taught course.

Crosslisted as: PHI 630.

ENG 635 - Freedom, Fate, & the Will in Renaissance Literature (3)

This course examines the influences of the Will and of action that held sway in the Renaissance. Is free will governed by reason, overruled by our passions, or determined by divine grace? Can genuine self-

determination arise within the struggles for political power? What does it mean to depict free will? We examine these issues through both literary writers and philosophical writers, including William Shakespeare, John Donne, and John Milton, as well as philosophical writers, including Niccolo Machiavelli, Marsilio Ficino, Margaret Cavendish, Desiderius Erasmus, Thomas Hobbes, and Michel de Montaigne. An interdisciplinary team-taught course.

Crosslisted as: PHI 635.

ENG 640 - Russian Literature & Philosophical Influence (3)

The aim of the course is to present an historic and thematic overview of the Russian philosophical and literary tradition, with selections from such writers as Lev Shestov, Leo Tolstoy, Alexander Pushkin, Marina Tsvetaeva, Fyodor Dostoevsky, Mikhail Bakhtin, Pavel Florensky, Nikoli Berdyaev, Vladimir Solovyov, Vladimir Nabokov, Nikolai Gogol, Mikhail Bulgakov, and Aleksander Solzhenitsyn. The problems of evil, redemption, suffering, nihilism, religion, and political meaning are discussed throughout. An interdisciplinary team-taught course.

Crosslisted as: PHI 640.

ENG 645 - Women in Philosophy & Literature (3)

This course focuses on the often overlooked, yet no less innovative accomplishments of women in philosophy and literature. Figures addressed include Sappho, Hannah Arendt, Simone de Beauvoir, Edith Stein, George Eliot, Emily Dickinson, Zora Neale Huston, Sylvia Plath, Alice Walker, Maya Angela, Marina Tsvetaeva, Martha Nussbaum, Ayn Rand, Flannery O'Connor, and others. The course addresses universal themes, such as sexuality, religion, death, politics, and love as they are present in philosophical texts and actualized in literary form. An interdisciplinary team-taught course.

Crosslisted as: PHI 645.

ENG 648 - The Elizabethan Age (3)

The reign of Elizabeth I from 1558-1603 is widely recognized as the period in British history when England became a world power. But it also witnessed an unprecedented flourishing of literature, largely due to the patronage of the monarch, an accomplished poet in her own right. This course explores the works of the best 16th Century British writers, including Wyatt and Surrey, Raleigh, Spenser, Sidney, Marlowe, Shakespeare, Jonson, Donne, and Elizabeth I herself. Students write critical essays throughout the course and a major research paper on a writer of their choice.

ENG 650 - Epic Poetry & Mirror Imagery (3)

This course focuses on several epic poems—Dante’s *La Divina Commedia*, Spenser’s *The Faerie Queene*, Milton’s *Paradise Lost*, and Keats’s *Endymion*—especially in regard to the poets’ uses of mirror imagery as a literary trope and a symbol of the hero’s or heroine’s psychological condition in relationship with a beloved. Critical essays are informed by students’ readings of the poems individually, and a major research paper involves comparison and conclusions about the four poems as a group.

ENG 655 - The "Other Poetry" of John Milton (3)

Most undergraduate English majors read *Paradise Lost*, since Milton’s major epic is firmly placed in the literary canon and thus required for study. However, Milton’s other long poems—*Paradise Regained* and *Samson Agonistes*—as well as his lyric poems and sonnets deserve attention as well. This course seeks to place *Paradise Lost* in the context of his works as a whole. Milton’s prose works are read as need when they help illuminate his poetry. Critical essays are required.

ENG 660 - The Nineteenth-Century British Novel (3)

The novel as a literary genre reached its pinnacle during the 19th Century in Britain. This course explores the form through a study of the great writers of the period, including Jane Austen, Emily Brontë, Jane Brontë, Anne Brontë, Charles Dickens, George Eliot, Anthony Trollope, Elizabeth Gaskell, Thomas Hardy, Oscar Wilde, and Wilkie Collins. Of particular interest are representations of female characters during the period, especially the female voice as both writer and narrator. This course is reading intensive, and major analytical essays are required.

ENG 665 - Psychoanalytic Approaches to Literature (3)

This seminar course explores the influence of two major figures in psychoanalysis—Sigmund Freud and Jacques Lacan—on literary criticism. We study their interpretations of literature, especially Freud’s reading of *Oedipus Rex* and *Hamlet* and Lacan’s lectures on *Hamlet* and Poe’s "The Purloined Letter." Students then develop their own psychoanalytic perspectives on literary works of their choice, culminating in a major critical paper.

ENG 670 - The Bible as Literature (3)

This graduate seminar is a consideration of selected books of the Bible not in terms of theological ideas but of literary themes, genres, and devices. The Bible is not an abstract catechism of rules and concepts; rather, the Bible is literature because of its focus on the human experience. It

is written in many different literary forms: story, poetry, proverb, parable, letter, vision, and many others. Key books of the Old and New Testaments—including *Genesis*, *Psalms*, the *Song of Songs*, *Ruth*, *Esther*, the *Gospels*, and *Revelation*—are studied, focusing on such literary techniques as characterization, plot, setting, symbol, metaphor, and imagery. We will also consider the historical and cultural contexts in which the Bible was written and the influence of different translations of the Bible on interpretation and understanding.

ENG 675 - Literary New Orleans (3)

The city of New Orleans has long been the inspiration for writers and the setting for their works. This course explores great works of fiction spiced with the flavor of the Crescent City, written by literary giants—including Tennessee Williams, William Faulkner, Kate Chopin, and Walker Percy—as well as contemporary writers like Anne Rice, John Biguenet, Sheila Bosworth, and Chris Wiltz. This course is offered during the Spring semester to allow students to attend the annual Tennessee Williams/New Orleans Literary Festival.

ENG 680 - Special Topics in Humanities: English (3)

This course gives graduate students in the MAH program the opportunity to study selected topics in English literature or creative writing. It may be taken more than once.

ENG 690 - Thesis Research

In this course students do research in preparation to write their Master’s thesis in English literature or creative writing, depending on the track they have selected. Each student selects a topic, asks an English faculty member who approves the topic to direct the thesis, and forms a thesis committee composed of Humanities faculty. Students also compile a list of 12-15 books and/or scholarly articles on their topics. Style format appropriate to the discipline is also covered. This course should be taken during the semester before students plan to write their thesis. A plan or outline for the thesis is prepared. Students may also begin to write a draft of their thesis.

ENG 695 - Master's Thesis

This course is a continuation of ENG 690 and the culmination of the students’ Master’s program of study. Students write, edit, and orally defend a 50-100 page English thesis, either a critical analysis or a substantial work of creative writing.

ENV - ENVIRONMENTAL SCIENCE

ENV 101 - Environmental Science (3)

An introduction to the science of the environment, including both its natural functioning and its alteration by humans. After spending one third of the semester discussing natural environmental systems, the class focuses on environmental issues such as climate change, energy crises, air and water pollution, the challenge of feeding the growing human population, and threats to wetlands and global biodiversity.

ENV 102 - Current Topics in Environmental Science (1)

An examination of current topics in environmental science, through popular media, scientific articles, and group projects and discussions. Content is selected to complement ENV 101, but enrollment in that course is not required.

ENV 130 - Climate and Landforms (3)

A study of two important aspects of the physical environment: climate and landforms. The former will include examination of atmospheric processes, including temperature, precipitation, wind, and storms. The latter will examine the contributions of constructive and destructive forces to topography, and explore the variety of distinctive landforms that these produce.

Prerequisite: ENG101, MAT105.

ENV 130L - Climate and Landforms Laboratory (1)

The laboratory study of two important aspects of the physical environment: climate and landforms. The former includes examination of atmospheric processes, including temperature, precipitation, wind, and storms. The latter examines the contributions of constructive and destructive forces to topography and explores the variety of distinctive landforms that these produce.

Prerequisite: ENG101, MAT105. Corequisite: ENV130.

ENV 230 - Meteorology (3)

This course is designed to provide you with the basics that govern the meteorological processes. Therefore, the focus of the course are the physical principals that help you to better understand weather and climate.

Prerequisite: ENG101, MAT105.

ENV 230L - Meteorology Laboratory (1)

This laboratory course is designed to provide students with the basics that govern the meteorological processes. Therefore, the focus of the course is the physical principles that help students better understand weather and climate.

Prerequisite: ENG101, MAT105. Corequisite: ENV230.

ENV 235 - Hurricane Meteorology (3)

This course describes the large-scale circulation systems of the tropical atmosphere and analytic methods used to describe the dynamics of such systems. Topics will include content about radiative-convective equilibrium; circulation models; monsoons; tropical boundary layers; sea-surface temperature anomalies; intra-seasonal patterns of weather systems, El Niño and La Niña Oscillation; and tropical cyclones.

Prerequisite: ENG101, MAT105.

ENV 235L - Hurricane Meteorology Laboratory (1)

This laboratory course describes the large-scale circulation systems of the tropical atmosphere and analytic methods used to describe the dynamics of such systems. Topics include content about radiative-convective equilibrium; circulation models; monsoons; tropical boundary layers; sea-surface temperature anomalies; intra-seasonal patterns of weather systems, El Niño/La Niña oscillation; and tropical cyclones.

Prerequisite: ENG101, MAT105. Corequisite: ENV235.

ENV 240 - Environmental Toxicology (3)

The goal of this course is to introduce the student to basic principles of toxicology, and how these principles are applied to environmental problems. Basic concepts to be covered include chemical and physical agents, fate and transport of xenobiotics in the environment, mechanisms by which xenobiotics interact with the biosphere, dose-response relationships, toxicity testing, pharmacokinetics and metabolism of xenobiotics, adverse effects associated with exposures, and risk assessment.

Prerequisite: CHE141.

ENV 240L - Environmental Toxicology Laboratory (1)

The goal of this laboratory is to introduce students to basic principles of toxicology and the ways in which these principles are applied to environmental problems. Basic concepts to be covered include chemical and physical agents, fate and transport of xenobiotics in the environment, mechanisms by which xenobiotics interact

with the biosphere, dose-response relationships, toxicity testing, pharmacokinetics and metabolism of xenobiotics, adverse effects associated with exposures, and risk assessment.

Prerequisite: CHE141. Corequisite: ENV240.

ESC - EARTH SCIENCE

ESC 101 - Earth Science: Physical (3)

A one-semester survey course emphasizing processes related to the formation of the earth, the shaping of the earth's crust and the sculpting of the earth's surface. Laboratory experiences are integrated with lecture.

ESC 101L - Earth Science: Physical Laboratory (1)

A one-semester laboratory course emphasizing processes related to the formation of the earth, the shaping of the earth's crust, and the sculpting of the earth's surface.

Corequisite: ESC 101.

ESC 102 - Earth Science: Historical (3)

A one semester survey course emphasizing the evolutionary history of the earth, including physical changes and an introduction to the record of life through time. Laboratory experiences are integrated with lecture.

Prerequisite: ESC101.

ESC 102L - Earth Science: Historical Laboratory (1)

A one-semester laboratory course emphasizing the evolutionary history of the earth, including physical changes and an introduction to the record of life through time.

Prerequisite: ESC101. Corequisite: ESC102.

ESC 205 - Oceanography (2)

A one-semester course emphasizing the basic principles, processes, and properties of the oceans. Laboratory experiences are integrated with lecture.

ESC 215 - Natural Disasters (3)

This course provides an in-depth, hands-on study of natural hazards, their geography, and their impact on societies worldwide. The course focuses on a variety of natural hazards and related disasters including floods, volcanoes, landslides, earthquakes, hurricanes, and tsunamis. Lectures focus on both the physical processes (e.g., underlying geology or geophysics) of selected natural

hazards and the human systems that have developed to minimize the impact of natural disasters. 3 lecture hours per week.

ESC 300 - Topics In Earth Science (1-3)

Investigations in special areas of earth science. Individual or group participation.

EXL - EXECUTIVE LEADERSHIP

EXL 800A - Research Core Battery I: APA Fundamentals (3)

This course unpacks the APA Fundamentals for Doctoral students. In this course, students are introduced to the American Psychological Association (APA) style of citing and referencing sources. The course is designed to help prepare doctoral students for successful scholarly writing experiences in coursework and beyond. Students learn the core concepts of in-text citations, references, and paper formatting and practice applying those concepts through discussions and a variety of assessments. Each student completes a personal plan for continued development of APA skills.

EXL 800B - Research Core Battery II: Intensive Writing Seminar (3)

This is an intensive writing course in which students have extensive practice learning and using effective writing strategies to advance their scholarly writing skills. In a supportive environment, students practice the intermediate and terminal concepts of research, synthesis, evaluation, and revision and apply those concepts through discussions and a variety of assignments. Students compose an evaluative essay for their final course project. Students also complete an assessment of their skills and personal plan for continued development of their scholarly writing skills.

EXL 800C - Public Communications (3)

This course focuses on communications, public information and politics, and messaging in executive leadership. The course prepares students for public interviews and development of a public relations strategy for their organization. Students create products that can be used in their organization.

EXL 801 - Applied Action Research (3)

This course explores action research and the associated theories, methodologies, and practices that have been used by successful transformational leaders to achieve

organizational change. Candidates examine the basic tenets of action research, including action research and organizational improvements models; the components of a literature review; and strategies for solving organizational problems and for improvement through systematic inquiry and reflection. The course also explores the identification and application of a theory in relation to each candidate's research problem. Individual and collaborative research are explored.

EXL 802 - Leadership: Historical & Contemporary Perspectives (3)

This course explores historical and contemporary leadership theories. Students examine social, political, and cultural contexts as contributing factors in developing a leadership perspective. Particular emphasis is directed toward contemporary culture and its influence on evolving leadership views. Servant and transformational leadership perspectives are emphasized as appropriate approaches to leading modern organizations. Students examine underlying principles of leadership, including values, beliefs, and organizational culture. The focus is on personal mastery as students move to develop their informed personal leadership plans.

EXL 803A - Executive Leadership Field Experience I (3)

Within an organization, candidates conduct a field experience that demonstrates they understand inquiry as a basis for decision making. Students conduct a mini-simulated action research project. The project is begun in the fall semester and be completed in the spring semester. This project simulates a shift in thinking for the candidate to focus heavily on understanding root cause analysis as the basis of problem solving.

EXL 804 - Introduction to & Application of Statistical Methods in Research (3)

This course provides an introduction to basic statistical concepts and practices in the field of empirical research design, including descriptive statistics, probability in sampling, hypothesis formation and testing, inferential statistics, and non-parametric statistics.

EXL 805 - Change and Entrepreneurship (3)

This course examines leadership and the change process. Leaders are viewed as catalysts for transformation with examples from historical and contemporary leadership serving as models. Creative thought is presented as a necessary component for organizational renewal and as a springboard for fostering a culture and climate of innovation. Organizational leaders

from varied disciplines discuss and engage students in current and emerging trends in their industries. Techniques for forecasting these trends are presented, shared, and used by students to identify emerging issues and plans for change.

EXL 806 - Leadership, Forecasting, & Strategic Planning (3)

This course considers two aspects of strategic planning: problem finding and problem solving. Candidates learn to assess and evaluate organizational needs by applying data analysis techniques, exploring future trends, and investigating collective beliefs and values. Consideration is also given to the role of shared values and the participatory decision making in formulating visions for the future. Problem solving focuses on developing a framework for aligning the vision, mission, and goals of the organization

EXL 807 - Qualitative Research Design & Writing (3)

This course provides an overview of the qualitative research method, including history, traditions, conceptual frameworks, and justifications. Candidates examine the approach to determine distinctions, similarities, practical utility, and problems in the collecting, managing, analyzing, and reporting of data. Candidates also focus on the distinction between data and evidence, the technical approaches and applications used to determine data validity and reliability, and substantiating evidence within the context of research and organizational outcomes. Additional focus on group data collection and survey is emphasized as they relate to executive leadership.

EXL 808A - Executive Leadership Field Experience: Strategic Planning (3)

Within an organization, candidates conduct a field experience that demonstrates they understand strategic planning. They develop a strategic or business plan. This work is begun in the Summer semester and is completed in the Fall semester immediately following.

EXL 809 - Organizational Assessment & Evaluation (3)

The focus of this course is problem identification and formulation in organizations and the factors that impact the process. Considerations include the environmental context of identification and solutions, processes formulating problem definitions, and emergent themes of problem identification and formulation within organizations. Emphasis is placed on the identification, collection, and analysis of data that impact organizational problem solving, and the use of the results to guide future decisions. Organizational metaphors provide lens through which organizational behavior is viewed and shaped. By

integrating metaphorical tools with their knowledge of classical and contemporary organizations, candidates analyze their own organizations and develop plans for enhanced performance and continuous improvement. This course also includes operations management, organization behavior, and management of information systems. The case study method is highlighted.

EXL 810 - Human Capital & Human Resource Management (3)

The understanding of Human Capital is a major component of executive effectiveness. Topics include (but are not limited to) employee recruitment, professional development, performance management systems, salary and pay systems, evaluation, legal issues, FERPA, and collective bargaining.

EXL 811 - Financial Stewardship for Executive Leaders (3)

This course examines the financial and related business management and ethical issues confronting contemporary organizations with respect to planning, finance monitoring and maintaining, reporting, developing, operating, and protecting the tangible assets of the organization. Practicing professionals discuss extant and emerging issues in the organizations. Current legal and financial principles for resolving current issues are presented through case studies. Students analyze emerging financial and legal issues and apply appropriate principles to develop strategies and find solutions. Candidates are required to complete (1) a final budget project and (2) an internal fiscal control project and present their results to system leaders.

EXL 812 - Doctoral Seminar: Critical Trends in Education, Business, & Health Care (3)

This course guides candidates to study critical trends in their field. Executive effectiveness is enhanced when critical trends are considered. Candidates collaborate with groups of candidates with similar interests.

EXL 813 - Guided Dissertation Seminar 1 (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation

chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Director to register.

EXL 814 - Policy, Law, Ethics, & Social Considerations (3)

The moral and ethical dimensions of leadership are the focus of this course, with the concept of emotional intelligence viewed as a foundation for leadership excellence. Concerns of social justice, especially in an urban environment, including equity, diversity, and democracy in the workplace are considered. Presentations by leaders from various professions on issues that concern social justice, equity, and fairness are the focus of discussions in this course. Students are asked to apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

EXL 817 - Leading Globally Diverse Organizations (3)

This course provides foundational information concerning our multicultural society since diversity poses both challenges and opportunities within the workplace. Technology, globalization, human movements, and the explosion of information serve as catalysts for a rapidly changing world and workplace environment. This course helps the student to develop awareness of these challenges and opportunities and strategies designed to manage and leverage workplace diversity. Students explore the importance of learning and understanding cultural similarities and differences and, ideally, come to understand deeply that humans are more alike than unlike.

EXL 819 - Guided Dissertation (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Coordinator to register. Graded S/U.

EXL 820 - Guided Dissertation (6)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Coordinator to register. Graded S/U.

EXL 821 - Guided Dissertation (1)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Coordinator to register. Graded S/U.

EXL 822 - Special Topics in Executive Leadership (3-6)

This course has been designed to supplement and extend students' previous coursework in Executive Leadership. Topics for this course are determined by faculty expertise and student needs. The course may be repeated, but total Special Topics credit may not exceed six (6) semester hours.

EXL 823 - Advanced Program Evaluation (3)

This course is designed to provide students the research and evaluation skills required to implement various program evaluation models for a variety of career fields (e.g., counseling, education, business, allied health, government, legal and non-profit management). Topics include quantitative and qualitative models and methods of

program evaluation, as well as grant proposals and other sources of funding. This course is also intended to provide the student with skills necessary for National Joint Committee on Standards for Program Evaluation, as required by state certification guidelines.

EXL 824 - Advanced Statistical Methods in Research (3)

This course addresses multivariate methods of analyzing complex relationships among many variables.

EXL 825 - Advanced Qualitative Research Design & Analysis (3)

This course examines the theoretical, conceptual, and epistemological frameworks for qualitative research methods, including training in qualitative data analysis, participant observation, organizational observation, structured and non-structured interviewing, discourse analysis, and interpretation and presentation of original research

FIN - FINANCE**FIN 540 - Corporate Finance (3)**

This course addresses both the theoretical and applied aspects of firms' financing decisions; topics include capital structure and cost of capital theories; mergers, acquisitions and leveraged buyouts; options, warrants, and convertibles; venture capital and initial public offerings; pensions.

Prerequisite: MGT530.

FIN 640 - Corporate Finance (3)

Introduction to investment analysis. This course introduces students to modern portfolio theory. The class starts with an analysis of market efficiency and its necessity in analyzing asset pricing. The course focuses on the empirical evidence on the performance of financial assets and evaluation of portfolio investment strategies. It compares the CAMP and its extensions. The second part of the class briefly introduces students to options and derivatives.

