

**UNIVERSITY OF HOLY CROSS  
NEW ORLEANS, LOUISIANA**

**2016-2017 CATALOG**



The University of Holy Cross is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate, Baccalaureate, Master's, and Doctoral Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of University of Holy Cross.

The Doctor of Philosophy Program in Counselor Education and Supervision of the University of Holy Cross is accredited by the Council for Accreditation of Counseling and Related Programs (1001 N. Fairfax Street, Suite 510, Alexandria, VA 22314, telephone number 703-535-5990).

The Education and School Counseling Programs of University of Holy Cross are accredited by the National Council for Accreditation of Teacher Education Standards, which is operated under the Council for the Accreditation of Educator Preparation (CAEP) system (1140 19<sup>th</sup> 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) (3343 Peachtree Road NE, Suite 850, 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 Assembly for Collegiate Business Education (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, and the School Counseling Program, of University of Holy Cross are accredited by the Council for Accreditation of Counseling and Related Programs (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 and Radiologic Technology (20 North Wacker Street, Suite 2850 Chicago, Illinois 60606-3182, telephone number 312-704-5300 fax number: (312) 704-5304).

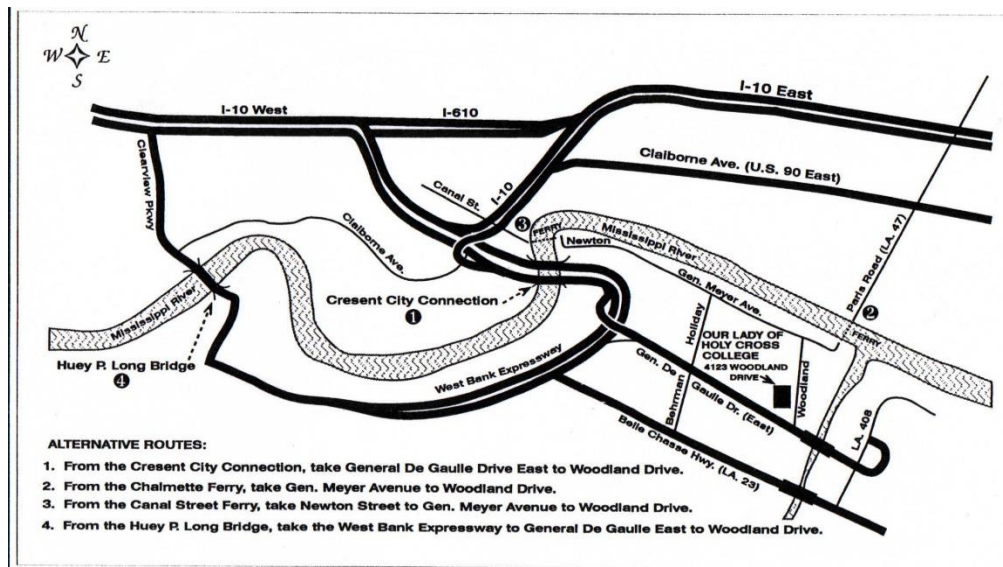
Students must meet all the requirements for a degree outlined in the issue of the University Catalog in force during their residence at the University. Students whose residence is interrupted for two regular semesters and those students changing majors or changing from undecided status to a major must 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.



## TABLE OF CONTENTS

Message from the President.....	5
Accreditations/Approvals .....	6
Articulations/Agreements/Consortial/Memberships.....	6
Description of University of Holy Cross .....	8
History of University of Holy Cross.....	9
Mission Statement and The Catholic Intellectual Tradition .....	12
<b>ADMISSION TO UNIVERSITY OF HOLY CROSS .....</b>	<b>13</b>
Transfer Admission .....	14
English Proficiency Test.....	15
Non-Degree Seeking Admission .....	17
Dual Enrollment.....	18
Refunds .....	19
Financial Aid .....	21
Scholarships.....	25
<b>ADMISSIONS AND STUDENT AFFAIRS .....</b>	<b>27</b>
Programs and Services.....	27
Activities and Organizations.....	30
Disability Accommodation Policy.....	31
<b>ACADEMIC POLICIES.....</b>	<b>32</b>
Minimum Degree Requirement Policy .....	32
Definition of Credit Hours.....	32
Student Classification .....	32
Course loads .....	33
Priority Registration .....	34
Transfer Admissions.....	35
Audit Policy.....	36
Distance Education Policy .....	37
Attendance Policy.....	39
Grading Procedures .....	39
UHC Academic Honesty Policy .....	43
Satisfactory Academic Progress .....	46
Definition of Course Levels.....	51
Requirements for a Degree .....	54
Family Educational Rights and Privacy Policy (FERPA) .....	58
<b>UNIVERSITY OFFERINGS.....</b>	<b>60</b>
Degrees Offered.....	60
General Education Requirements .....	62
Assessment Program.....	66
Library Services.....	68
<b>COLLEGE OF LIBERAL ARTS AND SCIENCES.....</b>	<b>70</b>
<b>Biological and Physical Sciences.....</b>	<b>71</b>
Biology.....	72
Food Science .....	98
<b>History, Social Sciences and Mathematics.....</b>	<b>105</b>
History.....	106
Social Sciences .....	108
General Studies.....	118
<b>Preparing Students for Success Program .....</b>	<b>121</b>
<b>Humanities .....</b>	<b>126</b>
English.....	127
Liberal Arts.....	131
<b>Theology .....</b>	<b>137</b>
Undergraduate Theology .....	137
Graduate Theology .....	147

<b>COLLEGE OF COUNSELING, EDUCATION AND BUSINESS</b> .....	156
<b>Counseling and Behavioral Sciences</b> .....	157
Associate of Science .....	159
Addiction Counseling .....	159
Juvenile Counseling .....	160
Bachelor of Science .....	161
Addiction Counseling .....	161
Applied Behavioral Sciences .....	163
Psychology .....	165
Social Counseling .....	167
Early Entry Counseling .....	169
Graduate Counseling .....	171
Master of Arts .....	171
Clinical Mental Health .....	182
Marriage, Couple and Family Counseling .....	183
School Counseling .....	184
Ph.D. in Counselor Education and Supervision .....	185
<b>Education</b> .....	195
Undergraduate Education .....	195
Certification-Only Programs .....	200
Graduate Education .....	206
Master of Education in Educational Leadership .....	209
Master of Education in Teaching and Learning .....	214
Doctor of Education in Executive Leadership .....	220
<b>Business Administration</b> .....	225
B.S. in Business Administration .....	231
B.S. in Accounting .....	234
Business Education Minors .....	236
Master of Science in Management .....	236
<b>COLLEGE OF NURSING AND ALLIED HEALTH</b> .....	239
<b>Nursing</b> .....	240
Pre-Licensure Program .....	240
RN-BSN Program .....	245
Nursing Honors Program .....	248
<b>Allied Health</b> .....	249
Radiologic Technology .....	250
A. S. Radiologic Technology .....	253
B.S. Radiologic Technology .....	253
Neurodiagnostic Technology .....	260
A.S. Neurodiagnostic Technology .....	262
B.S. Neurodiagnostic Technology .....	263
Health Sciences .....	265
Diagnostic Medical Sonography .....	265
Radiologic Technology .....	267
Respiratory Therapy .....	268
EEG Technology .....	269
Health Sciences .....	270
<b>COURSES OF INSTRUCTION</b> .....	272
President's Cabinet .....	396
Chief Academic Administrator .....	397
Full-Time Faculty .....	397
Part-Time Faculty .....	403
Professors Emeriti .....	410
Administrative and Professional Staff .....	412



## President's Message University Catalog 2016-2017

Dear University of Holy Cross Community:

Welcome to a university community that cares for individual students. As President of University of Holy Cross (UHC), I thank you for your decision to pursue your educational dreams and ambitions with us. We share a vision of hope and lifelong learning and look forward to seeing you on campus.

This Catalog contains essential information for both current and future students, such as the history of the University (formerly Our Lady of Holy Cross College) 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.

Our Centennial Celebration will be a highlight of the 2016-2017 academic year. It will be held in observance of the rich Marianite tradition that 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. 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,

A handwritten signature in red ink that reads "David 'Buck' Landry". The signature is written in a cursive, flowing style.

David "Buck" Landry, Ph. D  
President

**ACCREDITATIONS**

Accreditation Commission for Education in Nursing (ACEN)  
Council for Accreditation of Counseling and Related Educational Programs  
Joint Review Committee on Education and Radiologic Technology  
International Assembly for Collegiate Business Education  
National Council for Accreditation of Teacher Education  
National League for Nursing Accrediting Commission  
Southern Association of Colleges and Schools

**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

**ARTICULATION**

Delgado Community College  
Fletcher Technical Community College  
Elaine P. Nunez Community College

**AGREEMENTS**

Aquinas Institute of Theology and Catholic Studies  
Baton Rouge Community College  
Lake Charles Diocese  
Loyola University of New Orleans of New Orleans  
McNeese State University  
Notre Dame Seminary  
Nunez Community College  
Ochsner Clinic Foundation School of Allied Health

**CONSORTIAL**

Council for Academic Library Liaison (CALL)  
Louisiana Academic Library Information Network Consortium (LALINC)  
LOUIS: Louisiana Library Network  
LYRASIS  
OCLC  
Service Members Opportunity College Network  
Southeastern Library Network  
U.S. Army and U.S. Air Force R.O.T.C.

**MEMBERSHIPS**

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  
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 Student Clearing House  
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.

Therefore, we endeavor to foster in the University an environment that nurtures the following core values:

- **Catholic identity**  
We value a clear Catholic identity and a strong commitment to Gospel principles
- **Service**  
We relate with and serve others in a spirit of compassion, justice, and selflessness.
- **Relationships**  
We foster healthy and growth-filled relationships within the University and between the University and the wider community.
- **Diversity**  
We welcome cultural diversity, effective communications, fairness, inclusion, respectfulness, and hospitality
- **Student-centeredness**  
We value our students, who are the primary reason for the existence of the University. We respect and treasure their diverse life experiences, their achievements, and their contributions to the community, and we revere their human dignity.



- **Excellence in teaching and learning**

We provide spiritual, intellectual, social, and aesthetic, education to develop the total person. We devote a generous share of the financial and the technological resources of the University to improving teaching and learning. We encourage research to improve both instruction and learning.

- **Responsible stewardship of resources**

We acquire, maintain, update, and use our resources in a caring and responsible way.