Prerequisite: MGT 530.

FIN 650 - Money & Capital Markets (3)

This course provides an overview of the global financial system, introducing the important institutional players, describing and classifying financial markets where institutions and individuals operate. After completing this course, students will be able to understand topics that

include money, capital, and credit markets; investment intermediaries; financial risks, credit risks, interest rates; contemporary financial instruments; central bank's monetary policy. This class will put emphasis on understanding and evaluating the significance of financial market events and the monetary and regulatory policy responses and legislative reactions.

Prerequisite: MGT530.

FNA - FINE ARTS

FNA 105 - Protecting Your Powerful Voice (3)

A class designed both for students who use their voice professionally and others who would like to make their voices more powerful. The class consists of using and being able to repeat a simple warm-up to increase vocal stamina and to protect the voice from unnecessary fatigue or stress. The class also covers dialect reduction with an eye toward national communication. Students can expect to be physically and vocally active during each class.

Crosslisted as: SPE 105.

FNA 203 - Introduction to Acting (3)

This course is designed to enable students to take the first steps toward the process of acting in a production. Students learn how to construct a character from a script and their own imagination. Through performing a scene and a monologue, students are able to apply some clear strategies of character development in performance. Students are required to attend two performances during the semester. Students can expect to be physically and vocally active during most classes.

FNA 204 - NOLA Theater Appreciation (3)

A class to introduce students to live theater performances in the New Orleans area. Through written criticism both by locals and students, students obtain a better understanding of what the New Orleans theatre community has to offer by attending shows on some Thursday nights during the semester. The class also discusses what it takes to produce a show and gain a respect of the artistry behind the experience. Through written critiques of the performances students are also able to voice their ideas of what Theatre in New Orleans should aim to become nationally. Students are required to purchase tickets at a discounted rate. Some classes are led by guest lecturers.

FNA 312 - Arts & Humanities (3)

A survey of the visual and performing arts and their socio-

cultural aspects, functions, historical periods, aesthetics, elements, and materials. (Same as ART 312)

Crosslisted as: ART 312.

FNA 340 - Theatre History I (3)

A history of theatrical performance up to the Renaissance to the present. Modern plays are included.

FNA 407 - Special Topics in Theatre (3)

Theatre workshop and special projects; topics are set up on an individual basis from varied fields of interest to the student.

Crosslisted as: SPE 407.

FRE - FRENCH

FRE 101 - Elementary French I (3)

Basic vocabulary and grammar, pronunciation, written and oral exercises, reading of elementary material, beginning conversation.

FRE 102 - Elementary French II (3)

Augmentation of vocabulary, grammar, conversation, and reading skills acquired in FRE 101.

FBM - FOOD BUSINESS MANAGEMENT

FBM 510 - Advanced Food Laws & Regulations (3)

This course covers the laws regulating the manufacture, distribution, and sale of food products in the United States. Topics include the regulation of labeling, food additives, dietary supplements, genetic modification, HACCP, civil and criminal liability for defective products, inspections, importation, enforcement, and many other issues of concern in the regulation of food in the United States. The course is designed to give the student a solid understanding of the issues involved in the regulation of foods and a general understanding of the full scope of food regulation in the United States.

Prerequisite: Completion of a nationally food safety program (ServSafe manager, HACCP, or FSMA) or enrollment in FSI 330: Food Safety and Hazard Analysis and completion of a general course in food science or enrollment in FSI 101: Fundamentals of Food Science.

FBM 550 - Packaging Management (3)

This course covers the principles of the manufacture, distribution, and sale of food packaging in the United States. Topics include the history, development, design, production, make-up, and many other issues of concern in packaging management. The course is designed to give the student a solid understanding of the issues involved in the packaging of goods and a general understanding of the full scope of packaging operations.

Prerequisite: Completion of a nationally food safety program (ServSafe manager, HACCP, or FSMA) or enrollment in FSI 330: Food Safety and Hazard Analysis and completion of a general course in food science or enrollment in FSI 101: Fundamentals of Food Science.

FBM 625 - Food Composition & Analysis Management (3)

This course covers the managerial principles of analytical procedures and techniques used in food manufacturing quality control. Topics include physical testing, chemical testing, and sensory analysis used to quantitatively and qualitatively evaluate the physico-chemical properties of foods. The course is designed to give the student a solid understanding of the analysis involved in the food testing and a general understanding of the full scope of quality assurance operations.

Prerequisite: Completion of a nationally food safety program (ServSafe manager, HACCP, or FSMA) or enrollment in FSI 330: Food Safety and Hazard Analysis and completion of a general course in food science or enrollment in FSI 101: Fundamentals of Food Science.

FSI - FOOD SCIENCE**FSI 101 - Fundamentals of Food Science (3)**

The fundamentals biological, chemical and physical scientific principles associated with the study of foods; topics include food composition and nutrition, food additives and regulations, food safety and toxicology, food processing, food engineering, food biotechnology, product development and sensory evaluation.

Corequisite: ENG 101, MAT 105. Offered: FALL.

FSI 270 - Human Nutrition (3)

Introduction to the principles of nutrition, study of nutrients, and practice in nutrition-related decision making.

Crosslisted as: BIO 270/HSC 270.

FSI 295 - Certification of Standing in Food Science (0)

Enrollment in this course will verify student's progress in curriculum and provide guidelines for portfolio preparation necessary for graduation. Progression to advanced level Food Science courses will not be possible without this course.

Prerequisite: FSI101, PERM OF CHAIR.

FSI 299 - Special Topics in Food Science (1-6)

Independent readings, research, case analysis, field work, projects on current topics and problems, to be determined by students or instructor.

Prerequisite: PERM OF CHAIR.

FSI 310 - Food Laws, Standards, & Regulations (2)

A survey of federal, state, and city food laws. Course content focuses on how they are enforced, how they apply to manufacturing and distribution, and how they affect use of food, additives, and regulated products. A writing intensive course.

Prerequisite: FSI101. Offered: SPRING.

FSI 320 - Technical Writing (3)

This is a writing intensive course that use writing to increase scientific literacy for students in the Biological Sciences. Students will develop their writing and critical thinking skills by writing and editing scientific and technical pieces as well as critically reviewing peer and published writing examples. A writing-intensive course.

Prerequisite: FSI101.

FSI 325 - Ingredients, Additives, and Functionality (3)

Basic concepts affecting the sensory, nutritional, and chemical properties of colorants, flavors, neutraceuticals, stabilizers, and preservatives and their effects of food processing.

Prerequisite: FSI101. Offered: SPRING.

FSI 330 - Food Safety & Hazard Analysis (3)

Basic concepts of food safety including proper food handling, examination of causative agents responsible for food borne illness, Hazard Analysis and Critical Control Point (HACCP) principles; good manufacturing practices and standard operating procedures development.

Prerequisite: FSI 310. Offered: SUMMER.

FSI 350 - Food Microbiology (3)

Application of microbiological principles to food production, processes, and products. Topics to be covered include sources of microbiological contamination and their impact on food safety, spoilage, application of sanitary design and validation, and methods of testing and auditing to monitor microorganisms associated with food processes.

Prerequisite: FSI101, BIO370. Offered: SPRING.

FSI 350L - Food Microbiology Laboratory (1)

Application of microbiological laboratory principles to food production, processes, and products. Topics to be covered include sources of microbiological contamination and their impact on food safety, spoilage, application of sanitary design and validation, and methods of testing and auditing to monitor microorganisms associated with food processes. (

Prerequisite: FSI 101, BIO 370. Corequisite: FSI 350. Offered: Spring.

FSI 360 - Commercial Beverage Production (3)

A survey of commercial beverages which examines products, including non-alcoholic, carbonated, and alcoholic. Discussion of each type of product includes methods of production and relationships with agricultural practices and evaluation of sensory attributes.

Prerequisite: FSI 101.

FSI 360L - Commercial Beverage Production Laboratory (1)

A laboratory survey of commercial beverages which examines products, including non-alcoholic, carbonated, and alcoholic. Discussion of each type of product includes methods of production and relationships with agricultural practices and evaluation of sensory attributes.

Prerequisite: FSI 101. Corequisite: FSI 360.

FSI 370 - Food Processing & Preservation (3)

Principles and practices of canning, freezing, dehydration, pickling and speciality food manufacture; fundamental concepts of various techniques of preparation, processing, packaging, and use of additives; processing plants will be visited.

Prerequisite: FSI295. Offered: SPRING.

FSI 370L - Food Processing & Preservation Laboratory (1)

Laboratory principles of canning, freezing, dehydration, pickling, and speciality food manufacturing; fundamental concepts of various techniques of preparation, processing, packaging, and the use of additives; processing plants are visited.

Prerequisite: FSI 295. Corequisite: FSI 370. Offered: Spring.

FSI 399 - Special Topics in Food Science (1-6)

Independent readings, research, case analysis, field work, projects on current topics and problems, to be determined by students or instructor.

Prerequisite: PERM OF CHAIR.

FSI 400 - Food Service Operations (1-6)

Independent readings, research, and case analysis on current topics and problems along with field work in UHC campus dining operations.

Prerequisite: FSI330, PERM OF CHAIR.

FSI 405 - Food Engineering and Manufacturing (3)

Elementary mechanics, power transmission, steam and steam boilers, pipes and pipe fitting, refrigeration and insulation, temperature measurement and control, electric motors, disposal of waste products, and mechanical problems as applied to foods and food processing.

Prerequisite: FSI295, PHY152, MAT240. Offered: SPRING.

FSI 405L - Food Engineering & Manufacturing Laboratory (1)

Laboratory practices of elementary mechanics, power transmission, steam and steam boilers, pipes and pipe fitting, refrigeration and insulation, temperature measurement and control, electric motors, disposal of waste products, and mechanical problems as applied to foods and food processing.

Prerequisite: FSI295, PHY152, MAT240. Corequisite: FSI405. Offered: SPRING.

FSI 409 - Senior Seminar I (1)

Guidelines and practice in journal article review and making effective technical presentations; strategies for conducting a job search; development of resumes and letters and interviewing targeted careers in the food

industry or graduate school. A writing-intensive course.

Prerequisite: FSI295, 330, 370. Offered: FALL.

FSI 410 - Senior Seminar II (1)

Review of current topics in Food Science. Activities include guest lectures and student presentations.

Prerequisite: FSI409. Offered: SPRING.

FSI 417 - Food Chemistry (3)

An introduction to fundamental and relevant chemistry and functionality of the major food constituents (water, carbohydrates, lipids, proteins, phytochemical nutraceuticals). Topics will include study of food emulsion systems, acids, enzymes, gels, colors, flavors and toxins. Laboratory exercises investigating specific molecules, such as food acids, enzymes, pigments and flavors, and chemical interactions that produce food for consumption, such as oxidation reactions and emulsion systems.

Prerequisite: FSI295, CHE142. Offered: SPRING.

FSI 417L - Food Chemistry Laboratory (1)

An introduction to fundamental and relevant chemistry laboratory exercises investigating specific molecules, such as food acids, enzymes, pigments and flavors, and chemical interactions that produce food for consumption, such as oxidation reactions and emulsion systems.

Prerequisite: FSI 295, CHE 142. Corequisite: FSI 417.
Offered: Spring.

FSI 425 - Food Composition Analysis & Quality Assurance (3)

Principles of analytical procedures and techniques including sensory analysis used to quantitatively and qualitatively evaluate chemical composition of foods, and elucidate the physico-chemical properties of foods.

Prerequisite: FSI295. Offered: FALL.

FSI 425L - Food Composition Analysis & Quality Assurance Laboratory (1)

A study of laboratory principles of analytical procedures and techniques including sensory analysis used to quantitatively and qualitatively evaluate chemical composition of foods, and elucidate the physico-chemical properties of foods.

Prerequisite: FSI295. Corequisite: FSI425. Offered: FALL.

FSI 431 - Fermentation I (3)

An overview of the use of fermentation to produce food products. Topics include an overview of the origins and history of fermented products. The science of beer brewing and wine fermentation is introduced.

Prerequisite: FSI 295, FSI 350.

FSI 431L - Fermentation I Laboratory (1)

A laboratory overview of the use of fermentation in the science of beer brewing and wine fermentation is introduced. Quality analysis and predicted outcomes based on the selection of ingredients are developed in the laboratory.

Prerequisite: FSI 295, FSI 350. Corequisite: FSI 431.

FSI 432 - Fermentation II (3)

A continuation of topics introduced in FSI 431 with advanced coverage of yeast selection, environmental factors, carbonation methods for beer and wine, high gravity brewing, cask production, and process quality, flavor, and control. Spoilage and flawed fermentation are also covered.

Prerequisite: FSI 431.

FSI 432L - Fermentation II Laboratory (1)

A continuation of laboratory topics introduced in FSI 431 with advanced coverage of yeast selection, environmental factors, carbonation methods for beer and wine, high gravity brewing, cask production, and process quality, flavor, and control. Spoilage and flawed fermentation are also covered.

Prerequisite: FSI 431. Corequisite: FSI 432.

FSI 433 - Distillation (3)

The course introduces the basics of distillation. Products discussed include brandy and *eau de vie* production; whiskey production; rum production; vodka and gin production; and flavored spirits production. Issues pertaining to flavor chemistry and sensory analysis are also covered.

Prerequisite: FSI 431.

FSI 433L - Distillation Laboratory (1)

The course introduces the laboratory basics of distillation. Products discussed include brandy and *eau de vie* production; whiskey production; rum production; vodka and gin production; and flavored spirits production. Issues

pertaining to flavor chemistry and sensory analysis are also covered.

Prerequisite: FSI 431. Corequisite: FSI 433.

FSI 451 - Advanced Sensory Science (3)

An in depth study of sensory science principles and practices as they apply to food systems with a focus with a focus on discriminative, descriptive and consumer sensory techniques.

Prerequisite: FSI295, 325.

FSI 451L - Advanced Sensory Science Laboratory (1)

An in-depth laboratory study of sensory science principles and practices as they apply to food systems, with a focus on discriminative, descriptive, and consumer sensory techniques.

Prerequisite: FSI295, 325. Corequisite: FSI451.

FSI 457 - Product Development (3)

A strategic and systems approach to integrated product development practices for developing new food products within a team setting. Focuses on the Stage-Gate process for moving from product idea to launch and application of sensory analysis techniques.

Prerequisite: FSI295, 310. Offered: FALL.

FSI 457L - Product Development Lab (1)

This laboratory course focuses on the Stage-Gate process for moving from product idea to launch and application of sensory analysis techniques

Prerequisite: FSI295, 310. Corequisite: FSI457. Offered: FALL.

FSI 460 - Advanced Product Development (3)

Students enrolled in this course are expected to design and develop food products using principles of food chemistry, food processing, nutrition, sensory analysis and statistics; team collaboration must also be incorporated into the project to create novel food products to meet the needs of a changing society.

Prerequisite: FSI457. Offered: SPRING.

FSI 460L - Advanced Product Development Laboratory (1)

Students enrolled in this course are expected to design food products using laboratory principles of food chemistry, food processing, nutrition, sensory analysis, and

statistics. Team collaboration must also be incorporated into the project to create novel food products to meet the needs of a changing society. **(Offered in Spring semester only)**

Prerequisite: FSI 457. Corequisite: FSI 460. Offered: Spring.

FSI 475 - Food Science Externship (2)

Field work consisting of 280 to 300 clock hours (6 hours per week for 15 weeks) in an approved food operation under supervision of a chef, a scientist and/or a manager.

Prerequisite: FSI295, JUN/SEN, PERM OF CHAIR.

FSI 495 - Graduation Certification (0)

Enrollment in this course verifies a student's eligibility for graduation. Enrollment must be at least one semester before the planned completion of degree requirements. Student degree plans will be assessed and verified and portfolios will be finalized for graduation.

Prerequisite: FSI295, PERM OF CHAIR. Corequisite: FSI 410.

GEO - GEOGRAPHY

GEO 201 - World Geography (3)

A regional analysis of the principal patterns of the physical, economic, and cultural geography of the world's regions. Topics to be covered include the environment and its role, natural resources and what they mean, Europe, Asia, Africa, Latin America, and Anglo-America.

GEO 202 - Geography of the United States & Canada (3)

This course treats the United States and Canada as one unit or region. Included is the study of land use, patterns of economic activity, urban geography, population growth, and change.

GEO 203 - Geography of Louisiana (3)

The physical and cultural geography of Louisiana is the subject of this course. Emphasis is placed on the physical geographical elements identified with Louisiana and with their implications on the State's varied cultural heritages. Topics include the Mississippi River and other waterways of Louisiana, New Orleans and its port, the urban landscape, the coastal wetlands, settlement patterns, ethnic groups, rural folk housing, and agriculture.

HCM - HEALTHCARE MANAGEMENT

HCM 350 - U.S. Healthcare System (3)

This course is focused on the main elements of the American healthcare system, including the provider component, financing, the structure of health system, comparative analysis of the American system to other countries' healthcare systems, and the legal/regulatory framework within which the American healthcare system functions. Also this course discusses several potential small and large scale reforms to the U.S. healthcare system and evaluates their likely effects on healthcare spending, quality of care, and access to care.

HCM 360 - Healthcare Economics and Finance (3)

This course provides an application of economic models to demand, supply, and their interaction in the medical economy. Influences on demand, especially health status, insurance coverage, and income will be analyzed. Physician decisions on the pricing and form of their own services, and on the advice they offer about other services, will be considered. Competition in medical care markets, especially for hospital services, will be studied. Special emphasis will be placed on government as demander of medical care services. Changes in Medicare and regulation of managed care are among the public policy issues to be addressed.

Prerequisite: ECO 201 or ECO 202.

HCM 370 - Healthcare Information & Quality Management (3)

This course explores the essential principles and techniques of quality improvement applied to patient care and the management of services in healthcare organizations, as well as examines healthcare organizations from the perspective of managing the information systems that exist within the enterprise. Topics include fundamentals of quality management, system thinking and goal setting, improvement theories, data collection, statistical tools, medical errors and reporting, public perceptions and organizational accountability, specific federal regulations, vendor solutions, and financial implications as they relate to healthcare information systems.

Prerequisite: BUS301.

HCM 390 - Healthcare Marketing (3)

This course explores the principles of Marketing and their application in healthcare as the industry continues to undergo enormous changes. It examines the important role of marketing in engaging patients in the new environment of Accountable Care, increasingly educated healthcare consumers, disruptive innovations and their impact on healthcare delivery, costs and quality.

Prerequisite: HCM 350.

HCM 410 - Legal & Ethical Issues in Healthcare (3)

This course is focused on the legal and ethical issues that health care professionals and health advocates face as a natural part of the clinical practice process. It explores the principles that guide ethical practice, the ethical dilemmas that exist in a variety of settings, and local and federal guidelines.

Prerequisite: HCM350.

HCM 420 - Public and Community Health (3)

This course is an overview of public health concepts and practice. Introduction to the core functions of public health, prevention of diseases and injuries, health needs of special populations, functions of voluntary and governmental organizations, and future directions of public health.

Prerequisite: HCM 350.

HCM 460 - Internship in Healthcare Management (3)

This course provides students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. Internship is an ongoing seminar between the student, the faculty member, and the employment supervisor. It involves an Internship Application package, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses, and submission of material as established in the Internship Application package.

Prerequisite: HCM 350.

HCM 470 - Healthcare Management Research (3)

This course provides an overview of methods for conducting health services and outcomes research. It is intended to complement students' training in statistics and healthcare management courses, and help prepare students to conduct independent research. Topics include: identifying appropriate conceptual models, conducting

systematic literature reviews, basic survey design and implementation, approaches to using mixed methods, and navigating popular data sets.

Prerequisite: Senior standing.

HCM 550 - U.S. Healthcare System (3)

This course is focused on the main elements of the American healthcare system, including the provider component, financing, the structure of health system, comparative analysis of the American system to other countries' healthcare systems, and the legal/regulatory framework within which the American healthcare system functions. Also this course discusses several potential small and large scale reforms to the U.S. healthcare system and evaluates their likely effects on healthcare spending, quality of care, and access to care.

HCM 625 - Healthcare Operations Management (3)

This course focuses on the five main areas of healthcare operations management: designing healthcare delivery system, capacity planning and decision making under uncertainty, measuring and monitoring quality, process failure, learning and improvement, and role of technology in improving healthcare delivery.

Prerequisite: HCM 550.

HCM 670 - Law, Ethics, and Policy in Healthcare Management (3)

This course covers legislative and regulatory processes, professional-related and practice-related ethical issues, and healthcare policy analysis. Topics include confidentiality, privacy and security policies, procedures and monitoring, release of information policies and procedures, the policy making process.

Prerequisite: HCM 550.