## **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. The RN to BSN online program at Our Lady of Holy Cross was begun in 2007, with approval from NLNAC, when the Christus Health System provided a grant to the Department of Nursing and Allied Health to fund the program. SACS-COC accreditation followed as the program was being established. The curriculum and courses were developed, and the first program was launched in the Spring of 2009, with the first student entering in Fall 2009. The program continues to grow and graduated its first two students in the Summer of 2011.

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. 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, in its centennial year the University of Holy Cross continues to guide its students toward self-realization, professional competency, and dedicated service to the human family.

## **MISSION STATEMENT**

University of Holy Cross is a unique Catholic institution of higher learning founded by the Marianites of Holy Cross. Rooted in a belief in human dignity, University of Holy Cross educates the minds and hearts of its students. The University is centered on effective and innovative teaching, intelligence exercised across disciplines, practical reasoning, and communication with others. All members of the University strive for excellence and contribute their knowledge and experience in their chosen work, community, and ultimately the world in need.

## **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 1<sup>st</sup> for the fall semester, November 1<sup>st</sup> for the spring semester, and May 1<sup>st</sup> 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.

#### *Admission Requirements*

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 or ACT COMPASS Placement Test equivalent;
  - ACT subtest scores are not less than 16 or its ACT COMPASS Placement Test equivalent;
- and

- The student does not need more than one developmental course, based on ACT subtest scores.

### *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:

- High school or GED GPA is 2.0 or higher, and;
- ACT composite score is 17-19; and
- ACT subtest score (English/writing, mathematics, and reading) is no less than 16.

Upon completion of the first two consecutive semesters, students who are conditionally admitted must have

- Earned a 2.0 cumulative GPA, and
- Successfully completed (minimum grade of P or C) all prescribed developmental courses (ENG 100, ICS 100, MAT 099, MAT 100A, 100B, or REA 100)

If both these conditions are not met, the student is placed on academic probation. (Financial aid probation differs and takes place after one semester.) Exceptions to conditional admission limitations must be approved by the Chief Academic Officer or his or her designee.

*Note:* Any applicant who does not meet the above requirements is denied admission to the College. 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 take 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.

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

## **Experiential Learning Credits Policy**

University of Holy Cross considers the acceptance of credits earned through the College Level Examination Program (CLEP), the Defense Activity Non-Traditional Educational Support (DANTES) Programs' 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), as well as articulation agreements and life experience, which include military credits and law enforcement training. The following conditions must be met:

1. The student must be degree-seeking.
2. All credits must be awarded before applying for graduation.
3. Only three credits may be earned during the final fifteen hours of program completion.
4. A maximum of twenty-four credit hours may be earned through this option.
5. Credits are not awarded for a course that the student has completed or enrolled in at any institution of higher education.
6. The student may not receive more than one-third of credits needed in required major courses.
7. The student agrees to additional testing, if required by the College.

Applications for experiential learning credits must be accompanied by a written request for consideration to the Registrar and payment of corresponding fees. Documentation of experiential learning, according to the following options, is also required:

1. Passing CLEP scores OR
2. A professional training portfolio, which includes documentation of completion of training courses, number of training hours, course description, etc.; OR
3. Completion of proctored UHC Advanced Standing Examinations (ASE), also known as challenge examinations, for the courses in which credits are requested, according to the stipulations below:
  - a. The ASE may be the final examination of the course for which credits are requested or another examination agreed upon by the academic department.
  - b. Successful completion of the ASE is defined as a grade of 75% or higher, as assessed by the three separate faculty readers within the department, one of whom may be the department Chair.
  - c. A maximum of two ASEs may be requested per student during the course of his or her career at UHC.

The Registrar forwards applications for experiential learning credits, which must include a letter of request and the documents described above, to a three-person committee comprised of the Director of the Center for Teaching and Learning, the Chair of the academic department appropriate to the request for credits, and an additional faculty member of the department Chair's choosing. Each member of the committee receives copies of the documents submitted and assesses them using a rubric collaboratively developed by the department, and then the committee jointly make a recommendation, through the Registrar, to the Chief Academic Officer or his or her



designee, who makes the final decision. The Registrar notifies the student of the Chief Academic Officer's decision.

### **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 (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 Counseling and Education.

## **READMISSION TO THE UNIVERSITY**

Students who seek readmission to the University must submit another application for admission. Students applying for readmission are not automatically guaranteed admission to the University. The Office of Admissions reserves the right to forward any application packet to the Admission Review Committee and/or the Department Chair for further review.

Students who have attended any other college or university during their absence must have transcripts sent to the Office of Admissions. Policies described in the section entitled Undergraduate Transfer Admission apply.

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.

## **PAYMENT FOR REGISTRATION**

Students must pay full tuition and fees at the time of registration. For a complete list of tuition and fees, please go to the UHC website at <http://www.UHC.edu/financial-aid/cost-of-attendance-what-does-it-cost-to-attend/tuition-2014-2015.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])**

When a student withdraws from the University, the withdrawal date as determined by University of Holy Cross is the last date of documented attendance.

If a student takes a leave of absence that does not meet the requirements of a Title IV approved leave of absence, the date when the student began the leave of absence is considered the withdrawal date.

If a student does not return from a Title IV approved leave of absence, the date that the institution determines the student began the leave of absence is considered the withdrawal date.

## **Unofficial withdrawal**

The last date of documented attendance is considered the withdrawal date.

Another date, determined by the institution, related to an accident, illness, grievous personal loss, or other circumstances beyond the student's control that prevented the student from withdrawing officially, may also be considered the withdrawal date.

## **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 1<sup>st</sup> for the fall semester, December 1<sup>st</sup> for the spring semester, or April 1<sup>st</sup> 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](http://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 15<sup>th</sup> for incoming students;
  - b. read any letter Our Lady 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 obtain a guarantee until the previous loan is cancelled;
3. complete the FAFSA form online, at [www.fafsa.ed.gov](http://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 15<sup>th</sup> 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](http://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 <http://www.studentsloans.gov>. 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 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**

The following table outlines the limits which undergraduate and graduate students can borrow in Federal Direct Loans for an academic year:

<b>Annual Loan Limits – Federal Direct Loan</b>			
<b>Dependent Students</b> (whose parents were not denied a PLUS loan)	<b>Combined Base Limit for Subsidized and Unsubsidized Loans</b>	<b>Additional Limit for Unsubsidized Loans</b>	<b>Total Limit for Unsubsidized Loans</b> (minus subsidized amounts)
First-Year Undergraduate (Freshman)	\$3,500	\$2,000	\$5,500
Second-Year Undergraduate (Sophomore)	\$4,500	\$2,000	\$6,500
Third-Year and Beyond Undergraduate (Junior, Senior)	\$5,500	\$2,000	\$7,500
Teacher Certification Course work	\$5,500	\$0	\$5,500
<b>Independent Students</b> (and dependent students whose parents were denied a PLUS loan)	<b>Combined Base Limit for Subsidized and Unsubsidized Loans</b>	<b>Additional Limit for Unsubsidized Loans</b>	<b>Total Limit for Unsubsidized Loans</b> (minus subsidized amounts)
First-Year Undergraduate (Freshman)	\$3,500	\$6,000	\$9,500
Second-Year Undergraduate (Sophomore)	\$4,500	\$6,000	\$10,500
Third-Year and Beyond Undergraduate (Junior, Senior)	\$5,500	\$7,000	\$12,500
Teacher Certification Course work	\$5,500	\$7,000	\$12,500
<b>Graduate and Professional Students</b>	<b>Combined Base Limit for Subsidized and Unsubsidized Loans</b>	<b>Additional Limit for Unsubsidized Loans</b>	<b>Total Limit for Unsubsidized Loans</b> (minus subsidized amounts)
Graduate and Professional Students	\$8,500	\$12,000	\$20,500

### **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 GOG grant.

## **SCHOLARSHIPS**

Please check the Our Lady of Holy Cross website for a list of available scholarships at <http://www.UHC.edu/financial-aid/UHC-scholarship-information.html>.

## **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 section of this Catalog, pages 45-49.**

## **Minimum GPA and Credits SAP Standards for UHC Students**

All students must successfully complete a minimum of 67% of cumulative attempted hours. Undergraduate students must also maintain a minimum cumulative 2.0 UHC GPA. Graduate students must also maintain a minimum cumulative 3.0 UHC GPA.

Graduate students must successfully complete a minimum of 75% of cumulative attempted hours AND maintain a minimum cumulative 3.0 UHC GPA.

Academic progress is reviewed once a semester (defined as fall, spring, or summer). Classes graded "F," "FN," "Incomplete," "No Credit," "Drop," or "Withdrawal" are evaluated as courses attempted, although not successfully completed. Attempted hours include all UHC hours in which a student is enrolled after the last day of the University's Drop/Add period, as well as all hours transferred from any other postsecondary institution. Repeated courses count toward academic progress; each of the repeated courses counts as an attempted course not successfully completed. Any course that is academically forgiven is still counted as attempted UHC credits.

## **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 Our Lady of Holy Cross website at <http://UHC.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://UHC.edu/finaid/docs/UHC-SAP-Appeal%20Form1.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](http://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. 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**

Coin-operated copy machines for student use are 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 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 composing 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**

Each new student, first-time or transfer, is 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 by the Registrar, prior to priority registration for the following semester. Copies of their academic records and unofficial transcripts are available 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 [www.UHC.edu](http://www.UHC.edu). 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 college. The student must submit the completed form (Request to Pursue Courses at Another Institution) to the Office of the Registrar. Unless this completed form is in the student's file, no credit is given for courses taken elsewhere.

A student must have earned a minimum of 18 hours at University of Holy Cross and be in good academic standing with at least a 2.0 semester GPA before being allowed to take course(s) elsewhere. Upon completion of the course(s) taken, the student is responsible for having an official transcript sent to the Office of the Registrar at University of Holy Cross in a timely manner. Such transcripts must be received during the semester following that in which the credits were earned.

Special circumstances may require consideration. These circumstances must be presented in writing to the Chief Academic Officer who makes the final decision in consultation with the appropriate department Chair.

## **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 D or below was earned are not accepted for transfer 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 take 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.

Students transferring ENG 102 before Fall 2016, students exempt from taking ENG 102 due to standardized test scores, 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 approvals of **both** the instructor of the course and an academic Dean in the University.

Tuition and fees for an audited course are 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 scholarships, financial aid, or insurance purposes.

Seniors 65 and older with proof of age may audit courses under the above stated 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 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.**

## **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://olhcc.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 Blackboard 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.

## **GRADING PROCEDURES**

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.
- 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. This grade is to be assigned when the instructor has been presented with serious and compelling reasons why the student should be allowed more time to complete the course requirements. The grade of I is not an automatic extension but rather must be requested by the student. **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.** An extension of the deadline must be requested by the instructor and approved by the Chief Academic Officer. All changes of I grades must be indicated on a Change of Student Record form, signed by the instructor, and given to the Registrar.
- NC** - In a developmental course the NC grade indicates that the student has met minimum requirements but has not successfully completed the course. The student receiving a NC grade must re-enroll in the course the following semester, pay the tuition, and continue to work toward completing the course requirements. The NC grade is not included in the calculation of the cumulative average. Similarly, NC earns neither credit hours nor quality points. If a passing grade is not earned within the two semesters, the student receives the grade of F and incurs an academic suspension for one full year, including summer.
- W** - Authorized withdrawal within a specified time.
- WAD** - Withdrawal by administrative action.
- WM** - Authorized withdrawal from the College 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
  - A cumulative Grade Point Average of at least 3.80
  - A cumulative Grade Point Average of at least 3.90
- No grade of D or F

**CUM LAUDE**  
**MAGNA CUM LAUDE**  
**SUMMA CUM LAUDE**

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 Our Lady 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.

NOTE: Instructors may also elect to use the Blackboard SafeAssign course tool in lieu of Turnitin.com for submission of student papers in order to generate an originality report.

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:

#### **1<sup>ST</sup> 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.

**2<sup>ND</sup> 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 2<sup>nd</sup> 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.**

**3<sup>RD</sup> OFFENSE:**

**For a third violation of any part or 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

- A. Qualitative—evaluation based on grade point average (GPA)
- B. Quantitative—evaluation based on completion rate toward educational objective
- C. Maximum Time Frame—evaluation based on total number of credit hours attempted.
  1. 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.

2. 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.
3. Part-time attendance counts toward hours attempted in the maximum time frame calculation.
4. 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**

Dropping or adding courses or changing to audit status must be done within the dates assigned on the Academic Calendar. 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 in a student's schedule must be processed through the Office of the Registrar. Within the prescribed time interval, a grade of W or AU is recorded on the student's permanent academic record for each course dropped.

## **CHANGE OF MAJOR**

Students may change their majors in the Office of the Registrar or 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.

## **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**

### **Undergraduate Course Levels:**

**Lower-division** courses comprise all 100-level courses and all 200-level courses.

#### **000-level course designation:**

Remedial courses; placement determined by University-wide testing of entering students.

#### **100-level course designation:**

Courses with no prerequisites, survey courses, or courses defining basic concepts or presenting the terminology of a discipline.

#### *Assumptions and Expectations:*

1. Students possess writing ability sufficient to compose definitions, paragraphs, or essays where appropriate;
2. Students possess reading skills sufficient to comprehend college-level material in textbook and monograph form. Where specified, completion of remedial course work should be a prerequisite.

#### **200-level course designation:**

Courses of intermediate college-level difficulty; courses with 100-level course(s) as prerequisite(s); or survey courses devoted to particular areas or fields within a discipline.

*Assumptions:*

1. Students have completed expository writing (ENG 102) or the equivalent;
2. Students possess general skills such as recognition, reading, appropriate quantitative skills, and varying degrees of fluency in writing and articulateness in expression;
3. Students are acquainted with the basic language, terminology, or methodology of the subject itself;
4. Students are, in that subject, at a stage of understanding where they can progress toward significant conclusions, experiments, and/or explorations.

*Expectations:*

1. Students can proceed at a reasonable pace without difficulties in comprehension;
2. Students can cope with assignments involving reading and comprehending a specified amount of material and/or preparing organized papers;
3. Students will accomplish a substantial amount of work: for example, study a number of books or work through a comprehensive textbook, write a number of papers, or demonstrate an in-depth knowledge of the material covered.

**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 of 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.

## **CREDIT FOR OTHER THAN FORMAL COURSE WORK**

Students interested in receiving credit for other than formal course work should request information from the department Chair or Chief Academic Officer. Total credit earned by all types of examinations may not exceed forty-five (45) semester hours.

### **Advanced Placement**

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 the Admissions and Student Affairs 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 their 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 students have enrolled at University of Holy Cross. In addition, AP credits do not count toward residency requirements.

### **ACT Advanced Placement**

Students who score 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. If the student does not obtain a grade of C or higher in ENG 102, the student must retake ENG 102 and attain a grade of C or higher. Credits for ENG 101 and Eng 102 are given to a student who scores 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 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 utilized 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.

### **Challenge Examinations**

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 12 semester hours of credit in residency with a GPA of at least 2.5. The student must obtain permission from the appropriate department Chair. An examination in a given 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. Credit may not be received for a course that is at a level more elementary than one in which the student is currently or was previously enrolled.

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. The challenge examinations are coordinated and approved by the Chief Academic Officer by appointment only.

### **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.

Students who achieve a score at the 50<sup>th</sup> 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 50<sup>th</sup> percentile score is reached. The Chief Academic Officer determines the application of these credits to a degree program.

Credit by any College Level Examination is not permitted in a course which the student has attended beyond the first week of classes. Credit may not be received for a course that is at a level more elementary than one in which the student is currently or was previously enrolled. Credits earned by examination cannot be used to reduce the residency requirements of the University for a degree.

University of Holy Cross accepts CLEP scores but is not currently administering the test on campus.

### **Students in the Military**

The Service Members Opportunity Colleges Network (SOC) was created in 1972 to provide educational opportunities to service members who, because they frequently moved from place to place, had trouble completing college degrees. Today, SOC is a consortium of more than 1800 colleges and universities that provide educational opportunities to service members and their families. SOC is co-sponsored by the American Association of State Colleges and Universities and the American Association of Community Colleges in cooperation with 13 other educational associations.

Hundreds of thousands of service members and their family members enroll annually in programs offered by SOC Consortium member universities, colleges, community colleges, and technical institutes. Military students may enroll in Associate, Bachelor, and graduate-level degree programs on school campuses, military installations, and armories within the United States and overseas.

Service personnel applying for admission should submit the Joint Services Transcript for evaluation of military education and training in terms of academic credit. The Registrar determines college credit earned through military education.

### **Extension and Correspondence**

Credit earned through accredited extension or correspondence courses is recognized. Written permission of the department Chair in consultation with the Chief Academic Officer is necessary. Degree credit may also be granted for certain resident and nonresident extension courses conducted by the Armed Forces.

## **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 transcripts must be made in writing and signed by the student. Partial transcripts or the records of testing services or other universities are not issued. Every effort is made to issue transcripts by the next workday. 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 a semester report or transcript until all financial obligations to the University have been met.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY POLICY**

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, University of Holy Cross students may review any official records and data directly related to them that are on file in the administrative offices. The files include identifying data, academic work completed, grades, family background information, disciplinary referrals, references, ratings, and/or observations. Requests to review the aforementioned documents should be made in writing to the Office of the Registrar, University of Holy Cross, 4123 Woodland Drive, New Orleans, LA 70131. The records and files will be made available no later than 45 days from the time the written request is received.

The act further provides that certain information designated as directory information may be released. Directory information commonly includes name, local and permanent addresses and telephone numbers, dates of attendance, class standing, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred (including dates), full-time or part-time status, and e-mail address. Currently enrolled students may request in writing that the University withhold disclosure of any category of information under the act. Forms for requesting the withholding of Directory Information are available in the Office of the Registrar. This form must be renewed after every term registration.

In certain other situations, a student's consent is not required to disclose his or her educational information:

1. to school officials who have "legitimate educational interests";
2. to schools at which a student seeks to enroll;
3. to Federal, State, and local authorities involving an audit or evaluation of compliance with educational programs;
4. in connection with financial aid;
5. to accrediting organizations;
6. to comply with a judicial order or subpoena;
7. in a health or safety emergency;

8. to the student;
9. to the Attorney General of the United States in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes; and
10. for results of a disciplinary hearing to an alleged victim of a crime of violence.

A school official is defined as 1) a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement unit personnel and health staff); 2) a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); 3) a person serving on the Board of Regents or a member of the Marianite Congregational Leadership; or 4) a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Requests to disclose educational information are always handled with caution and approached on a case-by-case basis. Students who believe their educational records contain information that is inaccurate or misleading or is otherwise in violation of their privacy should discuss their problems informally with the person in charge of the records involved. If the problems cannot be resolved, the student may request a formal hearing with the Registrar. The request must be made in writing to the Registrar who, within seven days of receiving the request, informs the student of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised. The hearing officer who adjudicates such challenges is the Registrar or a person designated by the Registrar who does not have a direct interest in the outcome of the hearing. The educational records are corrected or amended in accordance with the decisions of the hearing officer, if the decision is in favor of the student. If the decision is unsatisfactory to the student, the student may place in his or her educational records statements concerning the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing officer. The statements are placed in the educational records, maintained as part of the student's records, and released whenever the records in question are disclosed.

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@UHC.edu](mailto:registrar@UHC.edu)

## **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.

## DEGREES OFFERED

### **Doctoral Degrees**

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

### **Master's Degrees**

Catholic Theology (M.A.)  
Clinical Mental Health Counseling (M.A.)  
Marketing (M.S.)  
    With optional concentrations in Operations Management or  
    Healthcare Management  
Marriage, Couple, and Family Counseling (M.A.)  
School Counseling (M.A.)  
Educational Leadership (M.Ed.)  
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.)  
    With concentrations in Management, Marketing, and  
    Organizational Management  
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.)  
     With curricula in Diagnostic Medical Sonography and for Radiologic,  
     Respiratory, and EEG Technologists  
 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.)  
     With optional concentrations in Criminal Justice, Legal Studies, and  
     Teacher Certification for Secondary Schools  
 Theology (B.A.)  
 Theology with a concentration in Religious Education (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
<b>TOTAL</b>	<b>28 semester hours</b>

\*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*
<b>TOTAL</b>	<b>54 semester hours</b>

\*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 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
<b>TOTAL</b>	<b>25 semester hours</b>

\*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 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.

### **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.

### **AGREEMENTS**

For a list of articulation and collaborative agreements between University of Holy Cross and other institutions, see page 6 of this Catalog.

### **CONSORTIUM ARRANGEMENTS**

**Council for Academic Library 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 CALL card from the Director of Library Services.