HSC - HEALTH SCIENCES

HSC 103 - First Aid (1)

A course dealing with procedures to be employed in first aid treatment of wounds, shock, poisoning, fractures, and unconsciousness. American Red Cross certificates are granted to those who satisfactorily pass the examination.

HSC 104 - Spanish for Healthcare Professionals (3)

HSC 104 prepares healthcare professionals to communicate effectively in the settings and situations specific to their fields. Students attain a high beginning

level of linguistic proficiency—satisfying the standards of the American Council on the Teaching of Foreign Languages for "Novice" Level—through reading, writing, and listening activities that include tasks essential in the healthcare industry. This is an ideal course for students specializing in healthcare-related fields or pursuing medical occupations.

Crosslisted as: SPA 104.

HSC 110 - Medical Terminology (3)

This course offers an introduction to medical terms through an analysis of their construction including prefix, suffix, root, connecting and combining forms, and is designed for students preparing for careers in the health professions.

HSC 200 - Patient Evaluation (2)

Instruction is given in obtaining the various components of a complete patient history and the performance of a basic physical examination. Topics also include the importance of proper communication with patients, family members, and coworkers; patient dignity and respect; professional and ethical conduct; and considerations of safety issues. This course is primarily intended for pre-med, pre-PA, pre-OT, pre-PT, pre-Sonography and pre-NDT students. Laboratory exercises require that students engage in in-class physical examinations. Professional demeanor is expected at all times. Lecture is integrated with laboratory, and a lab fee is assessed.

Prerequisite: BIO 261/261L . Corequisite: BIO 262, BIO 262L.

HSC 205 - Health & Sexuality (3)

The course examines the basic foundations of human sexuality and how sexuality can be affected by and can affect one's health. The course will explore sexual health and disorders, aspects of gender, sexuality through the lifetime and will discuss the psychosocial impact of human sexuality on individuals and society. The course also covers the biological, developmental, and scientific aspects of human sexuality.

HSC 206 - Complementary & Alternative Medicine (1)

A survey course that examines health care approaches outside of mainstream western medicine. Some of the approaches include acupuncture, herbal medicine, meditation, massage therapy, healing touch, and various forms of yoga. Included in the study of these approaches is an examination of the scientific evidence for the efficacy of these treatments.

HSC 260 - Emerging Infectious Diseases (3)

Introduction to infectious diseases that are new to human populations or have reemerged as a threat to human populations in recent years. Microbiological and public health aspects of selected bacterial infections, viral infections, parasitic infections, and infectious proteins are covered

HSC 270 - Human Nutrition (3)

Introduction to the principles of nutrition, study of nutrients, and practice in nutrition-related decision making.

Crosslisted as: BIO 270/FSI 270.

HSC 275 - Introduction to Microbiology (3)

This is a course primarily designed for Pre-Nursing and Health Science majors. Topics include a survey of the organisms, such as viruses, bacteria, archaea, and select parasites, as well as cellular organization, genetics, and bacterial physiology. The mechanisms of pathogenesis are introduced, followed by the essential principles of immunology. BIO 275 and BIO 370 may not both be applied for graduation credit. (cross listed with BIO 275).

Prerequisite: BIO261. Crosslisted as: BIO 275.

HSC 291 - Stress Management (1)

Basic concepts of stress and techniques for its management.

HSC 293 - Holistic Health (1)

This course is designed to present some of the alternative methods available for achieving and maintaining optimum health and well-being and to encourage the student to accept the responsibility for his/her own health.

HSC 301 - Human Health & the Environment (3)

This course examines the effect of the environment upon human health at the local, regional and global level. It considers aspects of epidemiology and toxicology. Topics covered include water and air pollution, food safety, radiation, pesticides, zoonotic diseases, environmental disasters, and ecological terrorism.

HSC 303 - Community Health (3)

This course addresses factors influencing a community's health including determinants of health, community health concerns from a local as well as a global perspective, the role of governmental and global health organizations, and health policies. A writing-intensive course.

HSC 305 - Health & Human Disease (3)

This course is designed to provide health science students with a basic understanding of disease processes and covers essential information on the pathology of common diseases. The anatomic and/or physiologic abnormalities, diagnostic criteria and procedures, and treatment will be discussed for each disease presented.

HSC 310 - Occupational Health (3)

This course is designed to provide students with an overview of occupational health and related medical issues, to link occupational hazards and exposures with the development of occupational-related illnesses, and to better understand how to apply knowledge about occupational health to medical treatment.

HSC 313 - Pharmacology (3)

This course examines general concepts in pharmacology, as well as the classification and mechanism of action of pharmaceutical agents. Emphasis is placed on commonly used drugs in the clinical setting.

Prerequisite: BIO261. Corequisite: BIO 262. Crosslisted as: BIO 303. Offered: SPRING.

HSC 330 - Electrocardiography (3)

This course covers basic principles of electrocardiography (EKG), including cardiac electrophysiology, understanding of normal EKG waveforms, interpretation of normal and abnormal EKG patterns, and practical application and performance of monitoring methods. This course is primarily intended for health science and biology majors. Laboratory exercises require that students engage in in-class physical examinations. Professional demeanor is expected at all times. Lecture is integrated with laboratory, and a lab fee is assessed.

Prerequisite: BIO 261, BIO 261L, BIO 262, BIO 262L.

HSC 353 - Human Pathophysiology (3)

Understanding disease processes to provide an understanding of the mechanisms and progression of altered health states is necessary for professionals involved in clinical treatment and for understanding the basic scientific principles of this physiological state. Understanding of pathophysiology will aid in the effective identification of patient risk factor by clinicians. This understanding will help anticipate and prevent complications associated with various diseases and build a knowledge base directly applicable in the clinical setting and as a background for applying basic scientific principles

in understanding the cellular, biochemical, and physiological basis for the disease state.

Prerequisite: BIO262. Crosslisted as: BIO 353.

HSC 370 - Microbiology (4)

Fundamental principles of microbiology covering cellular organization, sterile technique, control of growth and control of microbial populations, nutritional modes, and principles of molecular biology. The role of virulence factors and immune function in disease is also covered. Laboratory experiences are integrated with lecture. (Same as BIO 370)

Prerequisite: BIO101, MAT105. Crosslisted as: BIO 370.

HSC 370L - Microbiology Laboratory (1)

Fundamental principles of microbiology covering cellular organization, sterile technique, control of growth and control of microbial populations, nutritional modes, and principles of molecular biology. The role of virulence factors and immune function in disease is also covered. Laboratory experiences are integrated with lecture. 6 hours per week. (Same as BIO 370)

Prerequisite: BIO 101, BIO 370, MAT 105. Corequisite: BIO 370L. Crosslisted as: BIO 370L. Offered: FALL, SPRING.

HSC 380 - Introduction to Epidemiology (3)

Epidemiology is the study of the distribution and determinants of disease in a population. This course focuses on interpretation of epidemiologic data and approaches used in epidemiologic investigations of both infectious and non-infectious diseases. (Same as BIO 380)

Prerequisite: MAT160.

HSC 385 - Fundamentals of Public Health Nutrition (4)

This course introduces students to basic concepts in nutrition and includes an analysis of public health issues concerned with over and under nutrition.

HSC 395 - Medical Microbiology (4)

This is a course primarily designed for Health Sciences and Biology majors. Topics include a survey of the organisms, such as viruses, bacteria, archaea, and select parasites, as well as cellular organization, genetics, and bacterial physiology. The mechanisms of pathogenesis are introduced, followed by the essential principles of immunology. Lecture and lab are integrated. HSC 395 and HSC 370 may not both be applied for graduation credit.

Prerequisite: BIO261. Crosslisted as: BIO 395.

HSC 400 - Introduction to Public Health (3)

Prerequisite: junior or senior standing. This course introduces the history of public health, the measurement of health, disease, and illness within populations, an analysis of current public health issues, and the role of government in the promotion of public health.

Distribution: FALL, SPRING. Prerequisite: JUN/SEN STANDING.

HSC 401 - Global Health (3)

This course provides students with a knowledge base in global health issues and goals as they affect health of communities and nations. The exploration of global health goals, such as the Millennium Development Goals, reducing poverty, maternal mortality, child mortality, and in combating HIV/AIDs, malaria, and other diseases will be included.

HSC 402 - Introduction to Hospital Administration (3)

This course is designed to give students an understanding of all aspects of the daily operations of a hospital and how the pieces of the hospital fit together and operate

HSC 410 - Directed Studies (1-3)

Directed study of health concepts and theories, research, readings, and evaluation of current literature.

Prerequisite: PERM OF CHAIR.

HSC 411 - Advanced Studies (1-3)

Investigation in designated area in the field of health sciences.

Prerequisite: PERM OF CHAIR.

HSC 440 - Introduction to Tropical Medicine (3)

This course is an introduction to disease of the developing world, covering bacteriology, virology, parasitology, and entomology. Public health aspects such as sanitation, emerging infectious diseases, immunization programs, and disease eradication programs are also covered.

Crosslisted as: BIO 440.

HSC 440L - Tropical Med Lab (1)

This course is an introduction to disease of the developing world, covering bacteriology, virology, parasitology, and entomology. Public health aspects such as sanitation, emerging infectious diseases, immunization programs, and

disease eradication programs are also covered. Laboratory experiences are integrated with lectures. (Same as BIO 440).

Corequisite: BIO 440L. Crosslisted as: BIO 440L. Offered: FALL.

HSC 450 - Internship (3)

Internships provide students with the opportunity to gain real-world work experience while maintaining their normal course load. The student will be assigned to a clinical or hospital setting under the supervision of a healthcare professional who will serve as preceptor. Internships must be arranged ahead of time with the internship coordinator prior to the start of the internship.

HSC 453 - Clinical Pathophysiology (4)

This course focuses on the altered physiology associated with human disease. Course topics include etiology, physical signs and symptoms, complications, prognosis, and treatment of common disorders.

Crosslisted as: BIO 453. Offered: SPRING.

HSC 455 - Neuroscience (3)

This course discusses the normal structure of the nervous system (such as the neuronal pathways involved in movement, sensation, vision, hearing, language, and cognitive functions) and the relationship of that structure to physiologic function. The cellular and molecular bases of neurologic diseases are discussed. Topics include neurotransmitters, synaptic transmission, neurochemistry and neuropharmacology. *A writing-intensive course.*

Prerequisite: BIO261, BIO262. Crosslisted as: BIO 455.

HSC 455L - Neuroscience Laboratory (1)

This laboratory course discusses the normal structure of the nervous system (such as the neuronal pathways involved in movement, sensation, vision, hearing, language, and cognitive functions) and the relationship of that structure to physiologic function. The cellular and molecular bases of neurologic diseases are discussed as well. Topics include neurotransmitters, synaptic transmission, neurochemistry and neuropharmacology.

Corequisite: HSC 455. Crosslisted as: BIO 455L.

HSC 457 - Cardiorespiratory Physiology (3)

Students focus on the in-depth study of the function of the cardiovascular and pulmonary systems. Topics include cardiac electrophysiology, basic interpretation of EKGs,

cardiovascular hemodynamics, pulmonary ventilation, gas exchange, arterial blood gases, and acid-based disturbances. Also included is a discussion of the pathophysiology associated with common cardiovascular and pulmonary diseases, as well as cardiovascular monitoring and ventilator management.

Prerequisite: BIO261, BIO262. Crosslisted as: BIO 457.

HSC 457L - Cardiorespiratory Physiology Laboratory (1)

Students focus on the in-depth study of the function of the cardiovascular and pulmonary systems. Topics include cardiac electrophysiology, basic interpretation of EKGs, cardiovascular hemodynamics, pulmonary ventilation, gas exchange, arterial blood gases, and acid-based disturbances. Also included is a discussion of the pathophysiology associated with common cardiovascular and pulmonary diseases, as well as cardiovascular monitoring and ventilator management.

Corequisite: BIO 457. Crosslisted as: BIO 457L.

HIS - HISTORY

HIS 101 - History of Western Civilization I (3)

A survey of ancient, medieval, and modern history to 1650 A.D.

HIS 102 - History of Western Civilization II (3)

A survey of the modern world from circa 1650 to the present day.

HIS 200 - American Economic Experience (3)

An economic history of the U.S. chronicling the growth and development of our free-market economy from an agrarian colonial outpost to the world's foremost industrialized nation. Examines agriculture, territorial expansion, immigration and migration, transportation and communication, commerce, finance, urbanization and industrialization, science and technology, and their roles in our economic development. Same as ECO 200.

HIS 201 - History of the United States I (3)

A survey of United States history from the arrival of early man until the end of Reconstruction (1877).

HIS 202 - History of the United States II (3)

A survey of United States history from the end of Reconstruction until modern times.

HIS 301 - Louisiana History (3)

A survey of Louisiana history from the earliest times to the present. A writing-intensive course.

Prerequisite: HIS101-102 or HIS201-202.

HIS 305 - Introduction to Public History (3)

This course offers a survey of the practice of history in public venues, including businesses, museums, archives, government agencies, historical organizations, and various other areas of professional employment. By addressing both intellectual and practical issues, this course provides students with a broad survey and understanding of both the historical practice and the tools to explore chosen non-academic specialties and professions in detail.

HIS 325 - The Ancient World (3)

A study of the political and social events of the ancient Egyptian, Greek, and Roman civilizations and their contributions to the modern world.

Prerequisite: HIS101-102 or HIS201-202.

HIS 330 - Special Topics in History (1-3)

Independent readings, research, field work, and course work on topics not covered by the established curriculum. The course is usually taught in a seminar setting and with the authorization of the History Program Coordinator.

Prerequisite: HIS101-102 or HIS201-202.

HIS 335 - Europe: Middle Ages to the Enlightenment (3)

A study of the political and social events in Europe from the fall of the Roman Empire to the Enlightenment.

Prerequisite: HIS101-102 or HIS201-202.

HIS 340 - African-American History (3)

A study of the African-American experience from the early settlement of the American continent and the establishment of the trans-Atlantic slave trade to modern times. The course is an introduction to the African-American story with supplemental primary source materials used to give voice to those who lived the experience.

Prerequisite: HIS101-102 or HIS201-202.

HIS 345 - Europe from the Enlightenment through the French Revolut (3)

An examination of events in Europe from the Enlightenment until the creation of the Directory in France.

Prerequisite: HIS101-102 or HIS201-202.

HIS 350 - Nineteenth-Century Europe (3)

A study of the history of Europe during the 19th century from the rise of the Directory in France in 1795 until the retirement of Bismark in Germany..

Prerequisite: HIS101-102 or HIS201-202.

HIS 355 - United States Military History (3)

A study of U.S. military policy from the American Revolution to modern times. Emphasis will be placed on an examination of American military strategy in the 20th century.

Prerequisite: HIS101-102 or HIS201-202.

HIS 365 - Women in American History (3)

A study of the American women from colonial times to the present. Emphasis will be placed on an examination of the changes in the areas of family, work, legal and political status, education, religion, and gender roles experienced by American women over the life of our nation.

Prerequisite: HIS101-102 or HIS201-202.

HIS 390 - History of New Orleans and its Environs (3)

A study of the rich history of the City of New Orleans and its surrounding communities from colonial times to the present.

Prerequisite: HIS101-102 or HIS201-202.

HIS 400 - Special Topics (1-3)

Independent readings, research, field work, and projects on current topics and problems to be determined by the instructor. This course is usually taught in a pro-seminar setting and with the authorization of the Dean of the Division of Applied, Natural, and Social Sciences may be taken for credit more than once.

Prerequisite: HIS101-102 or HIS201-202.

HIS 401 - Directed Studies (1-3)

Course content varies and is focused to student or faculty interest in relevant historical topics.

Prerequisite: HIS101-102 or HIS201-202.

HIS 420 - Diplomatic History of the United States (3)

A survey of American foreign policy as an attempt to achieve national interest in external matters. The

background of diplomatic action since 1776 is reviewed, but the emphasis is on foreign policy since World War II. Same as PSC 265.

Prerequisite: HIS101-102 or HIS201-202. Crosslisted as: PSC 265.

HIS 425 - History of the South (3)

An examination of the history of the southern United States from colonial times to the present. Included is a study of the political, economic, and cultural forces which have contributed to the uniqueness of the region.

Prerequisite: HIS101-102 or HIS201-202.

HIS 441 - History of the United States from 1900 to 1945 (3)

A topical study of the United States from 1900 to 1945, noting the national and international events which constantly shaped and reshaped the U.S. as an emerging, then dominant power. Major topics include World War I, the Jazz Age, the Depression, the New Deal, and World War II.

Prerequisite: HIS101-102 or HIS201-202.

HIS 442 - History of Contemporary America from 1945 to the Present (3)

A topical study of the United States from 1945 to the present, a period of historic and revolutionary change. Major topics include the changing role of government, post-war politics, the cold war, Korea, Vietnam, the counter-culture, space exploration, the civil rights movement, and America's post-cold war international responsibilities.

Prerequisite: HIS101-102 or HIS201-202.

HIS 450 - Louisiana Heritage: Research in Louisiana History (3)

An in-depth survey of qualitative research techniques, their application, and the preparation of a written project using primary resource materials. *A writing-intensive course.*

HIS 455 - Readings in Louisiana History (3)

Taught in a pro-seminar setting, students shall examine the history of our state by reading, discussing, and writing about a series of publications on Louisiana from ancient to modern times.

Prerequisite: HIS101-102 or HIS201-202.

HIS 465 - New Orleans Highlights (3)

New Orleans is one of the best known cities in the nation and is the centerpiece attraction of our state. To achieve fully an appreciation of the many valuable historic offerings located in our community, students will be required to make on-site visits to numerous historic sites located in the region.

Prerequisite: HIS101-102 or HIS201-202, HIS300-LEVEL.

HIS 470 - French Revolution and Napoleon (3)

An examination of developments in France from 1789 to 1815 and the repercussion of these events in Europe. The background of 18th century Europe is reviewed. The settlement of Vienna is treated in detail.

Prerequisite: HIS101-102 or HIS201-202.

HIS 481 - Europe in Transition: 1900 - 1945 (3)

A study of the political, social, economic, and military events in Europe from the turn of the century to the end of the World War II.

Prerequisite: HIS 101-102 or HIS201-202.

HIS 485 - Contemporary Europe: Europe Since World War II (3)

An examination of events in Europe following the end of the Second World War. Emphasis is placed on the examination of the Cold War and the changing economic, political, and social landscape in Europe following the fall of the Soviet Union.

HIS 490 - American Civil War (3)

An in-depth study of the War Between the States. Background, causes, and military strategies of both sides are examined in detail.

Prerequisite: HIS 101-102 or HIS201-202.

HIS 494 - Research Internship (1-3)

Taught on an as-need basis, students must obtain the authorization of the Dean of the Division of Applied, Natural, and Social Sciences and the instructor before registering. Internship in a local archive for individually supervised practical training and independent research and study. Students shall be required to perform a minimum of three hours a week of archival research.

Prerequisite: HIS 101-102 or HIS201-202, HIS 301, HIS 450.

ICS - INTRODUCTION TO COLLEGE SUCCESS

ICS 100 - Introduction to College Success (1)

This introductory course is designed to help students understand and integrate effectively to the environment of the University of Holy Cross, through the development of attitudes, skills, and knowledge which promote success in higher education. Students explore and examine methods for achieving success which are grounded in theory drawn from various disciplines and human development models related to academic, personal, and social growth.

IKN - INTEGRAL KNOWLEDGE

IKN 100 - Integral Learning (3)

Integral Knowing is the foundation for IKON® interdisciplinary courses. Students learn to critique, analyze, and remember what it is to wonder and to believe. Through reading great works from a variety of cultures, practicing oration and writing through speeches, poetry, and composition, and discussing their work, students begin to integrate knowing and believing.

IKN 101 - Logos, Language, & Literature (3)

This IKON® interdisciplinary course introduces students to the broad concept of logos in relation to language. Students consider the development of language, especially Proto-Indo-European languages, through a brief introduction to philology. They also explore the use of language in world literatures and sacred texts, including the Bible.

IKN 102 - Mathematics and the Muse (3)

Complementing a standard approach to mathematics, this IKON® interdisciplinary course integrates math, history, and music. Students discover the historical achievements of mathematics and its classical relation to music through principles of time, form, interval, and proportion, etc. Mathematics and the Muse aids students in appropriating the beauty of mathematics.

IKN 103 - IKON® Symposium (3)

Building on IKON® interdisciplinary courses, this course engages students with substantial primary source readings, writing, and seminar discussion, in the "great conversation" on the perennial questions of faith and knowledge from the ancients to the post-moderns.

IKN 110 - Going Global: Christian Culture in the World (3)

This IKON® interdisciplinary course considers the impact of Christian culture in the world – beginning with themes from scripture and the Jewish tradition; to the Church's encounters with ancient cultures, societies, and civilizations; to our global, modern age.

IKN 150 - Wonder--Knowing--Being (3)

Along with critical thinking, students appreciate wonder and the ability to practice "wonderful thinking." This is an IKON® interdisciplinary course viewing the whole in relation to particular experiences of love, loss, death, time, etc. Students read works of philosophy, literature, and religion that touch upon first principles of thinking and knowing, being and becoming.

IKN 201 - The Harmony of the Sciences (3)

Through an IKON® interdisciplinary approach, students explore the harmony between human and natural sciences, the humanities, religious traditions, and professions in their search for truth.

IKN 210 - Work and Holiness (3)

This IKON® interdisciplinary course examines the philosophy and dignity of work (studying, creating, business practices of leading and following, economy, family life, and worship) through a critical study of the relationship between ethics and holiness.

IKN 301 - Personal & Social Dimensions of Love (3)

An IKON® interdisciplinary course that appreciates the development of psychological and sociological traditions in relation to dimensions of divine and human love.

IKN 310 - A Passion for Justice (3)

An IKON® interdisciplinary course that considers the Catholic-Christian moral and social tradition. Students evaluate how or if this tradition integrates with their political views on law, rights, equality, tolerance, etc.

IKN 350 - Faith Forming the Beautiful (3)

Scholars have observed that religious traditions inspire beautiful art throughout the world. In this IKON® interdisciplinary course, Christian faith is explored in relation to the creation of beauty – from cathedrals to cures, St. Ephraim's hymns to St. Theresa's Interior Castle, the Pietà to gospel choirs in New Orleans.

IKN 400 - IKON® Seminar: Being Spiritual & Religious (3)

This IKON® interdisciplinary course which draws upon primary source readings, writing, and discussion, evaluates the contemporary distinction between being spiritual and/or religious.

LAT - LATIN**LAT 101 - Elementary Latin I (3)**

Introduction to the Latin language as used by the Romans in the ancient world. Elementary grammar and vocabulary, reading and writing, listening and speaking are included.

LAT 102 - Elementary Latin II (3)

A continuation of the introduction to the Latin language as written by the Romans in the Roman world. Grammar and vocabulary, reading and writing, listening and speaking are included.

LAT 103 - College Latin for Theology (3)

This is an introductory course intended for students with little or no knowledge of the language. Its aim is to present the essential forms, vocabulary, and syntax of classical and medieval Latin. The goal is to develop the basic ability to read Latin. Customs and cultural insights that are imbedded in the language are also presented.

MAT - MATHEMATICS**MAT 099 - Fundamentals of Mathematics (3)**

This developmental course prepares students for success in Introduction to College Algebra I (MAT 100A). MAT 099 encourages students to think critically as they comprehend and apply fundamental mathematical concepts. Students review basic computational skills and mathematical concepts in preparation for MAT 100A. Pre and post-testing, continuous assessment, direct instruction, guided practice, cooperative grouping, prompt feedback, and computer-assisted learning aid students in building basic mathematical skills. Students who are placed in MAT 099 must successfully complete it with a P on a Pass/Fail grading scale.

MAT 100A - Introduction to College Algebra I (3)

This course prepares students for success in Introduction to College Algebra II (MAT 100B). MAT 100A and MAT 100B will replace MAT 100 in spring 2013. MAT 100A

encourages students to think critically as they comprehend and apply fundamental mathematical concepts. Students review basic computational skills and mathematical concepts in preparation for MAT 100A. Pre and post testing, direct instruction, guided practice, cooperative grouping, prompt feedback, and computer-assisted learning aid students in building fundamental mathematical skills. Students who are placed into MAT 099 must successfully complete it with a C or higher.

MAT 100B - Introduction to College Algebra II (3)

This developmental course prepares students for success in College Algebra (MAT 105). MAT 100B encourages students to think critically as they comprehend and apply fundamental mathematical concepts. Students review pre-college algebra skills and mathematical concepts in preparation for College Algebra, MAT 105. Pre and post-testing, direct instruction, guided practice, cooperative grouping, prompt feedback, and computer-assisted learning aid students in building mathematical skills. Students who are placed in MAT 100B must successfully complete it with a C or higher.

MAT 101 - Introduction to Mathematical Concepts I (3)

Sets, logic, various numeration systems, number sequences and topics of the real number system are studied. Designed primarily for elementary education majors.

Prerequisite: MAT100 or PLACEMENT.

MAT 102 - Introduction to Mathematical Concepts II (3)

Topics in the complex number system, properties of numbers, finite mathematical systems, algebra, geometry, and a comprehensive module on solving word problems. Designed primarily for elementary education majors.

Prerequisite: MAT100 or PLACEMENT.

MAT 103 - Mathematics for Elementary Teachers I (3)

This course focuses on key concepts of mathematics and the ability to solve problems and to reason in a quantitative context. Problems presented require the integration of multiple skills to achieve a solution. Major content areas for this course are Number and Quantity, Operations, Statistics, and Probability.

MAT 104 - Mathematics for Elementary Teachers II (3)

This course focuses on key concepts of mathematics and the ability to solve problems and to reason in a quantitative

context. Problems presented require the integration of multiple skills to achieve a solution. Major content areas for this course are Algebra and Functions, Algebraic Thinking, Geometry, and Measurement

MAT 105 - College Algebra (3)

The course focuses on the real number system; complex numbers; polynomial, rational, exponential, logarithmic functions and their graphs; and systems of equations and inequalities.

Prerequisite: MAT100 or PLACEMENT.

MAT 106 - Trigonometry (3)

Topics studied include development and use of trigonometric functions, relations between functions, solutions of triangles with practical applications, trigonometric formulas and identities, radian measure, graphical representation of trigonometric functions; inverse trigonometric functions, trigonometric equations, and polar coordinates.

Prerequisite: MAT105.

MAT 110 - Geometry (3)

This course covers topics in plane and solid geometry including logical systems, direct proofs, concept of congruence, similarity, theorems and facts about polygons and circles, transformations, solid geometry, and an introduction to analytic geometry.

Prerequisite: MAT105.

MAT 160 - Introductory Statistics (3)

A course in general statistics including sampling techniques, random variables, the binomial distribution, the normal distribution, decision making, correlation, and regression.

Prerequisite: MAT105.

MAT 215 - Finite Mathematics (3)

A survey course in modern mathematics, emphasizing application of math concepts in business, economics, and the social and natural sciences; linear, matrix and Boolean algebras; linear programming; and other methods for analysis, modeling, simulation, and decision making.

Prerequisite: MAT105 or PLACEMENT.

MAT 217 - Special Topics (1-3)

Full title and content vary.

MAT 240 - Applied Calculus (3)

Study of limits, continuity, derivatives, and integration of polynomial, rational, and logarithmic functions with applications to life and food sciences, and other disciplines. Credit cannot be received for both MAT240 and MAT250.

Prerequisite: MAT105.

MAT 250 - Calculus I (4)

Study of differential and integral single variable calculus.

Prerequisite: MAT106.

MAT 301 - Business and Economic Statistics I (3)

Introductory course in statistical methods and their use in gathering and interpreting qualitative and quantitative data upon which economic decisions can be based. The course covers probability, sampling, statistical inference, and hypothesis testing.

Prerequisite: MAT215. Crosslisted as: BUS 301.

MAT 302 - Business and Economic Statistics II (3)

Introductory course in statistical methods and their use in gathering and interpreting qualitative and quantitative data upon which economic decisions can be based. The course includes regression analysis, variance, contingency tables, time-series analysis, and non-parametric statistics.

Prerequisite: MAT301. Crosslisted as: BUS 302.

MAT 317 - Special Topics (1-3)

Content varies. *A writing-intensive course.*

Prerequisite: PERM OF INSTRUCTOR.

MGT - MANAGEMENT

MGT 301 - Principles of Management (3)

This course provides students with a general introductory management learning experience. It discusses the role of management in today's business environment; management's influence on employee productivity; employee satisfaction and organizational effectiveness; and major control devices of management.

MGT 302 - Ethical Issues of Business (3)

This course examines business ethics from both an organizational and managerial perspective. Students

examine the goal of business organizations, as well as individual conduct in business settings. Ethical reasoning and ethical leadership guide debate on topics such as creating an ethical climate in an organization, ethics in advertising and sales, etc.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 303 - Human Resource Management (3)

Overview of the human resource management field. Emphasis is placed in the areas of staffing, training and developing human potential, compensation, benefits, and performance management. The legal framework for equal employment opportunity is covered along with affirmative action. Human Resource Information Services (HRIS) is introduced.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 305 - Entrepreneurship (3)

This course provides an understanding of the role of entrepreneurial business in the United States and the impact on the national and global economy. The student evaluates the skills, attitude, and commitment necessary to successfully operate an entrepreneurial venture. Emphasis is on reviewing the challenges and rewards of entrepreneurship. The course provides training on key elements of a business plan.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 307 - Foundations of Accounting (3)

This course takes a practical and analytical approach to the development of content and style in business communications. The course emphasizes logic, creativity, concern for audience, and understanding the importance of psychological approaches to the solution of business problems through skilled written communications.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 309 - Marketing Management (3)

This course covers identification and analysis of relevant opportunities and constraints in consumer and industrial target markets. Management of the marketing mix, including product planning, distribution, institutions and activities, promotion and pricing, are also covered.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 311 - Applied Business Statistics (3)

This course teaches quantitative methods used in data analysis and business decision making. Topics covered

include descriptive statistics, correlation and regression, hypothesis testing, statistical quality control, forecasting, linear and integer programming, and computer simulation. Business applications of these techniques are emphasized.

Prerequisite: ORGAN MANAG PROGRAM, MAT215.

MGT 312 - Foundations of Economics (3)

This course covers fundamental tools and applications of concepts in microeconomics and macroeconomics. The section on microeconomics focuses on markets as a mechanism for allocating scarce resources. Using tools of welfare economics, it addresses market efficiency, outcomes from market failures, and firms with market influence. The section on macroeconomics provides a mix of classical and Keynesian ideas, the theory of economic growth, and the role of financial markets.

MGT 320 - Management Information Systems (3)

This course provides students with an overview of the utilization of business application software and problem-solving using that software. Topics include computer systems, management information systems, microcomputer operating systems, word processing, electronic spreadsheets, database management, business graphics, networks, and integrated packages. The use of management information systems for intelligent supply chain management, business process management, and data analysis is covered.

Prerequisite: MAT 105, MGT 330.

MGT 330 - Advanced Management Seminar (3)

This course explores the major theories of management and their practice to build organizational effectiveness. It examines the role of management in today's business environment: globalization, ethics, diversity, and multidimensional organizational structures.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 403 - Legal Aspects of Business (3)

Course covers introduces legal theory, common law contract theory and the Uniform Commercial Code. The basis elements of contract are examined, along with remedies, statute of frauds and third party rights, application of property rights, agency, employment law, business structures, intellectual property, and E-commerce.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 405 - Managerial Economics (3)

This course teaches application of economic principles to managerial decision making. Topics include demand, costs, and market structure and their relation to pricing, product choice and resource allocation, industrial organization, and agency theory.

Prerequisite: ORGAN MANAG PROGRAM, MGT311, 312.

MGT 406 - Managerial Finance (3)

A study of the economic and financial structure of firms and their impact on the financial and operational requirements of firms. Special emphasis on the financial environment, capital budgeting techniques, capital cost and structure, working capital policy. Financial planning and control are also covered.

Prerequisite: ORGAN MANAG PROGRAM, MAT105.

MGT 409 - Operations Management (3)

This course examines the concepts for designing, planning, and improving manufacturing and service organizations. Topics include enterprise resources planning, facility layout, forecasting, inventory management, lean manufacturing, total quality control, and project management.

Prerequisite: ORGAN MANAG PROGRAM, MGT414.

MGT 414 - Accounting for Managers (3)

This course is an introduction to accounting concepts and the operating characteristics of accounting systems. With a focus on managerial accounting, the course teaches students how to interpret statements and make good decisions based on them. It is designed for the user of accounting information, not as an introduction to a professional accounting career.

Prerequisite: ORGAN MANAG PROGRAM, MAT105.

MGT 417 - Organizational Behavior (3)

This course is focused on the behavior of individuals and groups within diverse organizations and on organizational structure and processes. There is emphasis on leadership, change management, team development, and continuous improvement practices and experiences. Topics include management, leadership, change, team development, dynamics and teamwork, transforming business processes, and process improvement structure.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 418 - Strategic Management (3)

This course explores the major functions of top management, the major problems that affect the success in the total organization, and the decisions that determine the direction of the enterprise. Special emphasis is placed on the ethical-social responsibility with implications in strategic decision making, including value chain analysis, and internal, external, and global considerations.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 420 - Senior Capstone Project I (1)

The Senior Capstone Project is designed for two consecutive semesters at the end of the degree program. The Capstone Project is application-oriented and provides an opportunity for each student, individually, to complete a research project or design and implement an intervention that involves multiple stages and enables him or her to show results before completion. Each student selects a capstone project in conjunction with his or her advisor and a faculty mentor. Students meet with their capstone advisor and in small seminar groups. In addition to the final product (e.g., research paper, organizational intervention, designed tool or system), students present their work to their advisors, faculty members, and fellow students during a community learning event. These presentations demonstrate how students' learning in the program was integrated into their final product. During the first semester students work on data obtaining and analysis. The second semester is designed for the final preparation of the Capstone Project.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 421 - Senior Capstone Project II (2)

The Senior Capstone Project is designed for two consecutive semesters at the end of the degree program. The Capstone Project is application-oriented and provides an opportunity for each student, individually, to complete a research project or design and implement an intervention that involves multiple stages and enables him or her to show results before completion. Each student selects a capstone project in conjunction with his or her advisor and a faculty mentor. Students meet with their capstone advisor and in small seminar groups. In addition to the final product (e.g., research paper, organizational intervention, designed tool or system), students present their work to their advisors, faculty members, and fellow students during a community learning event. These presentations demonstrate how students' learning in the program was integrated into their final product. During the first semester students work on data obtaining and analysis.

The second semester is designed for the final preparation of the Capstone Project.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 458 - International Management (3)

This class provides a basic understanding of international management with emphasis on the forces of globalization, major reasons companies go international, the environment international managers need to be concerned with, development of cross-cultural communication, negotiation and team-building skills, importance of culture on international human resource management, finding and developing global expatriates.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 500 - Management Theory (3)

This course explores the major theories of management in the recent past up to the present, with an emphasis on those used in case studies. The management functions of planning, organizing, leading, and controlling provide an organizing framework for examining current management challenges (e.g., globalization, ethics, diversity, and multidimensional organizational structures).

Prerequisite: ORGAN MANAG PROGRAM.

MGT 505 - Organizational Structure & Culture Applications (3)

This course explores the design, implementation, and adjustment of structures used in several major companies studied in the case reviews. Students review material available on selected companies to follow effects of decisions made during those studies.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 510 - Accounting for Managers (3)

This course provides the non-accountant with the knowledge necessary to interact with professionals in the accounting discipline. Emphasis is placed on understanding terms, concepts, and uses of information provided by these functions rather than on the actual performance of the calculations.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 520 - Advanced Applied Statistics & Business Research Applications (3)

This course focuses on the value of interpreting the various reports available to management in the short run business operations and how those reports can assist in long-range

decision-making and planning.

Prerequisite: ORGAN MANAG PROGRAM, BUS 301.

MGT 525 - Applied Strategic Marketing Concepts (3)

Through the case studies, this course looks at marketing strategies and implementation by utilizing simulation games. Student groups prepare a marketing plan for a specific business.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 530 - Finance for Decision Making (3)

This course focuses on managerial understanding of financial principles and financial reporting and their use in making strategic decisions for growth and control.

Prerequisite: ORGAN MANAG PROGRAM, MGT 510.

MGT 535 - International Business Management (3)

This course is designed to provide graduate management students with the conceptual and practical underpinnings of what international management entails in the life of managers and their companies. It helps students to understand strategic and organizational challenges facing small, medium, and large businesses when making decisions about going global. Special emphasis is placed on the opportunities and challenges of international business, competition and cooperation, preparation of workforce for international deployment, organizational structures suitable for global firms, specific ethical issues, etc.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 540 - Managerial Economics (3)

Application of economic analysis in formulating managerial decisions, drawing upon the theoretical foundations of the concepts of demand, cost, production, profits, and competition, with special emphasis on case studies.

MGT 550 - Project Management Fundamentals I (3)

The first of two survey courses examining project management processes. This course provides an examination of the processes used in initiating and planning projects and the tools and techniques used to support these processes. Students study and apply current techniques to obtain project sponsorship and resources, develop project metrics, and prepare detailed plans to guide project execution

Prerequisite: ORGAN MANAG PROGRAM,

PEREGRINE MODULE.

MGT 600 - Managerial Strategy & Implementation (3)

This course explores through several case studies various approaches to planning strategy and implementing it to achieve the intended outcomes for an organization.

Prerequisite: ORGAN MANAG PROGRAM, MGT 500.

MGT 610 - Integrative Project Supervised by Faculty (3)

The Final Integrative Project is typically an industry-based project. Candidates for completion of the MSM degree submit an independent industry-based project demonstrating their conceptual, analytical, research, and practical management skills achieved through the courses in the degree program. The presentation of the project should demonstrate the students' ability to synthesize and utilize their comprehensive knowledge of different aspects of management.

Prerequisite: ORGAN MANAG PROGRAM.

MGT 640 - Project Management Fundamentals II (3)

The second of two survey courses examining project management processes. This course provides an examination of the processes used in executing, controlling, and closing projects and the tools and techniques used to support these processes. Students study and apply current techniques used to lead project teams, engage stakeholders, monitor and evaluate projects, deliver effective results, and close projects.

Prerequisite: MGT 550.

MGT 650 - Procurement and Budget Management (3)

A study of methods used for developing and maintaining project budgets and procuring the products and services supporting projects. Topics include project financial estimates, project budgeting, expense reporting, vendor relations, and contract management.

Prerequisite: MGT 550, MGT 640.

MIL - MILITARY SCIENCE-- ARMY ROTC

MIL 101 - Dynamics Of Leadership I (2)

An introductory course on the history and organization of Army ROTC and initial study of leadership traits, principles, and characteristics. The student is introduced to the characteristics and capabilities of individual and crew-served weapons, communications, and first-aid. The customs and courtesies of the military service and an overview of the pay system, service benefits, the national defense structure, and the basic organization and functions of a military squad and platoon.

Prerequisite: MILITARY SCIENCE.

MIL 102 - Dynamics Of Leadership II (2)

An introductory course on the history and organization of Army ROTC and initial study of leadership traits, principles, and characteristics. The student is introduced to the characteristics and capabilities of individual and crew-served weapons, communications, and first-aid. The customs and courtesies of the military service and an overview of the pay system, service benefits, the national defense structure, and the basic organization and functions of a military squad and platoon.

Prerequisite: MILITARY SCIENCE.

MIL 201 - Applied Leadership (2)

The course begins with an introduction to military map reading covering topics such as: grid coordinates, elevation, relief, distance, polar coordinates, intersection, and resection. It concludes with preliminary marksmanship instruction covering topics such as mechanical training and marksmanship fundamentals.

Prerequisite: MILITARY SCIENCE.

MIL 202 - Management Techniques (2)

An introduction to management principles and techniques. The course includes a discussion of leadership principles and application of leadership techniques. It concludes with an introduction to military correspondence, discussion of customs and traditions, and Ranger Challenge skills.

Prerequisite: MILITARY SCIENCE.

MIL 301 - Leadership & Management Problems I (2)

Introduction to U.S. Army tactical concepts and procedures, principles and evolution of conflict, and the

relationship between weapons and tactics. The course includes a comparative study of the U.S. and Russian political and military structure, advanced map reading and terrain association, operation orders format, offensive and defensive operations, and overview of advanced summer camp activities.

Prerequisite: MILITARY SCIENCE.

MIL 302 - Leadership & Management Problems II (2)

Introduction to U.S. Army tactical concepts and procedures, principles and evolution of conflict, and the relationship between weapons and tactics. Includes a comparative study of the U.S. and

Prerequisite: MILITARY SCIENCE.

MIL 401 - Ethics of Leadership (2)

First part of the capstone course leading to commissioning. It includes a study of military ethics and professionalism (introduction to the profession of arms, basic understanding of the need for ethical conduct and a greater awareness and sensitivity to ethical issues, improved ethical decision-making skills). The course concludes with cadet presentation of professional knowledge subjects (briefings, military correspondence, information/decision paper, after-action report, counseling techniques, intelligence and combat information, and post and installation support).

Prerequisite: MILITARY SCIENCE.

MIL 402 - Professionalism of Leadership (2)

Conclusion of the capstone course. Emphasis is on command and staff functions, planning and preparation of training, logistics, and personnel management. The course concludes with the study of military justice and the law of conflict.

Prerequisite: MILITARY SCIENCE.