**Louisiana Academic Library Information Network Consortium (LALINC)** fosters cooperation and resources sharing among college and university libraries throughout the State of Louisiana. The Blaine S. Kern Library participates in the LALINC Reciprocal Borrowing Agreement. University of Holy Cross faculty members who obtain a LALINC card from the Director of Library Services receive borrowing privileges at participating academic libraries.

As a member of the **Louisiana Library Network (LOUIS)**, the Blaine S. Kern Library shares resources with other Louisiana public and private academic libraries. From their headquarters on the LSU campus in Baton Rouge, the LOUIS staff work relentlessly to provide resources and services that include electronic databases, the LOUISiana Digital Library, a Louisiana union

catalog, and training seminars and workshops. LOUIS members provide input by participating in committees, listservs, and the LOUIS Users Conference.

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.

**Southeastern Library Network (SOLINET)** is a non-profit organization providing services to libraries, information organizations, and cultural organizations in the Southeastern United States. As an affiliate member, the Blaine S. Kern Library has access to discounts on electronic databases and library products, training classes, preservation services, consulting services, and the OCLC resources sharing program.

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

#### **AIR FORCE RESERVE OFFICERS TRAINING CORPS PROGRAM**

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.



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.

### **ARMY RESERVE OFFICERS TRAINING CORPS**

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.

# **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 take 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.

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 Allied Health 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.

### **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 in the library or in visits to classes at the request of faculty.

The library has a comprehensive collection of over 425,000 items, which includes print and electronic books and periodicals, audiovisual materials, CD-ROM titles, 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 LALINC Reciprocal Borrowing Agreement.

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

## **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 a Master's degree in Catholic Theology; Bachelor's degrees in Biology, English, 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

### **College of Liberal Arts and Sciences:**

Department of Biological and Physical Sciences

Department of History, Social Sciences, & Mathematics

Preparing Students for Success Program

Department of Humanities

Department of Theology

## DEPARTMENT OF BIOLOGICAL AND PHYSICAL SCIENCES

**Chair: Dr. Lehman Ellis**

### 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 five 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, and 5) a Bachelor of Science in Culinology®.** 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 pre-requisite. 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;

### **Degree Requirements**

#### **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

### 1. 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.

#### ASSOCIATE OF SCIENCE BIOLOGY

##### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

##### SOPHOMORE

<b>BIO</b>	<b>Biology Electives</b>	<b>9</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG 200+</b>	<b>Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>Electives</b>	<b>Free Electives</b>	<b>6</b>
	<b>Total</b>	<b>29</b>

Total: **60**

#### ASSOCIATE OF SCIENCE IN BIOLOGY SUMMARY

Biology.....	13	
Chemistry.....	8	Philosophy.....
Electives.....	6	History.....
English.....	9	Speech.....
Fine Arts.....	3	Theology.....
Mathematics.....	6	
		Total: <b>60</b>

## 2. 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.

### ASSOCIATE OF SCIENCE BIOLOGY Pre-Dental Hygiene track

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>PSY 101</b>	<b>General Psychology</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>SOC 101</b>	<b>Sociology</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
	<b>Total</b>	<b>34</b>

#### SOPHOMORE

<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>BIO 251</b>	<b>Zoology</b>	<b>4</b>
<b>BIO 261</b>	<b>Anatomy &amp; Physiology I</b>	<b>4</b>
<b>BIO 262</b>	<b>Anatomy &amp; Physiology II</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG 200+</b>	<b>Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts</b>	<b>3</b>
	<b>Total</b>	<b>33</b>

Total: **67**

**ASSOCIATE OF SCIENCE IN BIOLOGY SUMMARY**  
**Pre-Dental Hygiene track**

Biology.....	20	Philosophy.....	3
Chemistry.....	8	Sociology .....	3
Psychology.....	3	History.....	6
English .....	9	Speech.....	3
Fine Arts.....	3	Theology .....	3
Mathematics.....	6		
		<b>Total: 67</b>	

**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 by taking one of the following national exams: the ETS Major Field Test, Biology; the GRE Subject Exam in Biology; the GRE Subject Exam in Biochemistry, Cell and Molecular Biology; the Medical College Admissions Test (MCAT); the Dental Admission Test (DAT); the Optometry Admissions Test (OAT); or the Pharmacy College Admission Test (PCAT) (with students paying the costs). The results must be reported to the University. Some tracks in Biology have a specific requirement for an exit exam; for example, students graduating with the Bachelor of Science in Biology following the track in pre-medicine are required to take the MCAT 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's 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. In Chemistry, students earn a minor in Chemistry if they complete the following sequence of courses: General Chemistry I and II, Organic Chemistry I and II, and Biochemistry; therefore, students receiving a Bachelor of Science in Biology degree who take the CHE141, CHE142, CHE201, CHE202, and CHE360 sequence earn a minor in Chemistry.

## **HONORS PROGRAM**

An Honors Program is available in the Department of Biological and Physical Sciences. This program is intended to provide an exceptional educational experience for high-achieving students and opportunities for these students to grow academically, socially, and intellectually through service and research. Entry into the program is by one of three routes. First-time freshman may qualify by graduating in the top 10% of their high school class, having at least a 3.75 GPA in high school, or scoring 29 or higher on the ACT or 1280 or higher on the SAT college placement tests. In general, first-time freshmen applying to the University who meet one or more of the requirements for the Honors Program receive an invitation letter if they are declared Biology majors. Students who transfer to University of Holy Cross from other institutions may qualify for the Honors Program provided they have at least 60 hours of credit remaining to be taken in their degree program, have no grades of D or F on their transcripts, and have a minimum 3.7 GPA for all college credits. Transfer students with less than 12 hours of college credits must meet the first-time freshman standards to be eligible for the Honors Program. Continuing students at University of Holy Cross who may not have qualified upon admission to the University may qualify later for the Honors Program, provided they have at least 60 hours of credit remaining in their degree program and have a minimum 3.7 GPA for all college credits.

Once a student is accepted to the Honors Program, the degree requirements and course structure are the same as that of all other students attending the University. Honors credit is acquired only

after the completion of the standard course. The student then petitions the Department Honors Committee for honors credit in the course. Once the petition is approved, the student enrolls in a special honors course that corresponds to the petition. Honors credit must be achieved for four courses: two in Biology and two in Chemistry, Physics, or Mathematics. Honors credit is earned for at least two of the courses by serving as a peer-mentor in the sciences. The peer-mentor service must be split between Biology and the Physical Sciences (which include Mathematics). For the other two courses, the student receives Honors credit either through an approved research project or peer-mentoring, as determined by mutual agreement of the Department Honors Committee and the student. In the student's senior year, two honors research courses, only available to students in the Honors Program, must be taken. These two courses are for 3 hours credit each and serve as Biology elective credits or as free elective credits in the degree program. The research course is directed by a faculty advisor, and the project undertaken for this course is published University-wide.

A student graduating from the Honors program has 18 hours of honors credits and an overall GPA of 3.7. Student who fail to maintain the required GPA are dropped from the Honors Program but may be reinstated if the minimum GPA is re-attained and there is enough time to complete any remaining Honors credits prior to graduation. When a student graduates from the Honors Program, the Honors award is noted on his or her diploma and transcripts. At Commencement, Honor Program graduates wear a special embellishment on their caps and gowns and are mentioned in the Commencement Program as an extra recognition of their achievement.

## **Bachelor of Science in Biology Track Descriptions**

### **1. 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.

### **BACHELOR OF SCIENCE BIOLOGY General Biology Track**

#### **FRESHMAN**

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>

<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>PSY 101</b>	<b>General Psychology</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>SOC 101</b>	<b>Sociology</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

### SOPHOMORE

<b>BIO</b>	<b>Biology Elective</b>	<b>4</b>
<b>BIO (Organismal)</b>	<b>BIO 250, BIO 251, BIO 253, BIO 255, or BIO355</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>THE</b>	<b>Theology elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>4</b>
	<b>Total</b>	<b>29</b>

### JUNIOR

<b>BIO (Environmental)</b>	<b>BIO 400 or BIO 302</b>	<b>4 or 3</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>BIO</b>	<b>Biology Elective</b>	<b>3 or 4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>3</b>
<b>Social Science Elective</b>	<b>PSY, HIS, ECO, CJU, SOC, or PSC</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>9</b>
	<b>Total</b>	<b>30</b>

### SENIOR

<b>BIO499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO</b>	<b>Biology Electives</b>	<b>17</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>6</b>
	<b>Total</b>	<b>30</b>

Total: **120**

## BIOLOGY SUMMARY

Biology.....38	Philosophy.....6
Chemistry.....8	Physics .....4
Electives.....25	Social Sciences.....12
English .....9	Speech.....3
Fine Arts.....3	Theology.....6
Mathematics.....6	<b>Total: 120</b>

### 2. 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.

### BACHELOR OF SCIENCE IN BIOLOGY Cell and Molecular Biology Track

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>PSY 101</b>	<b>General Psychology</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>Social Science Elective</b>	<b>PSY, HIS, ECO, CJU, SOC, or PSC</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

#### SOPHOMORE

<b>BIO 400</b>	<b>Ecology</b>	<b>4</b>
<b>BIO (Organismal)</b>	<b>BIO 250, BIO 251, BIO 253, BIO 255, or BIO 355</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>

<b>THE</b>	<b>Theology elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>4</b>
	<b>Total</b>	<b>29</b>

### JUNIOR

<b>BIO 340</b>	<b>Cell Biology</b>	<b>3</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PHY 152</b>	<b>General Physics II</b>	<b>4</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>3</b>
<b>Social Science Elective</b>	<b>PSY, HIS, ECO, CJU, SOC, or PSC</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>1</b>
	<b>Total</b>	<b>30</b>

### SENIOR

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO</b>	<b>Biology Electives</b>	<b>9</b>
<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>7</b>
	<b>Total</b>	<b>30</b>

Total: **120**

### CELL BIOLOGY AND MOLECULAR BIOLOGY TRACK SUMMARY

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

Total: **120**



### 3. 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.

#### BACHELOR OF SCIENCE IN BIOLOGY Curriculum leading to Teacher Secondary Certification Track

##### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>CHE 141</b>	<b>General Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General; Chemistry II</b>	<b>4</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
	<b>Total</b>	<b>30</b>