MIL L - Military Leadership

MIL L - Leadership Laboratory (0)

An extension of classroom instruction in each course, which allows the student to apply military knowledge and skills in an outdoor environment. It includes drill and ceremonies, physical training, and land navigation, and first aid.

Prerequisite: MILITARY SCIENCE.

MUS - MUSIC

MUS 101 - Basic Musicianship (3)

A basic course in the structure of music. The student is introduced to the elements of rhythm, melody, harmony, and form, through a series of gradual musical experiences involving aural perception, written exercises, and keyboard experience.

MUS 121 - Applied Piano I (3)

Private instruction.

MUS 122 - Applied Piano II (3)

Private instruction.

MUS 131 - Chorus I (1)

Private instruction.

MUS 132 - Chorus II (1)

Private instruction.

MUS 141 - Applied Voice I (3)

Private instruction.

MUS 142 - Applied Voice II (3)

Private instruction.

MUS 205 - Music Appreciation (3)

A course designed for those interested in learning how to listen to music with greater perception and understanding. Through guided listening experiences, students explore musical styles from the Middle Ages to the present.

MUS 221 - Piano III (3)

Private instruction.

MUS 222 - Piano IV (3)

Private instruction.

MUS 231 - Chorus III (1)

Private instruction.

MUS 232 - Chorus IV (1)

Private instruction.

MUS 241 - Voice III (3)

Private instruction.

MUS 242 - Voice IV (3)

Private instruction.

MUS 270 - Introduction to World Music (3)

This course offers a basic introduction to the field of Ethnomusicology. Students sample music and musical practices from a wide range of world cultures. Students examine cross-cultural connections by studying music's role in shaping cultural identity and memory, religion, and politics.

MUS 275 - Masterworks of Sacred Music (3)

This course surveys major artworks in Western sacred choral music from the Middle Ages through the 20th Century. Students investigate the meeting of art and faith in works by composers such as Josquin des Prez, Mozart, Beethoven, and Stravinsky. The course explores the theological and musical features of the works as well as the socio-political context surrounding the composers.

MUS 280 - Romanticism (3)

This course traces key ideas and artworks in the 19th Century movement known as Romanticism. Masterworks of romantic music make up the backbone of the course, but students also examine important philosophical ideas, literature, and visual artworks of the period, as well as the impacts of romanticism on popular culture in the present day.

MUS 285 - Jazz Appreciation (3)

This course offers an introduction to the art of jazz and traces the major stylistic developments in jazz from its earliest beginnings in New Orleans to the present day.

MUS 290 - Introduction to Film Music (3)

This course explores the role of music and sound design in film and television. Students learn the basic vocabulary of film scoring and analyze how great composers and directors have used music and sound to enhance the psychological impact and meaning of film. Students are introduced to some of the great masterworks in film music history.

MUS 295 - Special Topics in Music (3)

Study of a selected topic in music history, theory, or composition

MUS 303 - Music in the Classic Period (3)

This survey of music traces the evolution of musical style through the Classic period – the late Eighteenth and early

Nineteenth Centuries – with an emphasis on presenting music in its social, cultural, and historical contexts.

MUS 304 - Women Composers (3)

Examines the historical contributions of women composers to Classic, Romantic, and 20th century music, 1750-2000. Investigates the reception of women's work by historians, critics, performers, and audiences. (Same as WST 303).

MUS 305 - Twentieth Century Music (3)

A survey of the diverse currents that have characterized art music in the Twentieth Century. Specific works are analyzed with emphasis placed on style characteristics.

MUS 310 - History of Rock Music (3)

This course is a semester-long survey of one of the most potent movements of popular music in the Twentieth Century. Through listening, source reading, discussion, and outside research, students investigate the musical origins of rock music and explore important artists, groups, and subgenres. Special emphasis is given to the social and historical context that surrounds the music.

MUS 321 - Applied Piano V (3)

Private instruction.

MUS 322 - Applied Piano VI (3)

Private instruction.

MUS 331 - Chorus V (1)

Private instruction.

MUS 332 - Chorus VI (1)

Private instruction.

MUS 405 - Music Seminar (3)

Study of selected topic in music history, literature, or theory. This course number may be repeated.

MUS 410 - Piano Literature (3)

A study of keyboard music from the Eighteenth Century to the present, involving listening, analysis, and performance.

NDT - NEURODIAGNOSTIC TECHNOLOGY

NDT 300 - EEG IA (2)

Basic principles of electroencephalography, including

patient preparation, electrode application, standard montages, normal and abnormal waveforms during wakefulness, drowsiness and sleep, and activation procedures.

NDT 302 - EEG IB (1)

Practical application of basic EEG recording principles

NDT 305 - Biomedical Instrumentation & Electronics (4)

Topics covered include basic electrical concepts important in the utilization of medical diagnostic equipment, such as EKG, EEG, and ultrasound machines, troubleshooting equipment malfunctions, and electrical safety. The lab includes an introduction to the operation of equipment used in clinical settings..

NDT 315 - Clinical Neurology (3)

This course covers the pathophysiology and treatment of common neurological disorders, including seizures, ischemic and hemorrhagic stroke, encephalopathic conditions, CNS infections, dementias, demyelinating diseases, genetic and congenital disorders, tumors and neurologic trauma. Correlation between neurologic disorders and results of neurodiagnostic studies is included.

NDT 325 - EEG II (3)

Practical applications of advanced EEG recording principles.

NDT 330 - Correlative Neurology (3)

Topics include principles of evoked potential; nerve conduction and EMG studies; correlation between EEG/EP waveforms and common medical, surgical and neurologic disorders; effects of sedatives, anesthetics and other medications on EEG recordings; classification, diagnosis, and treatment of sleep disorders; history of sleep medicine; cardiovascular, respiratory and neurological anatomy and physiology relevant to sleep and sleep disorders; and brain death. A writing-intensive course.

NDT 335 - Clinical Internship (3)

Performance of EEG studies in a supervised hospital rotation.

NDT 340 - EEG III (3)

Guidelines and practice of advanced EEG recordings, transcranial Doppler, and long-term and intraoperative monitoring.

NDT 350 - Nerve Conduction Studies, Evoked Potentials, & Polysomnography (3)

Practical application of principles of NCS, EP, and polysomnographic recording.

NDT 360 - Clinical Internship II (3)

Performance of EEG and EP studies in a supervised hospital rotation.

NDT 370 - Epilepsy & Critical Care Monitoring (3)

NDT 370 is the didactic component of preparation for working in the epilepsy monitoring unit (EMU) and critical care settings and encourages pursuit of certification in long term monitoring (CLTM). The CLTM is a pathway to advanced-level specialist and advanced LTM analyst positions. The first half of the semester focuses on long-term monitoring in epilepsy and covers seizure semiology, localizing and lateralizing signs of seizures, special electrodes, epilepsy syndromes, and special localizing procedures, as well as optimal design, staffing, and technical specifications of the EMU. Students are also introduced to electrocorticography and cortical stimulation. The second half of the semester focuses on continuous EEG (cEEG) in critical care and covers standardized critical care terminology, quantitative EEG, evoked potentials in critical care, and cEEG monitoring in therapeutic hypothermia and traumatic brain injury.

Prerequisite: NDT300, 302, 325, 335.

NDT 375 - Internship in Epilepsy and Critical Care Monitoring (3)

A clinical internship with a focus on epilepsy monitoring and continuous EEG in critical care. Students work alongside neurodiagnostic technologists gaining hands-on experience in epilepsy monitoring units and in critical care settings while learning indications for long-term EEG monitoring, seizure safety precautions, electrode application techniques for extended monitoring, digital analysis and instrumentation, and data management, reduction, and storage techniques.

Prerequisite: NDT 300, 302, 325, and 335.

NSG - NURSING

NSG 200 - Dimensions of Professional Nursing (3)

An introduction to the basic concepts of professional nursing practice: the nursing process, critical thinking

skills, evidence-based practice, and professional standards. The course provides a theoretical foundation of quality, safe nursing practice in the delivery of care to diverse populations across the life span.

Offered: FALL.

NSG 202 - Pharmacology (3)

This course focuses on pharmacological agents in relation to their pharmacotherapeutic effects and includes classifications and mechanism of action. It provides knowledge of administration, adverse effects of drugs, and clinical implications.

Offered: FALL.

NSG 203 - Nursing I with Clinical Component (7)

A foundational nursing course that focuses on the delivery of safe patient-centered nursing care for diverse populations. It provides an introduction to the nursing process and selected psychomotor skills in the classroom, laboratory, and clinical setting and emphasizes the use of nursing theory and professional standards as a guide for nursing practice. 4 hours lecture and 12 hours clinical per week.

Offered: SPRING.

NSG 205 - Health Assessment with Laboratory Component (3)

This course focuses on health assessment and the safe practice of professional nursing in a diverse, global society. The course focuses on a holistic assessment approach to safe, quality, patient-centered care.

Offered: SPRING.

NSG 300 - Nursing II with Clinical Component (9)

This course focuses on administering safe, quality patient care as well as the physiological and psychosocial health needs of childbearing women, infants, children, and their families in diverse populations across the lifespan. Selected psychomotor skills are mastered in the nursing laboratory, and the skills are utilized in the application of the nursing process in the clinical setting. Clinical experiences are provided in the clinical setting, which allow the student to utilize the nursing process with both well and ill individuals. 6 hours lecture and 12 hours clinical per week.

Offered: FALL.

NSG 307 - Evidence-Based Nursing Practice (3)

This course focuses on evidence-based nursing practice and how it is used to improve patient care. Emphasis is on preparing students to effectively locate, critically evaluate, and disseminate the best available research evidence for nursing practice. The fundamentals of the research process, role of the nurse as researcher and research consumer, and methods of searching for evidence, critically evaluating research reports, principles of quantitative and qualitative research, interdisciplinary collaboration, and legal/ethical considerations are addressed. A writing-intensive course.

Offered: SPRING.

NSG 308 - Nursing III with Clinical Component (7)

This course focuses on the utilization of the nursing process, emphasizing health promotion in the care of the adult individual and family experiencing acute and chronic alterations in physiological and psychosocial needs. The practicum for the course includes adult medical-surgical nursing. 4 hours lecture and 12 hours clinical per week.

Offered: SPRING.

NSG 400 - Nursing IV with Clinical Component (9)

This course focuses on the utilization of the nursing process and leadership and management skills in the care of the critically ill individuals and groups within a dynamic, diverse society. The practicum for the course includes adult health management, critical care nursing, and mental-health nursing. 5 hours lecture and 16 hours clinical per week.

Offered: FALL.

NSG 401 - Nursing Leadership & Management (3)

This course focuses on exploration of the content and context of leadership and management in health care delivery systems. It includes an analysis of the role of the nurse as clinical leader in assuring quality patient care in an information-driven environment.

Offered: FALL.

NSG 402 - Perspectives in Nursing (2)

This course is designed to assist students to make the transition to professional nurse. The student applies concepts of critical thinking to current developments in health care and standards of care in the nursing profession and health care organizations. Professional development of knowledge, skills, and competencies emphasize career planning and lifelong learning. Information related to

nursing and issues confronting the profession are explored.

NSG 403 - Preparation for Professional Nursing Practice (2)

This course focuses on preparation for the practice setting and for the licensing exam.

NSG 420 - Nursing V with Clinical Component (7)

This course focuses on individuals, families, groups, and communities within the diverse, global society. It emphasizes health promotion, illness prevention across the lifespan, psychosocial concepts, and other aspects of care integral to community health. 4 hours lecture and 12 hours clinical per week. A writing-intensive course.

Offered: SPRING.

PHI - PHILOSOPHY

PHI 101 - Introduction to Philosophy (3)

An introduction to the discipline of philosophy, with special emphasis on the historical significance of the Great Philosophers and their connection to and influence on basic philosophical issues, questions, problems, terminology, and methodology.

PHI 103 - Introduction to Christian Philosophy (3)

Rooted in *Fides et Ratio*, this course examines how philosophy illuminates theological truths. Such perennial topics as the problem of evil, the nature of suffering, the meaning of free will and responsibility, the importance of human dignity, arguments for the existence of God, the relationship between nature and grace, and reason's role in prayer are encountered in dialogic form.

PHI 140 - Philosophical Foundations of Christian Ethics, Law, and Politics (3)

This course shows how the philosophy of Plato and Aristotle provided a strong foundation for the political and ethical teachings of medieval scholars such as Augustine, Anselm, Bonaventure, and Thomas Aquinas. The course also addresses how ethics is intrinsically related to the formation and application of law, its relationship to political life, and modern cultural issues. Such diverse philosophical topics as what constitutes a lie, whether virtue can be taught, whether pleasure is the same as happiness, and whether an unjust person can be happy are also raised.

PHI 206 - History of Philosophy (3)

A study of the origin and development of Western and Eastern philosophy, including significant thinkers, schools of thought, and perennial themes that have shaped human culture across the millennia.

PHI 207 - Introduction to Logic & Critical Thinking (3)

An introduction to formal logic and critical thinking skills. This course's focus is on the logic of language, deductive and analytical reasoning, rhetorical devices, fallacious reasoning, the rhetoric of deceit, inductive reasoning, inference, and the scientific method.

PHI 210 - St. John Paul the Great's Phenomenology of the Human Person (3)

This course provides an historical and introductory encounter with the philosophical movement of phenomenology central to the formation of St. John Paul the Great's Theology of the Body. The fragmented philosophical worldviews perpetuating Relativism, Rationalism, Empiricism, Positivism, Marxism, and atheistic Humanism and Existentialism reveal reductive understandings of the human person, human nature, and human sexuality, as contrasted with the contributions of Christian phenomenology.

PHI 212 - The Philosophical Implications of the Incarnation (3)

Many philosophers dismiss the figure and teachings of Jesus Christ as a faith based only on sentiment, a largely irrational teaching not only irrelevant to modern life but also a hindrance. This course systematically addresses these criticisms by unpacking the powerful philosophical truths presented by Christ in the Gospels, in order to discover how the reality of Christ fulfills, perfects, and unites many historical philosophical insights on the nature of God and on human nature.

PHI 214 - Philosophy and Christian Literature (3)

This course examines great literary writings expressing perennial themes in Christian philosophy. Themes central to the human person, such as fidelity, betrayal, marriage, death, innocence, guilt, grace, evil, redemptive and nihilistic suffering, prayer, free will, responsibility, and religious vows, are examined and brought into the philosophical light.

PHI 216 - What Can Philosophy Say about Heaven? (3)

The modern world has not only misplaced heaven but forgotten and derided its centrality in defining our very human nature. Rooted in the Thomistic understanding of

the unity of body and soul, this course addresses various questions about the nature of the afterlife and proposes tentative philosophical answers informed by the faith.

PHI 231 - Philosophy and Being (3)

This course is an introduction to principles and concepts that have been traditionally called metaphysics. Topics covered are the notion of being, becoming, *ousia*/substance, unity, form, matter, time, causality, and the divine. Application to theological-metaphysical themes may also be explored.

Crosslisted as: THE 240.

PHI 240 - Philosophy of Human Nature (3)

A critical analysis of what it means to be human through a study of the various traditional and contemporary views concerning the nature of human beings.

PHI 250 - Epistemology: Belief, Knowledge, and Truth (3)

An introduction to the discipline of epistemology. Topics studied are the sources and kinds of human knowledge, the search for and criteria of certainty and truth, the processes of perception and conception, and religious belief. Thinkers such as Plato, Aristotle, Augustine, Locke, Descartes, Kant, and Newman and traditions such as skepticism, nominalism, rationalism, and empiricism are also covered.

Crosslisted as: THE 243.

PHI 260 - Philosophy of Religion (3)

The religious nature of human beings is explored in light of the manifold answers to fundamental questions concerning the origin and goal of human life. This course begins with the human search for the divine that continues to the present day, incorporating Western and non-Western philosophers. Varieties of belief and unbelief are also studied.

PHI 270 - Introduction to Eastern Philosophy (3)

An examination of Eastern philosophical thought and themes which have emerged and developed from India, Japan, and China.

PHI 275 - The Philosophical Wisdom of Africa & Arabia (3)

This course focuses on the fundamental philosophical wisdom of key African and Arabian thinkers, as evidenced by their metaphysical, epistemological, moral, aesthetic, and theological contributions. Fundamental African

thinkers such as Anton Wilhelm Amo, Walda Heywat, Zera Zera Yaqob, Fr. Alexis Kagame, and the morality, cosmology, and spirituality of Yoruba are examined. Also addressed is the teaching by example of St. Josephine Bakhita and Maurice Cardinal Otunga. In terms of the Islamic intellectual tradition, special attention is given to al-Kindi, Al-Farabi, Ibn Sina (Avicenna), al-Ghazali, and Ibn Rushd (Averroes), as well as the mystical teachings of Sufism. The poetic contributions of African and Islamic writers provide an underlying conceptual anchor, with special references to African poets Leopold Sedar Senghor, and Chinua Achebe and selections of Margaret Busby's *Daughters of Africa* and Islamic poets Rumi, Hafiz, Omar-Khayaam, and al-Khansa.

PHI 285 - Health Care Ethics (3)

This course presents the development of Christian moral principles, with a focus on the issues raised by healthcare science and technology in the light of the Catholic Church's teachings on the sanctity of life. (Same as THE 285)

Crosslisted as: THE 285.

PHI 290 - Special Topics in Philosophy (3)

This course gives the student an opportunity to study selected topics in Eastern or Western Philosophy. It may be taken more than once.

PHI 306 - Philosophical Ethics (3)

A historical survey of the nature of ethics and the rational foundations of morality and human conduct. Major ethical theories and issues are examined with a view toward understanding their significance and impact on contemporary culture.

PHI 315 - The Dynamic Synthesis of St. Thomas Aquinas (3)

Themes, principles, and developments in St. Thomas Aquinas's dynamic synthesis of philosophy and theology are explored through his various writings and in selected commentaries.

Prerequisite: PHI 206 or PHI 231 or PHI 250. Crosslisted as: THE 310.

PHI 320 - American Philosophy (3)

An examination of American philosophies, e.g., transcendentalism, idealism, neo-realism, and pragmatism, and of prominent American philosophers, such as Thoreau, Peirce, Dewey, James, Royce, Santayana, and Whitehead.

Prerequisite: PHI 101 or PHI 206.

PHI 330 - Phenomenology (3)

An examination of the historical development of phenomenology as a distinct philosophical method in the works of philosophers such as Brentano, Husserl, Heidegger, Scheler, Sartre, Merleau-Ponty, Gadamer, and Ricoeur.

Prerequisite: PHI101 or PHI 206.

PHI 331 - Existentialism: Literature and the Philosophical Movement (3)

An examination of the historical development of existentialism through the literary lens in Dostoevsky, Camus, Kafka and Beckett, and in the works of philosophers such as Kierkegaard, Nietzsche, Shestov, Marcel, and Sartre. *A writing-intensive course.*

Prerequisite: PHI 101 or PHI 206.

PHI 380 - Spirituality, Philosophy, and the Cinema (3)

An application of philosophy and transcendentalism through the use of cinema. Topics include appearance and reality, ethical questions, mythology, archetypal symbols, and philosophical principles revealed through parables, legends, and stories.

PHI 390 - Special Topics in Philosophy (3)

This course gives the student an opportunity to study selected topics in Eastern or Western Philosophy. It may be taken more than once.

PHI 405 - Bioethics (3)

A study of the issues and problems of bioethics as presented in medicine and medical research. Topics addressed include moral problems and reasonable solutions to them through applied ethics. (Same as BIO405 and HSC405).

Prerequisite: PHI/THE 285 or PHI306. Crosslisted as: BIO 405.

PHI 450 - Foundations of Psychology & Psychotherapy (3)

Psychology and psychotherapy are based upon philosophical questions, problems, and themes. Specifically, psychotherapy is a process that employs a variety of treatment models which in turn are based upon specific world views and paradigms. To ensure ontological meaning and integrity of the therapeutic process, the paradigms must be subjected continually to philosophical

analysis and critique. Psychotherapy to a large extent is talk therapy or language based. As such, an understanding of the logic of language is essential in the training of a therapist.

Prerequisite: PHI101 and PSY101.

PHI 480 - Senior Seminar (3)

This seminar is intended to give students an opportunity to coordinate their knowledge of the various fields of philosophy. Directed research is conducted in special philosophical problems. *A writing-intensive course.*

PHI 490 - Special Topics in Philosophy (3)

This course gives the student an opportunity to study selected topics in Eastern or Western Philosophy. It may be taken more than once.

PHI 495 - Social and Political Philosophy (3)

An historical and contemporary study of social behavior and ethics, cultural standards, and changes in social norms, combined with a study of political theory from Greek philosophy to contemporary issues concerning modern political systems, law, liberty, justice, and human rights.

Prerequisite: PHI 101 and PHI 306.