##### SOPHOMORE

<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>BIO (Organismal)</b>	<b>BIO 251, BIO 253, BIO 255, or BIO 355</b>	<b>4</b>
<b>BIO 250</b>	<b>Botany</b>	<b>4</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>EDU 301</b>	<b>Educational Psychology</b>	<b>3</b>
<b>EDU 304A</b>	<b>Multicultural Education</b>	<b>3</b>
<b>EDU 306</b>	<b>Classroom Organization and Management</b>	<b>3</b>
<b>PSY/SOC</b>	<b>Psychology or Sociology Elective</b>	<b>3</b>
	<b>Total</b>	<b>30</b>

##### JUNIOR

<b>BIO 400</b>	<b>Ecology</b>	<b>4</b>
<b>BIO</b>	<b>Biology Electives</b>	<b>8</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>

<b>HIS</b>	<b>History Elective</b>	
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>EDU 309</b>	<b>Human Growth and Development</b>	<b>3</b>
<b>EDU 311</b>	<b>Reading in the Content Area</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>2</b>
	<b>Total</b>	<b>30</b>

**SENIOR**

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO</b>	<b>Biology Electives</b>	<b>11</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
<b>EDU 460D*</b>	<b>Instructional Methodology</b>	<b>3</b>
<b>EDU 460B*</b>	<b>Instructional Methodology</b>	<b>3</b>
<b>Elective</b>	<b>Free electives</b>	<b>6</b>
	<b>Total</b>	<b>30</b>

Total: **120**

\*EDU460B/D must have passed PRAXIS I and II as a prerequisite

**Post-Baccalaureate certification**

EDU 461A	Internship I .....	3
EDU461B	Internship II .....	3

**BIOLOGY LEADING TO TEACHER SECONDARY CERTIFICATION TRACK  
SUMMARY**

Biology.....	38	Philosophy.....	6
Chemistry .....	8	Physics .....	4
Electives .....	2	Social Sciences.....	12
English .....	9	Education .....	21
Fine Arts.....	3	Speech .....	3
Mathematics .....	6	Theology .....	6
		<b>Total: 120</b>	

#### 4. 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.

### BACHELOR OF SCIENCE IN BIOLOGY Pre-Physical Therapy Track

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>Social Science Elective</b>	<b>PSY, HIS, ECO, CJU, SOC, or PSC</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

#### SOPHOMORE

<b>BIO (Environmental)</b>	<b>BIO 400 or BIO 302</b>	<b>4 or 3</b>
<b>BIO (Organismal)</b>	<b>BIO 250, BIO 251, BIO 253, BIO 255, or BIO 355</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>7</b>
	<b>Total</b>	<b>29 or 28</b>

#### JUNIOR

<b>BIO</b>	<b>Biology Elective</b>	<b>4 or 5</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>

<b>PHY 152</b>	<b>General Physics II</b>	<b>4</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>3</b>
<b>PSY 101</b>	<b>General Psychology</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>8</b>
	<b>Total</b>	<b>30 or 31</b>

### SENIOR

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO 261</b>	<b>Anatomy and Physiology I</b>	<b>4</b>
<b>BIO 262</b>	<b>Anatomy and Physiology II</b>	<b>4</b>
<b>BIO</b>	<b>Biology Electives</b>	<b>9</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>6</b>
	<b>Total</b>	<b>30</b>

Total: **120**

### PRE- PHYSICAL THERAPY TRACK SUMMARY

Biology.....38	Speech.....3
Chemistry.....8	Fine Arts.....3
Physics.....8	Theology.....6
Electives.....21	Mathematics.....6
Social Sciences.....12	Philosophy.....6
English.....9	<b>Total: 120</b>

#### 5. 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.

**BACHELOR OF SCIENCE BIOLOGY  
Pre-Medicine Track**

**FRESHMAN**

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>BIO 261</b>	<b>Anatomy and Physiology I</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>32</b>

**SOPHOMORE**

<b>BIO 262</b>	<b>Anatomy and Physiology II</b>	<b>4</b>
<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>BIO</b>	<b>Biology Elective</b>	<b>3</b>
<b>CHE 141</b>	<b>General Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>SOC 101</b>	<b>Introduction to Sociology</b>	<b>3</b>
	<b>Total</b>	<b>29</b>

### JUNIOR

<b>BIO 453 or 457</b>	<b>Clinical Pathophysiology or Cardiorespiratory Physiology</b>	<b>4</b>
<b>BIO 455</b>	<b>Neuroscience</b>	<b>4</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PHY 152</b>	<b>General Physics II</b>	<b>4</b>
<b>PSY 101</b>	<b>General Psychology</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

### SENIOR

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO</b>	<b>Biology Elective</b>	<b>2</b>
<b>BIO 407</b>	<b>Histology</b>	<b>4</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>9</b>
	<b>Total</b>	<b>30 or 31</b>

Total: **120**

### PRE-MEDICINE TRACK SUMMARY

Biology.....38	Philosophy.....6
Chemistry.....20	Physics.....8
Electives.....9	Social Sciences.....12
English.....9	Speech.....3
Fine Arts.....3	Theology.....6
Mathematics.....6	<b>Total: 120</b>

## 6. Pre-Physician's Assistant Track

Specifically, the Pre-Physician's 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's 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's assistant program, physician's 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's 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's 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's Assistant 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 GRE (with students paying costs) and reporting the results to the University.

### BACHELOR OF SCIENCE BIOLOGY Pre-Physician's Assistant Track

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>CHE 141</b>	<b>General Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General Chemistry II</b>	<b>4</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>PSY 101</b>	<b>General Psychology</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
	<b>Total</b>	<b>30</b>

### SOPHOMORE

<b>BIO 261</b>	<b>Anatomy and Physiology I</b>	<b>4</b>
<b>BIO 262</b>	<b>Anatomy and Physiology II</b>	<b>4</b>
<b>BIO</b>	<b>Biology Electives</b>	<b>5</b>
<b>HSC 110</b>	<b>Medical Terminology</b>	<b>3</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
	<b>Total</b>	<b>29</b>

### JUNIOR

<b>BIO 453 or 457</b>	<b>Clinical Pathophysiology or Cardiorespiratory Physiology</b>	<b>4</b>
<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PHY 152</b>	<b>General Physics II</b>	<b>4</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>SOC 101</b>	<b>Introduction to Sociology</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>4</b>
	<b>Total</b>	<b>30</b>

### SENIOR

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO 455</b>	<b>Neuroscience</b>	<b>4</b>
<b>BIO 407</b>	<b>Histology</b>	<b>4</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>THE</b>	<b>Theology Electives</b>	<b>6</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>5</b>
	<b>Total</b>	<b>31</b>

Total: **120**

### PRE-PHYSICIAN'S ASSISTANT TRACK SUMMARY

Biology.....	38	Philosophy.....	6
Chemistry.....	20	Physics.....	8
Electives.....	9	Social Sciences.....	12
English.....	9	Speech.....	3
Fine Arts.....	3	Theology.....	6
Mathematics.....	6	<b>Total: 120</b>	



## 7. Pre-Dentistry Track

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.

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

The exit exam for this concentration must be completed by taking the Dental Admission Test (DAT) (with students paying costs) and reporting the results to the University.

### BACHELOR OF SCIENCE BIOLOGY Pre-Dentistry Track

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>PSY/SOC</b>	<b>Psychology or Sociology Elective</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>Elective</b>	<b>Free elective</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

#### SOPHOMORE

<b>BIO (Environmental)</b>	<b>BIO 400 or BIO 302</b>	<b>4 or 3</b>
--------------------------------	---------------------------	---------------

<b>BIO (Organismal)</b>	<b>BIO 250, BIO 251, BIO 253, BIO 255, or BIO 355</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>4</b>
	<b>Total</b>	<b>29 or 28</b>

### JUNIOR

<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PHY 152</b>	<b>General Physics II</b>	<b>4</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>3</b>
<b>Social Science Elective</b>	<b>PSY, HIS, ECO, CJU, SOC, or PSC</b>	<b>3</b>
	<b>Total</b>	<b>30</b>

### SENIOR

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO</b>	<b>Biology Elective</b>	<b>1 or 2</b>
<b>BIO 407</b>	<b>Histology</b>	<b>4</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>BIO 261</b>	<b>Anatomy and Physiology I</b>	<b>4</b>
<b>BIO 262</b>	<b>Anatomy and Physiology II</b>	<b>4</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>6</b>
	<b>Total</b>	<b>30 or 31</b>

Total: 120

### PRE-DENTISTRY TRACK SUMMARY

Biology.....	38	Speech.....	3
Chemistry.....	16	Fine Arts.....	3
Electives.....	13	Mathematics.....	6
English.....	9	Philosophy.....	6
Physics.....	8	Theology.....	6
Social Sciences.....	12		
		<b>Total: 120</b>	

## 8. 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.

The exit exam for this concentration must be completed by taking the Optometry Admission Test (OAT) (with students paying costs) and reporting the results to the University.

### BACHELOR OF SCIENCE BIOLOGY Pre-Optometry Track

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>PSY/SOC</b>	<b>Psychology or Sociology Elective</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>Elective</b>	<b>Free elective</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

#### SOPHOMORE

<b>BIO (Environmental)</b>	<b>BIO 400 or BIO 302</b>	<b>4 or 3</b>
<b>BIO (Organismal)</b>	<b>BIO 250, BIO 251, BIO 253, BIO 255, or BIO 355</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>

<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>4</b>
	<b>Total</b>	<b>29 or 28</b>

### JUNIOR

<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PHY 152</b>	<b>General Physics II</b>	<b>4</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>3</b>
<b>Social Science Elective</b>	<b>PSY, HIS, ECO, CJU, SOC, or PSC</b>	<b>3</b>
	<b>Total</b>	<b>30</b>

### SENIOR

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO</b>	<b>Biology Elective</b>	<b>1 or 2</b>
<b>BIO 407</b>	<b>Histology</b>	<b>4</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>BIO 261</b>	<b>Anatomy and Physiology I</b>	<b>4</b>
<b>BIO 262</b>	<b>Anatomy and Physiology II</b>	<b>4</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free electives</b>	<b>6</b>
	<b>Total</b>	<b>30 or 31</b>

Total: **120**

### PRE-OPTOMETRY TRACK SUMMARY

Biology.....38	Philosophy.....6
Chemistry.....16	Physics.....8
Electives.....11	Social Sciences.....12
English.....9	Speech.....3
Fine Arts.....3	Theology.....6
Mathematics.....6	Total: <b>120</b>

## 9. Pre-Pharmacy Track

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.

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.

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

### BACHELOR OF SCIENCE IN BIOLOGY Pre-Pharmacy Track

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>PSY 101</b>	<b>General Psychology</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

### SOPHOMORE

<b>BIO (Environmental)</b>	<b>BIO 400 or BIO 302</b>	<b>4 or 3</b>
<b>BIO (Organismal)</b>	<b>BIO 250, BIO 251, BIO 253, BIO 255, or BIO 355</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 240</b>	<b>Calculus</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>4</b>
	<b>Total</b>	<b>29 or 28</b>

### JUNIOR

<b>BIO 261</b>	<b>Anatomy and Physiology I</b>	<b>4</b>
<b>BIO 262</b>	<b>Anatomy and Physiology II</b>	<b>4</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PHY 152</b>	<b>General Physics II</b>	<b>4</b>
<b>BUS 218</b>	<b>Introduction to Business</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

### SENIOR

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO</b>	<b>Biology Elective</b>	<b>5 or 6</b>
<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>ECO 201</b>	<b>Principals of Economics</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>4</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Elective</b>	<b>3</b>
	<b>Total</b>	<b>30 or 31</b>

Total: 120

## PRE-PHARMACY TRACK SUMMARY

Biology.....	38	Physics .....	8
Business .....	3	Social Sciences.....	12
Chemistry.....	16	Speech.....	3
English .....	9	Free elective .....	7
Fine Arts.....	3	Theology .....	6
Mathematics .....	9		
Philosophy.....	6		
			<b>Total: 120</b>

## 10. 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.

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

### BACHELOR OF SCIENCE IN BIOLOGY Pre-Veterinary Medicine Track

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>MAT 160</b>	<b>Statistics</b>	<b>3</b>
<b>PSY/SOC</b>	<b>Psychology or Sociology elective</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>



### SOPHOMORE

<b>BIO (Environmental)</b>	<b>BIO 400 or BIO 302</b>	<b>4 or 3</b>
<b>BIO (Organismal)</b>	<b>BIO 251, BIO 253, BIO 255, or BIO 355</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>English Literature Elective</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>7</b>
	<b>Total</b>	<b>29 or 28</b>

### JUNIOR

<b>BIO</b>	<b>Biology elective</b>	<b>4 or 5</b>
<b>BIO 375</b>	<b>Genetics</b>	<b>4</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PHY 152</b>	<b>General Physics II</b>	<b>4</b>
<b>PHI</b>	<b>Philosophy elective</b>	<b>3</b>
<b>Social Science Elective</b>	<b>PSY, HIS, ECO, CJU, SOC, or PSC</b>	<b>3</b>
	<b>Total</b>	<b>30 or 31</b>

### SENIOR

<b>BIO 499</b>	<b>Exit Exam</b>	<b>0</b>
<b>BIO 409</b>	<b>Senior Seminar</b>	<b>1</b>
<b>BIO</b>	<b>Biology Elective</b>	<b>9</b>
<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>Elective</b>	<b>Free Electives</b>	<b>6</b>
	<b>Total</b>	<b>30</b>

Total: 120

### PRE-VETERINARY MEDICINE TRACK SUMMARY

Biology.....	38	Mathematics .....	6
Chemistry .....	16	Physics.....	8
Electives .....	13	Social Sciences .....	12
English .....	9	Speech .....	3
Fine Arts.....	3	<b>Total: 120</b>	

## FOOD SCIENCE PROGRAMS

Beginning with this Catalog, the Department of Biological and Physical Sciences is beginning three degree programs in Food Science: Bachelor of Science in Food Science, Bachelor of Science in Food Business, and Bachelor of Science in Culinology®. 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 program includes 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.

### 1. 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: basic food science and beverage science.

#### BACHELOR OF SCIENCE IN FOOD SCIENCE Food Science track

##### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>FSI 101</b>	<b>Fundamentals of Food Science</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>PHI 207</b>	<b>Introduction to Logic and Critical Thinking</b>	<b>3</b>
<b>ECO 201</b>	<b>Principles of Economics I</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

##### SOPHOMORE

<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>Literature Elective</b>	<b>3</b>
<b>FSI 375</b>	<b>Applied Nutritional Science</b>	<b>3</b>
<b>FSI 295</b>	<b>Certification of Standing in Food Science</b>	<b>0</b>
<b>FSI 370</b>	<b>Food Processing and Preservation</b>	<b>4</b>

<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 160</b>	<b>Introductory Statistics</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

### JUNIOR

<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>FSI 310</b>	<b>Food Laws, Standards, and Regulations</b>	<b>2</b>
<b>FSI 330</b>	<b>Food Safety and Hazard Analysis Critical Point Systems</b>	<b>3</b>
<b>FSI 350</b>	<b>Food Microbiology</b>	<b>4</b>
<b>MAT 240</b>	<b>Applied Calculus</b>	<b>3</b>
<b>PHY 151</b>	<b>General Physics I</b>	<b>4</b>
<b>PSY/SOC</b>	<b>Psychology or Sociology Elective</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>30</b>

### SENIOR

<b>BUS 252</b>	<b>Principles of Marketing</b>	<b>3</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>3</b>
<b>FSI 405</b>	<b>Food Engineering and Manufacturing</b>	<b>4</b>
<b>FSI 409</b>	<b>Senior Seminar I</b>	<b>1</b>
<b>FSI 410</b>	<b>Senior Seminar II</b>	<b>1</b>
<b>FSI 417</b>	<b>Food Chemistry</b>	<b>4</b>
<b>FSI 425</b>	<b>Food Compositional Analysis and Quality Assurance</b>	<b>4</b>
<b>FSI 457</b>	<b>Product Development</b>	<b>4</b>
<b>FSI 495</b>	<b>Graduation Certification</b>	<b>0</b>
<b>PHI</b>	<b>Philosophy Elective</b>	<b>3</b>
	<b>Total</b>	<b>28</b>

**Total 120**

### FOOD SCIENCE SUMMARY

Biology .....	8	Mathematics .....	9
Business .....	3	Philosophy .....	6
Chemistry .....	20	Physics .....	4
English .....	9	Social Sciences .....	9
Economics .....	3	Speech .....	3
Fine Arts.....	3	Theology .....	6
Food Science .....	37	<b>Total: 120</b>	

**BACHELOR OF SCIENCE FOOD SCIENCE**  
**Beverage Science track**

**FRESHMAN**

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>FSI101</b>	<b>Fundamentals of Food Science</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>PHI 207</b>	<b>Introduction to Logic and Critical Thinking</b>	<b>3</b>
<b>ECO 201</b>	<b>Principles of Economics I</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

**SOPHOMORE**

<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>Literature Elective</b>	<b>3</b>
<b>FSI 375</b>	<b>Applied Nutritional Science</b>	<b>3</b>
<b>FSI 295</b>	<b>Certification of Standing in Food Science</b>	<b>0</b>
<b>FSI 360</b>	<b>Commercial Beverage Production</b>	<b>4</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 160</b>	<b>Introductory Statistics</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

**JUNIOR**

<b>BUS 205</b>	<b>Principles of Accounting</b>	<b>3</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>FSI 310</b>	<b>Food Laws, Standards, and Regulations</b>	<b>2</b>
<b>FSI 330</b>	<b>Food Safety and Hazard Analysis Critical Point Systems</b>	<b>3</b>
<b>FSI 350</b>	<b>Food Microbiology</b>	<b>4</b>
<b>PHI 306</b>	<b>Philosophical Ethics</b>	<b>3</b>
<b>PSY/SOC</b>	<b>Psychology or Sociology Elective</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>29</b>

## SENIOR

<b>BUS 252</b>	<b>Principles of Marketing</b>	<b>3</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>FSI 409</b>	<b>Senior Seminar I</b>	<b>1</b>
<b>FSI 410</b>	<b>Senior Seminar II</b>	<b>1</b>
<b>FSI 425</b>	<b>Food Compositional Analysis and Quality Assurance</b>	<b>4</b>
<b>FSI 431</b>	<b>Fermentation I</b>	<b>4</b>
<b>FSI 432</b>	<b>Fermentation II</b>	<b>4</b>
<b>FSI 433</b>	<b>Distillation</b>	<b>4</b>
<b>FSI 457</b>	<b>Product Development</b>	<b>4</b>
<b>FSI 495</b>	<b>Graduation Certification</b>	<b>0</b>
	<b>Total</b>	<b>29</b>

**Total 120**

## BEVERAGE SCIENCE SUMMARY

Biology .....	8	Food Science .....	41
Business .....	6	Mathematics .....	6
Chemistry .....	20	Philosophy .....	6
Economics .....	3	Social Sciences .....	9
English .....	9	Speech .....	3
Fine Arts .....	3	Theology .....	6
		<b>Total: 120</b>	

## 2. 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.

## BACHELOR OF SCIENCE FOOD BUSINESS

### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>FSI 101</b>	<b>Fundamentals of Food Science</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>PHI 207</b>	<b>Introduction to Logic and Critical Thinking</b>	<b>3</b>
<b>ECO 201</b>	<b>Principles of Economics I</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>

<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

### SOPHOMORE

<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ENG</b>	<b>Literature Elective</b>	<b>3</b>
<b>FSI 375</b>	<b>Applied Nutritional Science</b>	<b>3</b>
<b>FSI 295</b>	<b>Certification of Standing in Food Science</b>	<b>0</b>
<b>FSI 370</b>	<b>Food Processing and Preservation</b>	<b>4</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 160</b>	<b>Introductory Statistics</b>	<b>3</b>
	<b>Total</b>	<b>31</b>

### JUNIOR

<b>BUS 205</b>	<b>Principles of Accounting</b>	<b>3</b>
<b>BUS 209</b>	<b>Contemporary Business Communications</b>	<b>3</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>FSI 310</b>	<b>Food Laws, Standards, and Regulations</b>	<b>2</b>
<b>FSI 330</b>	<b>Food Safety and Hazard Analysis Critical Point Systems</b>	<b>3</b>
<b>FSI 350</b>	<b>Food Microbiology</b>	<b>4</b>
<b>PSY/SOC</b>	<b>Psychology or Sociology Elective</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>29</b>

### SENIOR

<b>BUS 251</b>	<b>Principles of Management</b>	<b>3</b>
<b>BUS 252</b>	<b>Principles of Marketing</b>	<b>3</b>
<b>BUS 460</b>	<b>Special Topics in Business</b>	<b>3</b>
<b>BIO/CHE 360</b>	<b>Biochemistry</b>	<b>4</b>
<b>FSI 409</b>	<b>Senior Seminar I</b>	<b>1</b>
<b>FSI 417</b>	<b>Food Chemistry</b>	<b>4</b>
<b>FSI 425</b>	<b>Food Compositional Analysis and Quality Assurance</b>	<b>4</b>
<b>FSI 457</b>	<b>Product Development</b>	<b>4</b>
<b>FSI 495</b>	<b>Graduation Certification</b>	<b>0</b>
<b>PHI 306</b>	<b>Philosophical Ethics</b>	<b>3</b>
	<b>Total</b>	<b>29</b>

**Total: 120**

## FOOD BUSINESS SUMMARY

Biology ..... 8	Food Science ..... 32
Business ..... 15	Mathematics ..... 6
Chemistry ..... 20	Philosophy ..... 6
Economics ..... 3	Social Sciences ..... 6
English ..... 9	Speech ..... 3
Fine Arts ..... 3	Theology ..... 6
<b>Total: 120</b>	

### 3. Bachelor of Science in Culinology®

The Bachelor of Science in Culinology® 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.