PHI 505 - Platonic Wisdom and the Origin of Political Philosophy (3)

Through a close reading and analysis of Plato's *Republic* and *Laws* we seek to lay the groundwork for subsequent discussions of Aristotle, St. Augustine, St. Thomas, Social Contract thinkers, and postmodern interpretations of the human person. Most acutely, we address how politics involves a deeper accounting of the meaning of a *practical* science and whether the *polis* secures its identity by affirming or denying divine meaning within the individual and within society.

PHI 510 - The Philosophical Question of Christ (3)

In this course, the figure of Christ is raised in its phenomenological presence. What can reason as reason understand in approaching the figure of Christ and how has this unique figure been approached historically by such thinkers as St. Anselm, St. Thomas, Nietzsche, Kant, Hegel, Scheler, Jaspers, and Santayana. Such questions as temporality, history vs. historicism, anthropology, ethical action, the Anselmian/Thomistic notion of fittingness/perfection and the relationship between the universal and the particular, are addressed. The question whether Christian philosophy is a contradiction in terms, or a genuine possibility, forms the underlying interrogative

basis of the course.

PHI 520 - Dante & Catholic Philosophy (3)

Anchored in Dante's major writings, particularly *La Vita Nuova* and *La Divina Commedia*, this course addresses some of the key themes of Medieval Catholic Philosophy, such as suffering, death, free will and its relationship to providence, the transcendentals, temporality and historicity, good and evil, and the relationship between nature and grace. Examinations of key political themes are discussed through an unpacking of *De Monarchia*.

PHI 580 - Special Topics in Humanities: Philosophy (3)

This course gives graduate students in the MAH program the opportunity to study selected topics in eastern or western philosophy. It may be taken more than once.

PHI 610 - Phenomenological Method & the Question of God (3)

Through the study of key selected thinkers, this course addresses the origins of phenomenology and the phenomenological method. Phenomenology's filiation with and dramatic distinction from metaphysical inquiry, as well as the phenomenological branches that either illuminate or obscure theological meaning, are discussed at length. Special attention is given to Brentano, Husserl, Heidegger, Sartre, Scheler, Marcel, and Ricoeur. The contributions of deconstructionism in Derrida and postmodern weak theology in Vattimo provide further interpretative basis.

PHI 615 - Heidegger, Poetry, & the Question of Metaphysics (3)

This course examines Heidegger's understanding of the cognitive relationship between the human person and the world, knower and known. Heidegger's emphasis on poetry in relation to *Sein* is placed in fundamental tension with the metaphysical accounting of the deity. Special reference is also given to Kant and Nietzsche, Holderlin, and Rilke.

PHI 620 - Tragedy & Philosophy: Ancient & Modern Perspectives (3)

This course examines the meaning, value, and purpose of tragedy, tracing key themes and ideas from ancient Athens to Elizabethan England to German Romanticism to the present. Along the way we examine the philosophical imagination of Plato, Aristotle, Schiller, Schopenhauer, Nietzsche, Heidegger and Nussbaum, and the literary geniuses of Aeschylus, Sophocles, Euripides, Shakespeare, Pedro Calderon de la Barca, Jean Racine, Arthur Miller,

and others. The broader issues of literary interpretation, canonization, genre, ethics, and aesthetics will be addressed. An interdisciplinary team-taught course. (Same as ENG 620)

Crosslisted as: ENG 620.

PHI 623 - Nature & Grace (3)

This course briefly examines influential philosophical and theological understandings of nature and the developments in the doctrine of grace. Special attention is paid to debates regarding nature and grace in modern Catholic and Protestant theology, including the final end of the human person, and to the *analogia entis*. Of particular concern is considering how these debates affected one another in the development of modern Catholic theology. Readings in Scheeben, Barth, Brunner, Soehngen, de Lubac, Rahner, von Balthasar, and the Second Vatican Council are given.

Crosslisted as: THE 623.

PHI 624 - The Philosophy of the Body (3)

This course examines the anthropological understandings of the human body in relation to the nature of the soul and in regard to personhood, sex, gender, relationality, community and the polis. Such thinkers as Plato, St. Thomas Aquinas, John Paul II, Edith Stein, Dietrich Von Hildebrand, Alice Von Hildebrand, Prudence Allen, Michel Foucault, and Judith Butler are placed in dialogue with one another.

PHI 625 - Medieval Literature and the Philosophical Worldview (3)

This course addresses the philosophical worldview at root in the political, ethical, social, and religious influences present throughout medieval literature. Discussions of Geoffrey Chaucer, the Gawain Poet, Thomas Malory, John Skelton, John Lydgate, William Dunbar, Francois Villon, Dante Alighieri, as well as lyric poetry and drama, dialogue with the philosophical contributions of Meister Eckhart, Nicholas of Cusa, Hildegard of Bingen, Margery Kempe, Maimonides, Boethius, Avicenna, and a number of selected Church Fathers. An interdisciplinary team-taught course. (Same as ENG 625)

Crosslisted as: ENG 625.

PHI 628 - The Renaissance: Rebirth of Humanities (3)

This course spotlights the extraordinary period of the Italian Renaissance during the 14th through 16th Centuries, truly the dawn of the modern era. Students focus on each discipline of the Humanities to see how the

medieval perspective gave way to a radically different worldview infused not only by the rebirth of interest in and appreciation of the classical principles of Greece and Rome but also by Christianity's integration with the classics. We explore the master thinkers, poets, and artists of the day: philosophers (including Machiavelli, Ficino, and Pico della Mirandola); poets (Dante, Petrarch, Boccaccio, Ariosto, and Tasso); architects (including Brunelleschi, Alberti, Bramante, and Palladio); artists (including Leonardo da Vinci, Michelangelo, Botticelli, Raphael, Donatello, Tintoretto, and Titian); and musicians (including Des Prez, Palestrina, and Monteverdi). Students are also immersed in the history of the period, especially the rise of powerful city-states (Florence, Milan, Venice, etc.) whose rulers became unprecedented patrons of the arts. An interdisciplinary team-taught course. (Same as ENG 628)

Crosslisted as: ENG 628.

PHI 630 - Platonic and Neo-Platonic Influences on Metaphysical Poets (3)

The course examines a number of notable 17th Century poets such as John Donne, George Herbert, Richard Crashaw, Andrew Marvell, Henry Vaughn, and Abraham Cowley. Reflecting on their work, we examine the Platonic and Neo-Platonic influences that play a part in terming them metaphysical poets. Key themes such as beauty, spirit and matter, love, the ultimate nature of reality, and the real and the ideal are discussed. An interdisciplinary team-taught course. (Same as ENG 630)

Crosslisted as: ENG 630.

PHI 635 - Freedom, Fate, & the Will in Renaissance Literature (3)

This course examines the influences of the Will and of action that held sway in the Renaissance. Is free will governed by reason, overruled by our passions, or determined by divine grace? Can genuine self-determination arise within the struggles for political power? What does it mean to depict free will? We examine these issues through both literary writers and philosophical writers, including William Shakespeare, John Donne, and John Milton, as well as philosophical writers, including Niccolo Machiavelli, Marsilio Ficino, Margaret Cavendish, Desiderius Erasmus, Thomas Hobbes, and Michel de Montaigne. An interdisciplinary team-taught course. (Same as ENG 635)

Crosslisted as: ENG 635.

PHI 640 - Russian Literature & Political Influence (3)

The aim of the course is to present an historic and thematic

overview of the Russian philosophical and literary tradition, with selections from such writers as Lev Shestov, Leo Tolstoy, Alexander Pushkin, Marina Tsvetaeva, Fyodor Dostoevsky, Mikhail Bakhtin, Pavel Florensky, Nikolai Berdyaev, Vladimir Solovyov, Vladimir Nabokov, Nikolai Gogol, Mikhail Bulgakov, and Aleksander Solzhenitsyn. The problems of evil, redemption, suffering, nihilism, religion, and political meaning are discussed throughout. An interdisciplinary team-taught course. (Same as ENG 640)

Crosslisted as: ENG 640.

PHI 645 - Women in Philosophy & Literature (3)

This course focuses on the often overlooked, yet no less innovative accomplishments of women in philosophy and literature. Figures addressed include Sappho, Hannah Arendt, Simone de Beauvoir, Edith Stein, George Eliot, Emily Dickinson, Zora Neale Huston, Sylvia Plath, Alice Walker, Maya Angelou, Marina Tsvetaeva, Martha Nussbaum, Ayn Rand, Flannery O'Connor, and others. The course addresses universal themes, such as sexuality, religion, death, politics, and love as they are present in philosophical texts and actualized in literary form. An interdisciplinary team-taught course. (Same as ENG 645)

Crosslisted as: ENG 645.

PHI 660 - Hegel's Philosophical Presence (3)

This course is devoted to the key ideas and contributions of Hegel and rooted in his Phenomenology of Spirit, to provide us with an introduction to his philosophical system. We examine his Kantian influences, his dialectic of intersubjectivity, absolute knowing, and his unique and suggestive confrontation with religion. Hegel's ethics, aesthetics, political philosophy, and historical influences come to play throughout the course.

PHI 665 - Pragmatism & Finitude (3)

This course traces the reevaluation of the person in light of pragmatic principles and in response to the positivism ill-equipped to address the manifold horizons of finitude and subjectivity. The contributions of Peirce, Dewey, James, and Santayana guide this course. Pragmatism in relation to and in tension with Phenomenology is addressed in the latter half of the course.

PHI 673 - La Nouvelle Theologie & the Twentieth Century (3)

An overview of the neo-scholastic revival of the late nineteenth century and the reaction of thinkers such as Blondel, Rousselot, and De Lubac, as well as their related

theologies from Rahner to von Balthasar and Ratzinger and the authors of the Second Vatican Council. (Same as THE 673)

Crosslisted as: THE 673.

PHI 680 - Special Topics in Humanities: Philosophy (3)

This course gives graduate students in the MAH program the opportunity to study selected topics in eastern or western philosophy. It may be taken more than once.

PHI 690 - Thesis Research

In this course students do research in preparation to write their Master's thesis in Philosophy. Each student selects a topic, asks a Philosophy faculty member who approves the topic to direct their thesis, and forms a thesis committee composed of Humanities faculty. Students also compile a list of 12-15 books and/or scholarly articles on their topics. Style format appropriate to the discipline is also covered. This course should be taken during the semester before students plan to write their theses. A plan or outline for the thesis is prepared. Students may also begin to write a draft of their thesis.

PHI 695 - Master's Thesis

This course is a continuation of PHI 690 and the culmination of the students' Master's program of study. Each student writes, edits, and orally defends a 50-100 page Philosophy thesis.

PHY - PHYSICS

PHY 101 - Physical Science (3)

A one-semester survey course concerning the basic principles of physics, chemistry, earth science, and astronomy.

PHY 101L - Physical Science Laboratory (1)

A laboratory session designed to reinforce the principles of physical science.

PHY 151 - General Physics I (3)

Fundamentals of kinematics, dynamics, mechanics, energy, wave motion, and heat.

Prerequisite: MAT105.

PHY 151L - General Physics I Laboratory (1)

A laboratory session developed to provide reinforcement of the principles in General Physics I. Laboratory

experience includes analysis of kinematics, dynamics, mechanics, energy, wave motion, and heat. 3 hours of laboratory per week.

Prerequisite: MAT105. Corequisite: PHY151.

PHY 152 - General Physics II (3)

Fundamental properties of the physical nature of electricity, magnetism, optics, atomic, and nuclear physics.

Prerequisite: PHY 151.

PHY 152L - General Physics II Laboratory (1)

A laboratory session developed to provide reinforcement of the principles in General Physics II. Laboratory experience includes analysis of electricity, magnetism, optics, atomic, and nuclear physics. 3 hours of laboratory per week

Corequisite: PHY152.

PHY 210 - Astronomy (2)

A one-semester survey course examining the solar system, properties and evolution of stars, galaxies, and the universe. Laboratory experiences are integrated with lecture.

PHY 290 - Topics in Physical Science (1-4)

Investigations in special areas of physical science.

Prerequisite: PERM OF CHAIR.

PSC - POLITICAL SCIENCE

PSC 250 - American Government (3)

A study of the structure of the American political system, the organization and function of each branch of government.

PSC 265 - American Foreign Policy (3)

The study of American foreign policy as an attempt to achieve the national interest in external matters. The background of diplomatic action since 1776 is reviewed, but the emphasis is on foreign policy since World War II. (Same as HIS 420)

Crosslisted as: HIS 420.

PSC 275 - State and Local Government (3)

An overview of state and local governmental systems. An

analysis of administration, organization, and politics within states and localities and an examination of state and local governmental action; special attention is given to Louisiana government.

PSC 300 - Special Topics (3)

This course is usually taught in a pro-seminar setting, and with the permission of the Social Sciences Coordinator, may be taken for credit more than once.

PSC 350 - Government Regulation and the Legal Environment of Business (3)

An analysis of the role of government and law in the American economic system. Topics include regulation and government policy, ethics, civil and criminal responsibility, and the impact of the United States Constitution.

PSC 375 - Judicial Process (3)

The study of the American judicial process at the federal and state court levels, including a review of landmark court cases.

Crosslisted as: CJU 375.

PSC 380 - Constitutional Law (3)

An examination of the full range of constitutional issues in our American political system from our nation's earliest days to the present. Emphasis is given to landmark supreme court decisions.

PSY - PSYCHOLOGY

PSY 101 - General Psychology (3)

Introductory course dealing with elementary principles of human behavior. This course includes treatment of motivation, perception, learning, development, cognition, personality, and psychopathology.

PSY 300 - Child Psychology (3)

Physical, mental, social, and emotional growth and development of the individual from birth through the pre-adolescent period.

Prerequisite: PSY 101.

PSY 303 - Adolescent Psychology (3)

The developmental study of the psychological, physical, social, emotional, and moral factors which affect adolescent youths. This course is designed to provide a

background for those who will work with adolescents. Same as EDU 303.

Prerequisite: PSY 101.

PSY 307 - Crisis Intervention (3)

An introduction to the theory of crisis intervention or the entering into the life situation of an individual, family, or group to alleviate the impact of crisis-inducing stress in order to help mobilize the resources of those affected directly and of those who are in the significant social orbit.

Prerequisite: PSY 101.

PSY 310 - Social Psychology (3)

Process of interaction and communication by which persons influence and are influenced by others; developing of self, role behavior, attitude, values, social norms, and cultural conditioning.

Prerequisite: PSY 101.

PSY 325 - Adult Development & Aging (3)

A study of the physical, social, psychological, and spiritual development of adulthood

Prerequisite: PSY 101.

PSY 330 - Animal Behavior (3)

A course designed to examine the mechanisms and evolution of animal behavior. The topics covered include the history of the scientific study of behavior; tools and approaches used to study behavior; the neural, hormonal, developmental, and genetic mechanisms that influence behavior; and behaviors which are used by animals to survive, obtain resources, and reproduce.

Prerequisite: BIO101, PSY101. Crosslisted as: BIO 330.

PSY 335 - Statistics for Psychology & Counseling Majors (3)

This statistics course for psychology and counseling majors covers frequency distributions, measures of central tendency and dispersion, correlation, discrete and continuous probability functions, tests of significance (including t-test and chi square), and sampling techniques. Students are also introduced to analysis of variance, correlation, regression, and non-parametric tests of significance.

Prerequisite: PSY 101.

PSY 340 - Human Growth & Development (3)

Theories of developmental psychology. Physical, cognitive, and personality perspective. Consideration of major theories of learning.

Prerequisite: PSY 101.

PSY 350 - Psychology of Learning (3)

This course provides a systematic study of learning. Various learning theories from both the cognitive and behavioral perspectives are explored, as are connectionist, or neural network, approaches to studying human cognitive processes. A writing-intensive course.

Prerequisite: PSY 101. Crosslisted as: EDU 301.

PSY 360 - Psychology of Motivation (3)

A survey of the classes of human and infrahuman behavior, including general activity, exploration, consummatory behavior, aggression, social affiliation, social approval, achievement, and goal-setting behavior. Discussion of instinct, drive, habit, reinforcement, expectancy, and incentive.

Prerequisite: PSY 101.

PSY 400 - Special Studies (1-3)

Psychology workshop and special projects.

Prerequisite: PSY 101.

PSY 402 - Psychology of Human Sexuality (3)

A study of all aspects of human sexuality and intimacy, including the biological, cognitive, socio-cultural, and relational aspects.

Prerequisite: PSY 101.

PSY 403 - Psychology of Religion (3)

The course is taught with the philosophical presupposition of the existence of God as creator and the immortality of the human soul. An exposition of the various understandings of what is meant by religion as well as different approaches to studying the psychology of religious behavior and mental activity is presented. An in-depth study of major authors in the field includes Sigmund Freud, Carl Jung, and Erich Fromm.

Prerequisite: PSY 101.

PSY 406 - Personality (3)

In this course theories of personality and the development

process across the entire human life span are integrated with systems concepts.

Prerequisite: PSY 101.

PSY 407 - Death and Dying (3)

The course covers some of the literature on the psychological and sociological aspects of death and dying. Group discussion and exercises helps participants encounter cognitively this final task of life. A writing-intensive course.

Prerequisite: PSY 101.

PSY 412 - Directed Readings (3)

The readings for the Special Topics are determined by the student's major in Behavioral Sciences, approved and led by the instructor.

Prerequisite: PSY 101. Crosslisted as: COU 390, SOC 390.

PSY 413 - History of Psychology (3)

This is an undergraduate course in the history of psychology, with emphasis on both lecture/text and class participation. Development and sharpening of writing and reasoning skills are also parts of this course. Class members are encouraged to ask questions and make comments during and after class.

Prerequisite: PSY 101.

PSY 415 - Psychological Tests and Measurements (3)

The course is designed to make students familiar with the construction, standardization, administration, scoring, and interpretation of a variety of standard psychological tests and measurements in order to make them informed consumers of psychological reports.

Prerequisite: PSY 101.

PSY 420 - Psychology of Combat (3)

This course is designed to explore the psychological preparation for and response to military combat from the perspective of the warrior, the military, and society.

Prerequisite: PSY 101.

PSY 421 - Advanced Abnormal Psychology (3)

An examination of the nature of mental and emotional disorders, along with the diagnosis of psychopathology and behavioral pathology. Covers the Diagnostic and Statistical Manual (5th edition), typically used in the U.S. to diagnose mental disorders.

Prerequisite: PSY 101.

PSY 425 - Sports Psychology (3)

This study discusses how to integrate psychological theory and practice with sports and exercise, incorporating issues of cultural and individual diversity.

Prerequisite: PSY 101.

PSY 490 - Research (3)

This course provides the students with the knowledge in research methods and design and the skills to implement academic research in an area of the student's major, with the approval of the instructor.

Prerequisite: PSY 101.

RAD - RADIOLOGIC TECHNOLOGY

RAD 300 - Radiologic Technology I (14)

Studies in the principles of radiation protection, fundamentals of radiologic science and health care, medical ethics and law, radiography anatomy and physiology I, basic radiographic positioning I, patient care, and clinical practicum I.

RAD 310 - Radiologic Technology II (14)

The study of digital imaging, principles of radiographic exposure, radiographic anatomy and physiology II, basic radiographic positioning II, radiographic physics, and clinical practicum II. A writing-intensive course.

RAD 330 - Radiologic Technology III (8)

The study of medical terminology, advanced radiographic positioning I, human structure and function in imaging, image critique, medical imaging, and clinical practicum III.

RAD 400 - Radiologic Technology IV (12)

The study of contrast media, advanced radiographic positioning II, quality assurance and control, image critique, and clinical practicum IV. A writing-intensive course.

RAD 410 - Radiologic Technology V (11)

The study of radiographic pathology, principles of radiation biology, image critique, registry review, and clinical practicum V.

REA - READING

REA 100 - Introduction to College Reading (3)

This developmental course prepares students for success in college reading in a social science course (HIS 101, 102, 201, or 202). REA 100 assists students in improving their vocabulary, comprehension, reading rate, and fluency. Topics include the foundations of reading, dictionary skills, word origins, multiple meanings, word elements, context clues, idioms, and critical thinking and comprehension. Pre and post-testing, continuous assessment, direct instruction, differentiated assignments, collaborative projects, reflective journaling, prompt feedback, and computer-assisted instruction aid in the instructional process. Students who are placed into REA 100 must successfully complete it with a C or higher.

SED - SPECIAL EDUCATION

SED 318 - Behavioral Interventions with Exceptional Children (3)

Studied are methods and procedures in behavioral intervention strategies, including systematic behavioral intervention assessment. It includes a field component.

Prerequisite: EDU304A. Offered: SUMMER.

SED 320 - Assessment & Evaluation of Exceptional Learners (3)

This course is designed to provide students with the basic statistical concepts needed to interpret results of psychological and educational tests. Definition and terminology in tests and measurements as employed with exceptional individuals are studied. Description, analysis and interpretation of various formal and informal evaluation instruments and practices will be investigated. Demonstration and practice in administering instruments to evaluate motor, cognitive, language and social/emotional development as well as academic achievement are employed. Theoretical approaches, screening/identification, educational placement considerations and assessment and evaluation issues are addressed. Fieldwork includes administration, scoring, interpretation, and written results of formal and informal evaluation instruments.