### BACHELOR OF SCIENCE CULINOLOGY®

#### FRESHMAN

<b>BIO 101</b>	<b>General Biology</b>	<b>4</b>
<b>ENG 101</b>	<b>English Composition I</b>	<b>3</b>
<b>ENG 102</b>	<b>English Composition II</b>	<b>3</b>
<b>FSI 101</b>	<b>Fundamentals of Food Science</b>	<b>3</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 105</b>	<b>College Algebra</b>	<b>3</b>
<b>PHI 207</b>	<b>Introduction to Logic and Critical Thinking</b>	<b>3</b>
<b>SPE 101</b>	<b>Fundamentals of Public Speaking</b>	<b>3</b>
<b>CULINARY ARTS</b>	<b>Culinary Arts transfer credits</b>	<b>6</b>
<b>Total</b>		<b>31</b>

#### SOPHOMORE

<b>BIO 370</b>	<b>Microbiology</b>	<b>4</b>
<b>CHE 141</b>	<b>General College Chemistry I</b>	<b>4</b>
<b>CHE 142</b>	<b>General College Chemistry II</b>	<b>4</b>
<b>ECO 201</b>	<b>Principles of Economics</b>	<b>3</b>
<b>ENG</b>	<b>Literature Elective</b>	<b>3</b>

<b>FSI 375</b>	<b>Applied Nutritional Science</b>	<b>3</b>
<b>FSI 295</b>	<b>Certification of Standing in Food Science</b>	<b>0</b>
<b>FSI 370</b>	<b>Food Processing and Preservation</b>	<b>4</b>
<b>CULINARY ARTS</b>	<b>Culinary Arts transfer credits</b>	<b>6</b>
	<b>Total</b>	<b>31</b>

### JUNIOR

<b>ART/FNA/MUS</b>	<b>Fine Arts Elective</b>	<b>3</b>
<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>4</b>
<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>4</b>
<b>FSI 310</b>	<b>Food Laws, Standards, and Regulations</b>	<b>2</b>
<b>FSI 325</b>	<b>Ingredients, Additives, and Functionality</b>	<b>3</b>
<b>FSI 350</b>	<b>Food Microbiology</b>	<b>4</b>
<b>HIS</b>	<b>History Elective</b>	<b>3</b>
<b>MAT 160</b>	<b>Introductory Statistics</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>29</b>

### SENIOR

<b>BUS 252</b>	<b>Principles of Marketing</b>	<b>3</b>
<b>BUS 460</b>	<b>Special Topics in Business</b>	<b>2</b>
<b>FSI 409</b>	<b>Senior Seminar I</b>	<b>1</b>
<b>FSI 417</b>	<b>Food Chemistry</b>	<b>4</b>
<b>FSI 457</b>	<b>Product Development</b>	<b>4</b>
<b>FSI 460</b>	<b>Advanced Product Development</b>	<b>4</b>
<b>FSI 475</b>	<b>Food Science Externship</b>	<b>2</b>
<b>FSI 495</b>	<b>Graduation Certification</b>	<b>0</b>
<b>PHI 306</b>	<b>Philosophical Ethics</b>	<b>3</b>
<b>PSY/SOC</b>	<b>Psychology or Sociology Elective</b>	<b>3</b>
<b>THE</b>	<b>Theology Elective</b>	<b>3</b>
	<b>Total</b>	<b>29</b>

**Total 120**

### CULINOLOGY® SUMMARY

Biology .....	8	Food Science .....	34
Business .....	5	Mathematics .....	6
Chemistry .....	16	Philosophy .....	6
Culinary Arts .....	12	Social Sciences .....	9
Economics .....	3	Speech .....	3
English .....	9	Theology .....	6
Fine Arts .....	3	<b>Total: 120</b>	



## **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.

## **BACHELOR OF ARTS IN HISTORY**

**Coordinator: Dr. Craig Bauer**

### **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	101	4	General Biology
	291	1	Stress Management
English	101	3	English Composition
	102	3	English Composition II
	Elective	3	Literature
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	101	3	Introduction to Philosophy
	207	3	Introduction to Logic and Critical Thinking
Political Science	250	3	American Government
Sociology	201	3	Introduction to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology Elective
<b>Total</b>		<b>54</b>	

### Major Requirements

Computer Info Systems	Elective	3	CIS elective
English	Elective	3	Literature elective
Foreign Language	101 & 102	6	Elementary French/Latin/Spanish I & II
Geography	201	3	World Geography
	202	3	Geography of U.S. and Canada
History	201 & 202	6	History of U.S. I & II
	301	3	Louisiana History
	442	3	History of Contemporary America: 1945-Present
	or 485	3	Contemporary Europe: Europe since WWII
	450	3	Louisiana Heritage: Research in Louisiana History
History	Electives	15	History electives at or above 325 level

Free Electives	Electives	18
<b>Major Total</b>		<b>66</b>
<b>Degree Total</b>		<b>120</b>

## **BACHELOR OF ARTS IN SOCIAL SCIENCES**

**Coordinator: Dr. Craig Bauer**

### **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 OFFERED

Bachelor of Arts in Social Sciences

## 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	101	4	General Biology
	291	1	Stress Management
English	101 & 102	6	English Composition I & II
	250/251	3	American Literature I or II
	or		or
	300/301		British Literature I or II
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	Elective	3	Philosophy
	207	3	Introduction to Logic and Critical Thinking

Political Science	250	3	American Government
Sociology	201	3	Introduction to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology Elective
<b>Total</b>		<b>54</b>	
<b>Major Requirements</b>			
English	Elective	3	ENG 250, 251, 300, or 301— American or British Literature I or II
Foreign Language	101 & 102	6	Elementary French/Latin/Spanish I & II (must be 6 hours in the same language)
Geography	201	3	World Geography
	202	3	Geography of the U.S. and Canada
History	201 & 202	6	History of U.S. I & II
	301	3	Louisiana History
	450	3	Louisiana Heritage: Research in Louisiana History
		12	History Electives (must be 300 level or higher)
Political Science	380	3	Constitutional Law
Psychology	101	3	General Psychology
Social Sciences	Electives	12	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)
Free Electives	Electives	9	
<b>Major Total</b>		<b>66</b>	
<b>Degree Total</b>		<b>120</b>	

## BACHELOR OF ARTS SOCIAL SCIENCES WITH A CONCENTRATION IN CRIMINAL JUSTICE

### Program Description

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 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 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	101	4	General Biology
	291	1	Stress Management
English	101 & 102	6	English Composition I & II
	250 & 251	3	American Literature I & II
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	101	3	Introduction to Philosophy
	207	3	Introduction to Logic and Critical Thinking
Political Science	250	3	American Government
Sociology	201	3	Introduction to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology elective
<b>Total</b>		<b>54</b>	

**Major Requirements**

Computer Info Sys	120	3	Intro to Computer Information System
	Elective	3	CIS elective
Criminal Justice	100	3	Intro to Criminal Justice
	200	3	Criminal Investigation
	210	3	Criminal Law
	350	3	Criminology
	374	3	Court Procedure and Evidence
	376	3	Juvenile Justice
	450	3	Forensic Evidence
	Elective	3	Criminal Justice elective
Foreign Language	101 & 102	6	Elementary French/Latin/Spanish I & II
Political Science	275	3	State and Local Government
	380	3	Constitutional Law
History	201 & 202	6	History of U.S. I & II
	301	3	Louisiana History
	450	3	Louisiana Heritage: Research in Louisiana History
	Elective	3	History elective at 300 level or above
Psychology	101	3	General Psychology
English	Elective	3	Literature Elective
Free Electives	Electives	3	
<b>Major Total</b>		<b>66</b>	
<b>Degree Total</b>		<b>120</b>	



## **BACHELOR OF ARTS SOCIAL SCIENCES WITH A CONCENTRATION IN 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	101	4	General Biology
	291	1	Stress Management
English	101 & 102	6	English Composition I & II
	250 & 251	3	American Literature I & II
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Introduction to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	101	3	Introduction to Philosophy
	207	3	Introduction to Logic and Critical Thinking
Political Science	250	3	American Government
Sociology	201	3	Introduction to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology elective
<b>Total</b>		<b>54</b>	

### **Major Requirements**

Computer Info Sys	120	3	Introduction to Computer Information System
Criminal Justice	100	3	Introduction to Criminal Justice
	200	3	Criminal Investigation
	210	3	Criminal Law
	350	3	Criminology
Economics	201	3	Principles of Economics I
English	Elective	3	Literature Elective
Foreign Language	101 & 102	6	Elementary French/Latin/Spanish I & II
Political Science	375	3	Judicial Process
	380	3	Constitutional Law
History	201 & 202	6	History of U.S. I & II
	301	3	Louisiana History
	450	3	Louisiana Heritage: Research in Louisiana History
	Elective	3	History elective at 300 or above level

Psychology	101	3	General Psychology
Business	218	3	Introduction to Business
	401	3	Business Law I
	402	3	Business Law II
Free Electives	Electives	6	
<b>Major Total</b>		<b>66</b>	
<b>Degree Total</b>		<b>120</b>	

**BACHELOR OF ARTS IN SOCIAL SCIENCES  
WITH A CONCENTRATION IN  
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); and
7. successful completion of all course work, except for EDU 461A (Internship I) and EDU 461B (Internship II), required by the Louisiana Department of Education for teacher certification.