SED 321 - Fundamentals of Instructional Technology (3)

This course focuses on the fundamental use of computers and other technology in the classroom. Students

participate in hands-on instruction with special emphasis on accessible instructional materials (AIM) and assistive technology for students with disabilities. In this project-based course, students use the Universal Design for Learning to create lessons for content areas, integrating modern technology software and hardware in K-12 and special education classrooms. Students become knowledgeable of available resources and ethical issues with computer use.

SED 322 - Self-Determination and School-to-Work Transition (3)

This course addresses the history of transition and essential components of the transition process of students with various disabilities from the school environment to employment setting. Emphasized are the roles of educators in the development of the Individual Transition Plan (ITP) for each student and self-management skills to facilitate self-determination. This course also covers potential school-to-work issues for students with a variety of disabling conditions and focuses on planning that emphasizes the six areas that ensure quality of life for disabled individuals. A cooperative, multidisciplinary team approach is addressed as a way of helping student transition into appropriate work settings. Fieldwork includes visits to adult agencies.

SED 323 - Instructional Practices in Special Education (3)

This course surveys curriculum design for students with mild/moderate disabilities. Special teaching techniques, as well as creating appropriate learning environments consistent with maintaining the least restrictive environment, are covered. Individualized instruction, modification of the Common Core based on the Universal Design for Learning, differentiated instruction, and designing, implementing and evaluating Individual Education Plan (IEP) goals and objectives are addressed. Fieldwork includes actual case studies for determining instructional needs of students and creating appropriate IEPs.

Offered: FALL.

SED 324 - Collaborative Teaming (3)

This course is focused on developing effective partnerships with parents, family members, general educators, and related service providers through the development of communication skills needed for collaboration, consultation, and teamwork in serving the educational needs of students with disabilities. Contexts, content, processes, practices, and support of school consultation are

addressed. The understanding, participation and strategies needed to develop effective interactions with other school professionals and parents are emphasized. Includes a field component.

Offered: Fall.

SED 325 - Behavioral Support Intervention (3)

This course concentrates on theories of behavior and providing useful information on the etiologies of behavior problems; familiarizing students with characteristics of behavior problems; providing practical and effective behavior management strategies; furnishing students with the knowledge to select and implement behavior charting tools; providing students with the information necessary to write an individual or group behavior management program; methods of implementing behavioral intervention strategies; and selecting systematic behavioral intervention assessments. Fieldwork includes assessment of behavior problems and designing and implementing behavior intervention plans.

SOC - SOCIOLOGY

SOC 101 - Introduction to Sociology (3)

Basic concepts of sociology with special reference to group life, social institutions, and social processes.

SOC 204 - Foundations of Multicultural Education (3)

This course examines, analyzes philosophical, historical and psychological issues in education with particular reference to noted traditional and contemporary educators, philosophers and psychologists. The cultural diversity of the American education system will be examined in detail as well as the importance of developing one's own philosophy of education (same as EDU 204 for education majors who have changed their major to General Studies and who have a minimum of 33 hours in Education).

Prerequisite: SOC 101.

SOC 301 - Social Problems (3)

Topics are the major social problems: population, unemployment, poverty, dependency, family disorganization, juvenile delinquency, and interracial conflict.

Prerequisite: SOC 101.

SOC 304 - Ethnic & Gender Inequalities (3)

This course examines inequalities in society based on

racial, ethnic, and gender differences; the historic sources of these inequalities; and their impact on the whole of society.

Prerequisite: SOC 101.

SOC 312 - The Sociology of Cities (3)

A course examining the urban experience in contemporary society. Cities are analyzed from the historical, ecological, organizational, and comparative international perspective. The course also examines the physiology of the urban region, reviewing research on the pre-industrial, classical, European, and American physical map of urban development. Additional topics discussed include urban ethnicity, urban government, deviance and crime, and the future of cities.

Prerequisite: SOC 101.

SOC 313 - Sociology of Religion (3)

A course discussing the structure and function of religion in contemporary society. Religion is analyzed using the tools of the social scientist, separated from the theology of any specific belief and value system. Topics investigated include religion and society, religious experience, the institutionalization of religion, religion and conflict, and the American phenomenon of multiple religious denominations.

Prerequisite: SOC 101.

SOC 390 - Directed Readings (3)

The readings for this course are determined by the student's major in Behavioral Sciences, approved and led by the instructor.

Prerequisite: SOC 101. Crosslisted as: COU 390/PSY 390.

SPA - SPANISH

SPA 101 - Elementary Spanish I (3)

Basic vocabulary and grammar, pronunciation, written and oral exercises, reading of elementary texts.

SPA 102 - Elementary Spanish II (3)

Augmentation of vocabulary, grammar, conversation, and reading skills acquired in SPA 101.

SPA 104 - Spanish for Healthcare Professionals (3)

SPA 104 prepares healthcare professionals to communicate effectively in the settings and situations specific to their

fields. Students attain a high beginning level of linguistic proficiency—satisfying the standards of the American Council on the Teaching of Foreign Languages for "Novice" Level—through reading, writing, and listening activities that include tasks essential in the healthcare industry. This is an ideal course for students specializing in healthcare-related fields or pursuing medical occupations. (Same as HSC 104)

Crosslisted as: HSC 104.

SPE - SPEECH

SPE 101 - Fundamentals of Public Speaking (3)

An introduction to the principles of speech making. The course stresses articulation, pronunciation, and platform procedure. It teaches students how to research ideas and present them orally. This course covers organization and delivery of speeches, basic English, and current trends in communication. The student must be proficient in the speaking and comprehension of English to enroll.

SPE 105 - Protecting Your Powerful Voice (3)

A class designed both for students who use their voice professionally and others who would like to make their voices more powerful. The class consists of using and being able to repeat a simple warm-up to increase vocal stamina and to protect the voice from unnecessary fatigue or stress. The class also covers dialect reduction with an eye toward national communication. Students can expect to be physically and vocally active during each class.

Crosslisted as: FNA 105.

SPE 201 - Debate (3)

This is a course designed for anyone who is interested in learning techniques of actual debate. Styles of debate to be studied are Policy Debate, with two-man teams; Lincoln-Douglas, with two or more per team; and Parliamentary Debate. This course is highly recommended for students interested in studying law.

Prerequisite: SPE 101.

SPE 407 - Special Topics in Theatre (3)

Theatre workshop and special projects; topics are set up on an individual basis from varied fields of interest to student. (Same as FNA 407)

Prerequisite: SPE 101. Crosslisted as: FNA 407.

THE – THEOLOGY

THE 100 - Theological Workshop (3)

An introduction to theological terms, language, and readings to enable students to communicate in both verbal and written formats. This course focuses on developing skills for reading comprehension, analysis, and argument and provides a foundation for students to excel in theology and other academic areas. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 102 - Introduction to Scripture (3)

This course is an introduction to the Old and New Testaments. The unique historical origins and developments of Jewish and Christian scriptural traditions as well as passages from both testaments provide for interpretation and discussion of themes, such as covenant, Messiah/Christ, Church, grace, resurrection, etc. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 103 - The Christian Tradition (3)

This course is designed as a gateway to understanding the Christian tradition. It is intended for students with a limited background in theology or Church history. Students use a basic text and primary source materials to understand the historical and theological developments in the Jewish tradition, the advent, mission, and Passion of Christ, and the history of the Church from its origins to the present. Topics such as Trinity, Christ, faith, grace, virtues, sacraments, and Christian relations with Judaism and Islam are addressed. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 501)

THE 104 - Origins of the Catholic Faith (3)

An explanation of the meaning of faith, morals, and doctrines in the Catholic tradition is presented through the Nicene-Constantinople Creed. Topics such as divine revelation, virtue, Church history, Christ, and the Triune God are covered. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 501)

THE 190 - Special Topics in Theology/Religious Studies (3)

This course provides an opportunity to study selected topics in theology or religious studies. Students may enroll in this course more than once. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 202 - The Revelation of God (3)

This course covers the mystery of God (and/or gods) in various cultures with a view to the Christian proclamation and teaching about God. The development of thinking about God, including characteristics such as spirit, unity, simplicity, goodness, omnipresence, etc., as well as the rejection of God (atheism) is also discussed. The course culminates in a study of the Trinity or Tri-personal God. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 520)

THE 203 - Jesus, Son of God (3)

This course is a study of the person and mission of Jesus Christ. This course focuses on Jesus as portrayed in the Gospels, the early controversies and councils about the person and nature of Christ, as well as Christological developments in the Medieval, Reformation, and Modern eras, and especially after the Second Vatican Council. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. **(May be taught concurrently with THE 604)**

THE 204 - Theology in the Bible (3)

This course is an introduction to the study of the interplay between theology and Scripture. The first part of this course consists of an examination of Church teaching regarding the nature, inspiration, and interpretation of Scripture in the Catholic tradition. The second part focuses on a select body of texts from the Bible and studies their distinctive theology. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 625)

THE 211 - Discovering the Church (3)

This course focuses on the theology of the Church in the Scriptures and in the Catholic tradition. Issues to be considered include the four properties of the Church, the hierarchical and sacramental nature of the Church, images

and models of the Church, the documents of Vatican II, the ecumenical movement, and the Church's relationship with world religious traditions. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 610)

THE 213 - Introduction to Vatican II (3)

Through the examination of themes that led to the renewal of the church at the Second Vatican Council, students are better able to understand the Church and the world we live in today. In particular, this course looks at how the Church renewed certain aspects of worship, interactions with other Christians and people of different faiths, along with the path whereby the Council propelled the church into the world. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 611)

THE 220 - Religious Traditions and Cultures (3)

This course evaluates ancient and contemporary views of religion and introduces the anthropological origins of belief in the divine. World religious and philosophical traditions (e.g., Hindu, Buddhist, Islamic, etc.) are analyzed and explored in relation to the Christian tradition. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. **(May be taught concurrently with THE 648)**

THE 221 - Theology and Culture (3)

This course examines how God's communication is received within a specific context of the receiver and the community in which the individual is rooted. Through this reception comes a deeper cultural awareness of the interrelatedness of self, community, and world. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 621)

THE 225 - Prophetic Women of Faith (3)

This course is a study of the influence and contribution of prominent women of faith in the Old Testament (e.g., Naomi, Ruth, and Hannah), New Testament (e.g., Jesus's Mother Mary, Martha, and Mary Magdalene), and other women in the Christian tradition. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require

virtual participation.

THE 226 - Theology and Literature (3)

After an examination of literature and theology, there is a survey of literature from the patristic era to the present. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 644)

THE 229 - Christian Spirituality (3)

Christians have expressed their relationship with God in a variety of ways. This course focuses on various aspects of spirituality in the Christian tradition. The influences of Christians' spirituality on the Church, culture, politics, other religious traditions, the environment, etc., are also discussed. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 570)

THE 240 - Philosophy and Being (3)

This course is an introduction to principles and concepts that have been traditionally called metaphysics. Topics covered are the notion of being, becoming, ousia/substance, unity, form, matter, time, causality, and the Divine. Application to theological-metaphysical themes may also be explored. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (Same as PHI 231)

Crosslisted as: PHI 231.

THE 241 - Faith and Reason (3)

Drawing on resources from ancient and modern philosophy, theology, and selected works from theological minds including but not limited to Augustine, Aquinas, Newman, John Paul II, and Benedict XVI, this course illustrates the vital relationship between faith and reason in the Catholic theological tradition. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 660)

THE 243 - Epistemology: Belief Knowledge, & Truth (3)

This course introduces the discipline of epistemology through topics such as the sources and kinds of human knowledge, the search for and criteria of certainty and truth, the processes of perception and conception, and religious belief. Thinkers such as Plato, Aristotle,

Augustine, Locke, Descartes, Kant, Newman, etc., and traditions such as skepticism, nominalism, rationalism, empiricism, and phenomenology are also covered. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

Crosslisted as: PHI 250.

THE 245 - Theology, Philosophy, & Science (3)

An introduction to the historical relationships among theology, philosophy, and modern science is covered. Specific topics include arguments for the existence of God, ancient and modern cosmology, animal and human evolution, and Christian contributions to philosophy and science. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 642)

THE 246 - Philosophy in Theological Reflection (3)

Philosophy is essential for theological reflection. Students who have not made the necessary connection between philosophy and theology are encouraged to take this course as an introduction to metaphysics, epistemology, and moral philosophy found in theology. In addition, a brief survey of philosophy from the Greeks to the Moderns may be given. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 500)

THE 280 - Catholic Moral Principles (3)

This course presents the development of Christian moral principles with a focus on theological and cardinal virtues, as well as the morality of happiness. The application of the Catholic Church's moral teaching to everyday life and relationships is a central topic of discussion. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 560)

THE 282 - Business and Economics in Christian Life (3)

Christian Scriptures, old and new, made use of economic analogies and parables to explain the reign of God. This course explores business and economics in the Bible, as well as ancient and modern views of economy and markets. These views are compared and contrasted with the moral vision of the Gospel, along with the Christian understanding of virtue. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid

and online courses have set times that require virtual participation. **(May be taught concurrently with THE 647)**

THE 285 - Theology & Health Care Ethics (3)

This course presents the development of Christian moral principles, with a focus on issues raised by healthcare science and technology in the light of the Catholic Church's teachings on the sanctity of life. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (Same as PHI 285)

Crosslisted as: PHI 285.

THE 290 - Special Topics in Theology/Religious Studies (1-6)

This course gives the student an opportunity to study selected topics in theology. Students may enroll in this course more than once. Classes may be taught in an in-class, hybrid, or online format.

THE 300 - Theological Principles & Methods (3)

This course introduces students to the principles and methods used in theological inquiry and practice within the Christian tradition. Emphasis is on fundamental notions in theology, such as spirit, faith, nature, grace, history, sacrament, etc. The course studies vocabulary and concepts that facilitate contemporary theological discussion and development. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. A writing-intensive course.

THE 303 - Theology, Nature, & Grace (3)

This course briefly examines influential philosophical and theological understandings of nature and the developments in the doctrine of grace. Special attention is paid to debates regarding nature and grace in modern Catholic and Protestant theology, including the final end of the human person, and the *analogia entis*. Of particular concern is considering how these debates affected one another in the development of modern Catholic theology. Readings in Scheeben, Barth, Brunner, Soehngen, de Lubac, Rahner, von Balthasar, and the Second Vatican Council are given. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 623)

THE 307 - Theology & the Human Person (3)

The nature and vocation of the human person is examined as the *Imago Dei*. Further examination of the human

person is conducted in the light of Scripture, the Church Fathers, Scholastics, and the modern era. Special attention is given to recent developments in Christian anthropology. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 620)

THE 308 - Catholic Social Teaching (3)

Christian faith requires action. This course reflects on the Church's social teaching from Scripture, the Patristic and Medieval Church, and especially from Pope Leo XIII's *Rerum Novarum* to the Second Vatican Council. The course further reflects on the Church's continued growth in its social awareness and activities since the Council. In addition, students may engage in social justice outreach complementing their academic learning. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 561)

THE 309 - Philosophy, Theology, & Psychology (3)

This course constitutes an introduction to the philosophical and theological developments in psychology. Students learn the distinctions between periods, traditions, and anthropological models in relation to the human person and flourishing; moral agency and character; and the interaction of human nature, culture, and divine grace. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 622)

THE 310 - The Dynamic Synthesis of St. Thomas Aquinas (3)

Themes, principles, and developments in St. Thomas Aquinas's dynamic synthesis of philosophy and theology are examined through his various writings and in selected commentaries. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

Prerequisite: PHI 230 or THE 243 or PHI 250 or THE 243.
Crosslisted as: PHI 315.

THE 319 - Principles of Catechesis (3)

This course is designed to assist students in understanding and participating in the teaching of the Christian Faith. Specific attention is given to the history of Christian pedagogy, the General and National Directories for

Catechesis, and various Catechisms of the Catholic Church. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 641) *A writing-intensive course.*

THE 330 - Life, Death, Heaven, Hell (3)

Students explore diverse answers about human life, death, afterlife, and resurrection. Through lecture and discussion both classical and contemporary texts are engaged and related to one another by means of theological reasoning. The students are called to evaluate the arguments engaged according to the criteria of scripture, tradition, and Church teaching. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 609)

THE 343 - Sacraments and Liturgy (3)

This course explores the biblical foundations and the theological developments of Catholic worship and sacraments through an examination of the liturgical connections between the Jewish and Christian traditions, the development of the liturgy, and the foundations of sacramental life from the early Church to the present. In particular, the renewal of the Liturgy and Sacraments inaugurated by the Second Vatican Council is explored. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 650 or THE 653)

THE 350 - Church History (3)

Church History traces the development of the early Christian community to the present. This course thematically addresses the divine origin of the Church and its historical pilgrimage as a community of disciples. Events in the New Testament, the Patristic era, the Middle Ages, the encounter with Islam, the schism between the East and West, the Renaissance, Reformation, and the modern world are explored. This course also discerns continuity and development in the Church by principally engaging primary source documents. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 550)

THE 351 - Patristic & Medieval Theology (3)

Themes, major figures, and developments in theology from the second to the fourteenth centuries are explored. Classes

may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 551)

THE 352 - Renaissance & Reformation Theology (3)

Themes, major figures, and developments in theology from the fifteenth to the eighteenth centuries are explored. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 552)

THE 353 - Modern & Postmodern Theology (3)

Themes, major figures, and developments in theology from the nineteenth century to the present are explored. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 553)

THE 360 - Old Testament (3)

A study of the theology, history, and literary forms of the Old Testament is offered. Students explore the historical background of the Jewish people, as well as biblical hermeneutics. This course traces God's revelation to the Jewish people. The course pays particular attention to the various covenants made between God and persons. Reading intensive. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 370 - New Testament (3)

A study of the theology, history, and literary forms of the New Testament is offered. Students explore the historical background of the early Church, as well as biblical hermeneutics. They read and reflect upon the Gospels, Pauline Epistles, and other New Testament writings. Reading intensive. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 375 - Themes in the Jewish & Christian Scripture (3)

Readings and reflections focus on God's revelation to the Jewish people and the early Christians through Jesus and the Spirit. Particular attention is given to the various covenants made between God and humanity, the law, prophetic announcements, grace and sin, Church,

resurrection, wealth and poverty, etc. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 629)

THE 380 - The Catholic Theological Tradition (3)

This course is designed to illuminate the major themes in the Catholic theological tradition from a historical/developmental perspective. Questions, terms, and concepts developed from the Church Fathers to the present are presented in order to show the change and continuity of the Catholic theological tradition. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 510)

THE 381 - The Church and the State (3)

This course invites students to explore and to consider a variety of responses to the question of the relationship between Church and the polis/state/nation. Materials are drawn from a range of disciplines—from theology to philosophy, political science, and law. Emphasis is given to introducing students to the subject in a way that is accessible for discussion without prior background. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. **(May be taught concurrently with THE 617)**

THE 390 - Special Topics in Theology/Religious Studies (1)

This course gives students an opportunity for in-depth study of selected topics in theology. Students may enroll in this course more than once. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 420 - Directed Study in Theology (3)

Directed study involves the student's development of a research project under the guidance of a mentor in the theology program or related discipline/department. Permission is required from program coordinator and/or the department chair. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 432 - Senior Thesis (3)

This course introduces theology majors to methodology and resources for writing a theological research paper. The goal is for students to produce a 20-30 page thesis on a topic approved by the theology faculty. This course is taught individually or in seminar format. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. *A writing-intensive course.*

THE 434 - Senior Theology Practicum (3)

This capstone course combines some form of service work in the Church, guided by a theology faculty member. Theology majors reflect on their ministry and service through appropriate theological readings and discussions. Majors must also develop a list of fifteen books or equivalent articles under the direction of a theology faculty member, from which a series of comprehensive exams is drawn. The goal is to test students' overall grasp of the discipline of theology and their ability to synthesize and communicate the knowledge they have acquired. The exam has an oral and a written component. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 435 - Senior Seminar (3)

This capstone course requires reflection upon the student's overall theological studies. A seminar guided by a theology faculty member involves reading about and discussing theological themes. Majors must also develop a list of fifteen books or equivalent articles under the direction of a theology faculty member, from which a series of comprehensive exams is drawn. The goal is to test students' overall grasp of the discipline of theology and their ability to synthesize and communicate the knowledge they have acquired. The exam has an oral and a written component. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. *A writing-intensive course.*

THE 441 - Practicum in Teaching Religion (3)

This course is designed for theology majors with a concentration in Religious Education. Included in this course is the application of theories and principles of effective planning, classroom management, and instruction in the classroom. Field-based placement in an elementary or secondary setting under the supervision of a qualified cooperating teacher and University supervisor is required.

Prerequisite: EDU 345.

THE 490 - Special Topics in Theology/Religious Studies (3)

This course gives the student an opportunity for in-depth study of selected topics in Catholic doctrine and theology. Students may enroll in this course more than once. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation.

THE 500 - Philosophy for Theologians (1)

Philosophy is essential for theological reflection. Graduate students who have not taken enough semester hours in philosophy at the undergraduate level are required to take this course as an introduction to metaphysics, epistemology, and moral philosophy necessary for graduate-level theology. In addition, a survey of philosophy from the Greeks to the Moderns may be given. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 246)

THE 501 - The Catholic Tradition (1)

An historical overview of the Catholic Christian tradition, this course is intended for potential students with a limited background in theology or Church history. Students use a basic text and primary source materials to understand the historical developments in the Jewish tradition; the advent, mission, and Passion of Christ; and the history of the Church from its origins to the present. Topics such as Trinity, Christ, faith, grace, virtues, sacraments, and Christian relations with Judaism and Islam are addressed. Classes may be taught in an in-class, hybrid, or online format. Some designated hybrid and online courses have set times that require virtual participation. (May be taught concurrently with THE 103 or THE 104)

THE 502 - Theological Discernment (3)

This seminar course is intended for students with little to no background in Theology, philosophy, or related disciplines but feel called to study at the graduate level. Students are encouraged to explore their potential vocation to Theology through texts that have inspired them and those which the professor may suggest to aid in their discernment. An orientation to graduate-level study, as opposed to catechetical or undergraduate study, is also given through reading and writing assignments, guided research, discussion, and exams. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 510 - Theology: Origins & Development (3)

This course reflects on the principles and methods used in theological inquiry and practice within the Christian tradition, especially the different philosophies operative in theology from the ancient world to the modern. Using primary and secondary sources, as well as examining notions such as being, spirit, faith, nature, grace, history, sacrament, etc., the course elucidates problems and possibilities in contemporary theological discourse. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 380)

THE 520 - Father, Son, & Holy Spirit in One God (3)

This course covers the mystery of God (and/or gods) in various cultures using primary and secondary sources. This mystery is related to the seeking and understanding of God in the Jewish and especially Christian traditions, as well as the rejection of God (atheism). Characteristics of the divine, such as spirit, unity, simplicity, goodness, omnipresence, trinity, etc., are explored. This course culminates in a study of the Christian proclamation of the Tri-personal God. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 202)

THE 550 - Church History (3)

Church History traces the development of the early Christian community to the present. This course thematically addresses the divine origin of the Church and its historical pilgrimage as a community of disciples. Events in the New Testament, the Patristic era, the Middle Ages, the encounter with Islam, the schism between the East and West, the Renaissance, the Reformation, and the modern world are explored. This course also discerns continuity and development in the Church by principally engaging primary source documents. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 350)

THE 551 - Patristic and Medieval Theology (3)

This course presents the methods and insights of patristic and medieval theology through a study of major figures and texts. After an overview of the culture and context of the early Church to the medieval Church to 1400, the course looks at Scripture, faith and reason, Christ, Trinity, the Church, liturgy, ethics, and prayer. Authors and literature include but are not limited to Ignatius of Antioch, Justin Martyr, Irenaeus, Clement of Alexandria, Gregory

of Nyssa, Hilary of Poitiers, Augustine, John Chrysostom, Benedict of Nursia, Maximus the Confessor, Anselm, Abelard, Bernard, Bonaventure, and Aquinas. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 351)

THE 552 - Late Medieval to Reformation Theology (3)

Topics, themes, and developments in theology from the fourteenth to the early seventeenth century are explored in depth. Authors and literature include but are not limited to Scotus, Ockham, Thomas à Kempis, Luther, Calvin, Zwingli, the Council of Trent, Ignatius of Loyola, Teresa of Avila, and John of the Cross. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 352)

THE 553 - Modern and Postmodern Theology (3)

Topics, themes, and developments in theology from the eighteenth century to the present are explored in depth. Authors and literature include but are not limited to Schleiermacher, Mohler, Newman, Blondel, Barth, Niehbur, de Lubac, Rahner, Tracy, Marion, and Vanhooser. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 353)

THE 560 - The Development of Moral Theology (3)

This course presents an overview of Christian moral teaching from Scripture and from Christian contact with Hellenistic philosophy. Subsequent developments in moral theology are evaluated: e.g., concepts such as *arête*/virtue, *phronesis*, goodness/happiness, common good, natural and divine law, rights, principle of double effect, etc. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 280)

THE 561 - Catholic Social Teaching (3)

This course reflects on the Church's social teaching from Scripture, the tradition, and especially from Pope Leo XIII's *Rerum Novarum* to the Second Vatican Council. By engaging primary source documents, the course further reflects on the Church's continued growth in its social awareness and activities. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 308)

THE 570 - Christian Spirituality (3)

Christians have expressed their relationship with God in a variety of ways. This course focuses on various aspects of spirituality in the Christian tradition. Topics include the spiritual life in relation to love, friendship, family, sexuality, liturgy, and mystical experiences. Studies of classic texts are included. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 229)**

THE 575 - Modern Spirituality (3)

This lecture course examines the most important movements and figures in Christian spirituality in the past 100 years, with emphasis on the most recent decades within that time frame. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 577 - Eastern Spirituality (3)

This course presents an introduction to the spiritual traditions of the Christian traditions in the East. It studies the writings of the major figures of each tradition with the view of developing the common themes that characterize the spirituality of the Eastern Churches. It also provides the theological world-view from which these spiritual writers developed their insights. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 590 - Special Topics (3)

This course gives the student an opportunity for in-depth study of selected topics in Catholic Theology and related fields. Students may enroll in this course more than once. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 604 - Christology (3)

This course seeks to clarify what it means to confess that Jesus of Nazareth is the Christ. The course examines the New Testament; the early councils; the writings of early, medieval, and modern Christian theologians; the development of Christological doctrine in the Church; and contributions of contemporary theologians. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 203)**

THE 605 - Images of Mary and Jesus (3)

This course compares and contrasts Christological and Mariological developments over the centuries, including

the Incarnation and Immaculate Conception. Students also explore the cultural, social, and political backgrounds of the devotions to both Jesus and Mary. These encounters provide valuable faith statements about both God and the believing community and, through images of Jesus and Mary, scripture and tradition have been preserved and handed on. The task for theology today is to uncover the richness of these images as an expression of the tenets of the faith for each generation. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 609 - Christian Eschatology (3)

A comprehensive theological survey of biblical and church teaching on the destiny and end of all things. Recent discussions of death, heaven, hell, purgatory, and the end of the world are considered in light of basic theological principles. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 330)**

THE 610 - Ecclesiology (3)

The ecclesial dimension of Christian faith is the focal point of this course. The course locates the Church within both a Trinitarian theology and anthropology. Specific topics for exploration include the place of the Church in the Creed, the sacramentality of the Church, a theology of mission, and structure and authority. The course also explores current issues shaping the Church's life and its place in the world. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 211)**

THE 611 - Vatican II: History & Reception (3)

This course looks at the developments leading to the Second Vatican Council, floor debates, and drafting of Church documents. The themes emerging from Vatican II are closely considered in order to understand the reception of conciliar teachings. In addition, an in-depth examination of the four constitutions allows students to further research other conciliar decrees and declarations by tracing common theological perspectives and ongoing debates. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 213)**

THE 612 - Church, Churches, and Communities (3)

The Catholic understanding of other churches and communities and their relation to the Catholic Church is studied. Recent dialogues between churches are addressed. Students may study a particular Christian

tradition, including attending other worship services. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 614 - Principles and History of Canon Law (3)

This course examines the nature, history, and function of Latin Church law and surveys the norms of the 1983 Code of Canon Law in the areas of general norms, the rights and obligations of the Christian faithful, Church structures, the teaching office of the Church, temporal goods, and sanctions. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 616 - The Christian Development of Law and Rights (3)

Ancient notions of law and rights were transformed in the Christian ecclesial tradition in the twelfth century and have developed to the present day. However, this legacy is not without complications—historical, philosophical, and theological—and these complications impinge upon the Church’s moral vision for herself and the world. This course examines primary and secondary sources to understand the meanings of rights and law today from a Christian perspective. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 617 - The Church and Politics (3)

This course invites students to explore and to consider a variety of responses to the question of the relationship between Church and the polis/state/nation. Materials are drawn from a range of disciplines – from theology to philosophy, political science, and law. Selected readings include excerpts from the Gospels, Plato, Aristotle, Aquinas, Hobbes, Spinoza, Rousseau, Federalist Papers, Strauss, liberation theology, and Supreme Court rulings. Emphasis is given to introducing students in a way that is accessible for discussion without prior background. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 381)**

THE 620 - Christian Anthropology (3)

According to John Paul II, “The human person is the primary and fundamental way for the Church, the way traced out by Christ himself, the way that leads invariably through the mystery of the Incarnation and the Redemption.” This course is a study of the human person as the image of God in the light of biblical revelation,

Church teaching, and key theological sources. Insights from thinkers include but are not limited to Augustine, Aquinas, Luther, Kierkegaard, Balthasar, and John Paul II. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 307)**

THE 621 - Theology, Culture, and Mission (3)

This course examines the interrelation between God’s communication mediated by theology and the specific culture in which the recipient is rooted. Further, especially in the Christian tradition, the way in which theology is transmitted from culture to culture via mission is explored. Using primary and secondary texts, students achieve a deeper cultural awareness of the theological interrelatedness of the individual, community, and world. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 221)**

THE 622 - Psychology in Philosophy and Theology (3)

This course constitutes an introduction to the philosophical and theological developments in psychology. Students learn the distinctions between periods, traditions, and anthropological models in relation to the human person and flourishing; moral agency and character; and the interaction of human nature, culture, and divine grace. Included are important philosophical and theological texts that are pertinent to the practice of psychology. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 309)**

THE 623 - Nature and Grace (3)

This course briefly examines influential philosophical and theological understandings of nature and the developments in the doctrine of grace. Special attention is paid to debates regarding nature and grace in modern Catholic and Protestant theology, including the final end of the human person, and to the *analogia entis*. Of particular concern is considering how these debates affected one another in the development of modern Catholic theology. Readings in Scheeben, Barth, Brunner, Soehngen, de Lubac, Rahner, von Balthasar, and the Second Vatican Council are given. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 303)**

Crosslisted as: PHI 623.

THE 624 - Contemporary Moral Theology (3)

Through the analysis of Scripture, Church teaching, Christian anthropology, modern and post-modern ethics, this course examines contemporary debates in moral theology. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 625 - Biblical Theology (3)

This course is an introduction to the study of the interplay between theology and Scripture that has been constant and in development since the formation of the New Testament. The first part of this course consists of an examination of Church teaching regarding the nature, inspiration, and interpretation of Scripture in the Catholic tradition. The second part focuses on a select body of texts from the Bible and closely studies their distinctive theology. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 204)**

THE 626 - The Old Testament: Genesis through Kings (3)

A study of the Pentateuch and the Deuteronomistic History (Deuteronomy to Kings) through lectures and sessions in which students present an exegesis of important passages. In-depth knowledge of these books is essential to understanding the rest of the Bible. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 627 - The Prophets (3)

This course provides an historical, literary, and theological overview of the prophets and the prophetic books in the Hebrew Bible. Although we look at the Former Prophets, most of the class focuses on the Latter (Writing) Prophets. When possible, students read prophetic books in their entirety, but for longer books they read selected texts. By the end of this course students better appreciate the rich diversity of form, style, and theology found in the prophetic books. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 628 - The Wisdom Literature (3)

Wisdom literature comprises the Old Testament books of Job, Proverbs, Quohelth (Ecclesiastes), Sirach, the Book of Wisdom, and by extension the Song of Songs. This course traces the development of the wisdom literature through the Second Temple and into the New Testament

period, showing how Christian authors drew upon these resources. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 629 - Biblical Themes and Narratives (3)

This course surveys several key themes that emerge and re-emerge in the Christian Bible (encompassing both the Old and New Testaments). These themes include creation and eschatology, election and the nations; covenant and law, mediator/suffering servant, divine justice, sin and forgiveness, manifestations of God (e.g., Wisdom, Word, Spirit), Kingdom of God, and resurrection. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 375)**

THE 631 - The New Testament: Gospels and Acts (3)

The New Testament is a collection of diverse writings that are central to Christian faith and life. This course introduces students to the literary characteristics, historical context, and theological content of the Gospels and Acts. This course engages topics of concern for the Church today, including the poor and marginalized in the Gospels, the relationship of the earliest followers of Jesus to Jews and Judaism, the role of Scripture (i.e., the OT) in early Christian beliefs and practices, and religious experience. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 632 - The Apostle Paul (3)

This course is a study of Paul's life, an investigation of all thirteen letters attributed to him, and an examination of the key theological themes of these letters. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 633 - New Testament Pastoral Epistles and Writings (3)

This course examines the key theological themes of various epistles attributed to other apostles, as well as writings and literary forms, such as Apocalypse, that complete the New Testament. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 641 - Christian Education: Past, Present, and Future (3)

This course highlights the history of the Church's educational ministry. Students read classical and

contemporary documents—from Scripture to Augustine to Montessori—as a treasury of wisdom for religious education and pastoral ministry. The course closely parallels the history of theology, of the Church, and of western education. Finally, students compare and contrast modern currents in pedagogical theory and practice with the tradition. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 319)**

THE 642 - Christian Contributions to Science (3)

A brief history of the philosophy of science from the Levant, Arabia, and Europe frames this course. The focus of the course is the theological and philosophical principles that led to the growth of modern science in Christian Europe; the harmony and ruptures among theology, Church and science; the partial break in the eighteenth and nineteenth centuries; and currents and developments in science and the Christian tradition to the present. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 245)**

THE 643 - Christian Contributions to Medicine and Healing (3)

This course examines the purposes and meaning of medicine and healing in the context of particular religious traditions and practices, focusing particularly on the Christian tradition's corporal works of mercy, the foundation of hospitals, and ethical engagement with modern science. By examining the history, theology, and practices of these traditions, participants grapple with the purpose of medicine. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 644 - Christian Literature (3)

Many great authors were formed by the Christian tradition. Many of the most recognized literary forms are derived from the Bible, and many great works of literature demand of readers' evaluative judgments of the good, the true, and the beautiful that can only rightly be understood from the perspective of Christian principles. After an examination of literature and truth, theological aesthetics, and the literary character of the Bible, there is a survey of literature from the patristic era to the present, including Augustine, Bernard of Clairvaux, Dante, Shakespeare, Milton, C.S. Lewis, and others. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 226)**

THE 645 - Christian Art and Architecture (3)

This course examines Christian faith and spirituality as appropriated, projected, and modeled in various forms of visual art and design in various epochs, including painting and sculpture, as well as the construction of palaces, cities, and cathedrals. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 646 - Christian Culture and Music (3)

This course provides a framework to understand how music has informed Christian worship, thought, and practice. In turn, students see how Christian thought and life have transformed various styles and periods, from the "music of the spheres" to Rock-n-Roll. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 647 - Christian Virtue, Economics, and Business (3)

Ancient and modern views of economy and markets are compared and contrasted with the moral vision of the Gospel, along with the Christian understanding of virtue. Students read an array of sources and materials in order to discern the complex history of the Christian promotion of economics and business, for example, in understanding the common good or prohibitions against usury, avarice, etc. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 282)**

THE 648 - Religious Traditions in the World (3)

This course is an evaluation of ancient and contemporary views of the notion of religion and an introduction to the anthropological origins of belief in the divine. World religious and philosophical traditions and cultures—e.g. Hindu, Buddhist, Islamic, etc.—are analyzed and explored, including primary sources, in relation to the Christian tradition. Also the notion of atheism, ancient and modern, is explored. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. **(May be taught concurrently with THE 220)**

THE 650 - Liturgy & Sacraments (3)

This overview and systematic study of constitutive elements of liturgical rites and sacramental theology analyzes the historical developments that facilitate understanding of contemporary practices. Classes may be taught in an in-class, hybrid, or online format and have set

times that require virtual participation. (May be taught concurrently with THE 343)

THE 651 - Theology of the Real Presence (3)

This course is an in-depth exploration of the theology of the Holy Eucharist, “the source and summit of the Christian life.” Beginning with the Old and New Testaments and working through the Church Fathers and later developments, this course explores the biblical, historical, and dogmatic dimensions of Eucharistic theology. Particular attention is given to the Jewish roots and biblical theology of the Eucharist, the formulation of the doctrines of the Real Presence, and Transubstantiation in East and West. Finally, the course touches on the development and nature of Eucharistic devotion and adoration. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 652 - History of the Liturgy (3)

This course follows the history that is traced from Jewish rites and rituals, early Christian liturgical innovations, from medieval and reformed types of worship to Vatican II and the present. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 343)

THE 653 - Sacramental Theology (3)

This course assists students in understanding the sacramental dimension of their faith. After exploring sacrament in etymological, ontological, and phenomenological senses, students examine each sacrament, both in its role in the life of the Church, as well as in personal faith. The historical background and contemporary issues about the Sacraments of Initiation (Baptism, Confirmation, and Eucharist), the Sacraments of Healing (Reconciliation and the Sacrament of the Sick), and the Sacraments of Vocation (Marriage and Holy Orders) are addressed. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation. (May be taught concurrently with THE 343)

THE 660 - Reasoning, Believing, and Interpreting (3)

This course examines the relationship among reason, belief, and interpretation in the Christian tradition. Modern hermeneutics and philosophy (including the social sciences) are explored as the means of communicating the relationship between these three ways of knowing. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual

participation. (May be taught concurrently with THE 241)

THE 661 - Contemporary Moral Theology (3)

Through the analysis of Scripture, Church teaching, Christian anthropology, and modern and post-modern ethics, this course examines contemporary debates in moral theology. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 670 - Augustine and the Dawn of Christian Europe (3)

This course examines the Church’s pivot from the ancient world to the formation of Christian Europe, with St. Augustine’s theology at the center. Background on his life and thought, as well as readings in major and minor works, helps students appreciate this seminal Christian theologian. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 671 - Aquinas and the Medieval Renaissance (3)

This course presents the advent of Aristotelian thought in thirteenth-century Christendom and its spurring of both theological and philosophical innovations and reactions in Christian life and thought. At the heart of this drama, St. Thomas Aquinas’s dynamic synthesis of philosophy and theology is examined through his various writings and in selected commentaries. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 672 - Newman and the 19th Century (3)

A look at the Anglican and Catholic thought of John Henry Newman in the context of the nineteenth century, including the Oxford Movement, German and French theologies, Vatican I, and the growth of various scientific and atheistic philosophies from Darwinism to Marxism. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 673 - La Nouvelle Theologie and the 20th Century (3)

An overview of the neo-scholastic revival of the late nineteenth century and the reaction of thinkers such as Blondel, Rousselot, and De Lubac, as well as their related theologies from Rahner to von Balthasar and Ratzinger and the authors of the Second Vatican Council. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

Crosslisted as: PHI 673.

THE 674 - Theology after Vatican II (3)

This course examines the various theologies that arose in the wake of Vatican II. Themes such as hermeneutics, deconstruction, formations of power, gender, race, and ethnicity are explored. Thinkers as diverse as Gadamer, Caputo, Tracy, Cone, Johnson, and others are considered. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 675 - The Theology of Joseph Ratzinger (3)

This course explores the theology of Joseph Ratzinger as professor, prefect, and pope. Topics include theological method, Theology/Christology, anthropology, ecclesiology, eschatology, liturgy, Vatican II, and modernity. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 679 - Special Topics (3)

This course provides an opportunity to study selected topics in theology, religious studies, or related fields. Students may enroll in this course more than once. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 680 - Research Seminar for Thesis (3)

This course introduces students to research and writing methodologies as well as resources for a theological research paper in a seminar format. Students must also develop a list of fifteen books or equivalent articles. The goal is for students to prepare for further academic work at the doctoral level. Students must form an advisory committee, produce research, and begin writing. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 681 - Theology Thesis (3)

This course is the culmination of study for students' research and writing. The goal is for students to produce and defend a 50-100 page thesis on a topic approved by a faculty member in Theology. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 690 - Professional Practicum I (3)

This course combines either professional work students currently do or service work that they may want to do with theological reflection through reading, writing, and discussion. Students must also form an advisory committee and develop a list of twenty books or equivalent articles, under the direction of a Theology faculty member, for a

series of comprehensive exams. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

THE 691 - Professional Practicum II (3)

This course continues with the progress made in THE 690. The goal is to see how students apply theology to their chosen work through reflection. Students also take comprehensive exams in order to evaluate their ability to synthesize and communicate the knowledge they have acquired. The exam has an oral and a written component. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

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