### **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 123 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 18 hours in professional Education, five of which must be 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	101	4	General Biology
	291	1	Stress Management
English	101 & 102	6	English Composition I & II
	250 & 251	3	American Literature I & II
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Introduction to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	101	3	Introduction to Philosophy

	207	3	Introduction to Logic and Critical Thinking
Political Science	250	3	American Government
Sociology	201	3	Introduction to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology elective
<b>Total</b>		<b>54</b>	

### Major Requirements

Criminal Justice	Elective	3	Criminal Justice elective (above 300-level)
Foreign Language	101 & 102	6	Elementary French/Latin/Spanish I & II
Geography	201	3	World Geography
History	201 & 202	6	History of U.S. I & II
	301	3	Louisiana History
	450	3	Louisiana Heritage: Research in Louisiana History
		9	History electives (above 300-level)
Psychology	101	3	General Psychology
	340	3	Human Growth and Development
Social Science	Electives	9	Courses may be taken in Criminal Justice, Economics, Geography, History, Political Science, Psychology, or Sociology (above 300- level).

<b>Education*</b>	301	3	Educational Psychology
	306	3	Classroom Organization and Management
	304A	3	Learner with Special Needs
	311	3	Reading in the Content Area
	**305	4	Curriculum and Instructional Strategies
	310	5	Instructional Methodologies

**Major Total** 69

**Degree Total** 123

\* 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).

\*\*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 461A Internship I and EDU461B Internship II must be taken after graduation.**

## BACHELOR OF SCIENCE IN GENERAL STUDIES

### Program Description

The curriculum of the General Studies degree program is structured to offer a broad range of courses designed to provide the student majoring in General Studies with a choice of a major concentration of thirty-three (33) semester hours in one of four areas and a minor concentration of twenty-seven (27) semester hours in one of the remaining areas.

The program requires students to be proactive in creating a curriculum to meet their particular needs and interests. Such a curriculum is comprised of a major concentration in one group of disciplines taught at the University and a minor concentration in a second group of disciplines. Furthermore, it affords the opportunity to combine mutually enhancing areas of concentration, thereby providing more effective preparation for either the workplace or graduate studies.

For the purposes of the General Studies degree, the disciplines taught at the University are divided into four groups of allied disciplines: Business, Humanities, Natural Sciences, and Social Sciences.

The **Business** group includes all courses in Business (BUS), Computer Information Systems (CIS), and Economics (ECO).

The **Humanities** group includes all courses in Art (ART), Education (EDU), English (ENG), Fine Arts (FNA), French (FRE), Latin (LAT), Music (MUS), Philosophy (PHI), Spanish (SPA), Special Education (SED), Speech (SPE), and Theology (THE).

The **Natural Sciences** group includes all courses in Biology (BIO), Chemistry (CHE), Earth Science (ESC), Food Sciences (FSI), Health Sciences (HSC), Mathematics (MAT), and Physics (PHY).

The **Social Sciences** group includes all courses in Criminal Justice (CJU), Counseling (COU), Geography (GEO), History (HIS), Political Science (PSC), Psychology (PSY), and Sociology (SOC).

Each General Studies student must choose one of these groups as a major concentration, taking a minimum of 33 semester hours, 12 of which must be at the 300 level or above. No grade in a student's major concentration may be below a C. Additionally, each student must select a second group as a minor concentration, taking a minimum of 27 semester hours. The remaining hours in the curriculum are free electives. Among all chosen courses for the completion of this major, at least 39 semester hours must be at the 300 level or above.

### 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 major and minor 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 the major and of the minor concentrations; 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 123 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 in the major and minor concentrations. General Studies majors must complete a course of study that includes a minimum of 33 semester hours of courses in a chosen major concentration, of which at least 12 must be 300 level or higher, including two (2) writing-intensive courses (one of which is a capstone course), and 27 semester hours in a chosen minor concentration. A minimum grade of C must be earned in all courses pertaining to the major concentration. A minimum of 39 semester hours must be 300 level or higher.

Note: MAT 100A and MAT 100B 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 accomplishment of the core and General Education course requirements.

<b>FRESHMAN</b>		
BIO	101	General Biology .....4
BIO	291	Stress Management .....1
ENG	101	English Composition I .....3
ENG	102	English Composition II .....3
HIS	101/102 or 201/202	History of Western Civilization I or II or History of the United States I or II.....3
MAT	105	College Algebra .....3

PHI	Philosophy Elective .....	3
PSY 101	General Psychology .....	3
SPE 101	Fundamentals of Public Speaking.....	3
THE	Theology Elective .....	3
		<b>(29)</b>

**SOPHOMORE**

ENG	Literature Elective.....	3
ART/FNA/MUS	Fine Arts Elective .....	3
HIS	History Elective .....	3
MAT 160	Introductory Statistics .....	3
PHI	Philosophy Elective .....	3
THE	Theology Elective .....	3
	Natural Sciences Elective .....	4
	Social Sciences Elective .....	3
		<b>(25)</b>
		<b>Total: 54</b>

**JUNIOR & 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 a major concentration for a minimum of 33 semester hours and a minor concentration for a minimum of 27 semester hours. Additionally, 9 more semester hours must be earned in any elective courses.

**GENERAL STUDIES SUMMARY**

Core Curriculum Requirements .....	28
General Education Requirements .....	26
Major Concentration Requirements.....	33
Minor Concentration Requirements.....	27
Elective Requirements .....	9
	<b>Total: 123*</b>

\*Completion of a minimum of at least 39 semester hours in courses numbered 300 or above is required of the major concentration, minor concentration, and electives. Of these 39 semester hours, at least 12 semester hours must be in courses within the major concentration, including two (2) writing-intensive courses (one of which is a capstone course).

For Education Majors who have changed their major to General Studies and who have a minimum of 33 hours in Education, the following course equivalencies may apply:

- EDU 301 Educational Psychology = PSY 212 Educational Psychology
- EDU 309 Human Growth and Development = PSY 340 Human Growth and Development
- EDU 304A Learner with Special Needs = PSY 350 Psychology of Learning
- EDU 204 Foundations of Multicultural Education =
- SOC 204 Foundations of Multicultural Education.



## **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).

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, juniors and seniors, and those whose ACT or placement scores exceed placement requirements. 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 underprepared students become part of the larger learning community.

### **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.

### **Placement**

University of Holy Cross uses American College Test (ACT) subtest scores in English, Mathematics, and Reading as criteria for placement in PSSP courses. Concordant COMPASS Placement subtest scores for writing, pre-algebra, and reading are used when ACT scores are not available. Students whose scores exceed placement requirements may enroll voluntarily. The following placement matrix defines the **PSSP Course Placement Policy**.

PSSP PLACEMENT MATRIX					
WRITING SKILLS					
SUBTEST	Cut-Off Scores				COURSE PLACEMENT
	ACT	COMPASS	SAT	ACCUPLACER	
<b>English (ACT)</b> <b>Writing (COMPASS)</b>  <b>Sentence Skills (ACCUPLACER)</b>	00-15	00-59	000-400	00-55	Acceptance considered on a case by case basis. Applicant may seek outside instruction and re-apply and re-test after one semester.
	16-17	60-73	410-440	56-69	ICS 100, ENG 100 required
	18-23	74-96	450-540	70-90	ENG 101; Also eligible to enroll in HIST 101, 102, 201, & 202, as approved by an advisor
	24-26	97-98	550-600	91-115	ENG 102 (ENG 101 exempted); also eligible to enroll in HIST 101, 102, 201 & 202 as approved by an advisor
	27-36	99-100	610-800	116-120	ENG 101 & ENG 102 exempted
<b>MATHEMATICS SKILLS: Multiple scores may result from ACCUPLACER placement testing in mathematics. The score from the highest domain attempted is used to determine placement.</b>					
<b>Mathematics (ACT)</b> <b>Pre-Algebra (COMPASS)</b> <b>Arithmetic (ACCUPLACER)</b>	00-15	00-33	000-370	0-65	Acceptance considered on a case by case basis. Applicant may seek outside instruction and re-apply and re-test after one semester.
	16-17	34-100	380-420	66-120	ICS 100, MAT 099* required
<b>Mathematics (ACT)</b>  <b>Algebra (COMPASS)</b>  <b>Elementary Algebra (ACCUPLACER)</b>	16-17	00-30	380-420	00-53	ICS 100, MAT 099* required
	18	31-35	430-450	54-69	ICS 100, MAT 100A required.
	19-21	36-49	460-510	70-90	ICS 100, MAT 100 B required.
	22-24	50-100	520-560	91-120	MAT 105; Also eligible to enroll in a science course, as approved by an advisor
<b>Mathematics (ACT)</b>  <b>College Algebra (COMPASS)</b>  <b>College Level Math (ACCUPLACER)</b>	22-24	00-62	520-560	00-85	MAT 105; Also eligible to enroll in a science course, as approved by an advisor
	25+	63-100	570-800	86-120	Enrollment in mathematics course beyond MAT 105 if needed (MAT 105 exempted) and approved by an advisor
READING SKILLS					
<b>Reading (ACT/COMPASS)</b> <b>Reading Comprehension (ACCUPLACER)</b>	00-15	00-73	000-400	00-54	Acceptance considered on a case by case basis. Applicant may seek outside instruction and re-apply and re-test after one semester.
	16-21	74-88	410-510	55-89	ICS 100, REA 100 required
	22-36	89-100	520-800	90-120	Eligible for HIST 101, 102, 201 & 202, as approved by an advisor

## **Pre and Post-Testing**

ACT or COMPASS subtest scores are also used as course pre-tests. Post-test results are given in the final two weeks of the semester. *COMPASS 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 each 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 theological, 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, 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

## 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.

**BACHELOR OF ARTS  
ENGLISH**

**FRESHMAN**

ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS 101 & 102	History of Western Civilization I and II .....	6
MAT 105	College Algebra .....	3
PHI 207	Introduction to Logic and 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
	<b>(31)</b>	

**SOPHOMORE**

ENG 200	Introduction to Literary Forms.....	3
ENG 250 & 251	American Literature I and II .....	6
HIS 201 & 202	History of the United States I and II .....	6
MAT	Mathematics Elective (above 105).....	3
	Art/Fine Arts/Music Elective .....	3
FRE/LAT/SPA	Foreign Language Elective .....	3
	Natural Sciences Electives .....	5
	<b>(29)</b>	

**JUNIOR**

ENG 300 & 301	British Literature I and II .....	6
ENG	English Elective (300 level or above).....	3
PHI	Elective .....	3
SOC or PSY	Electives .....	6
	Social Sciences Elective .....	3
	Art/Fine Arts/Music Elective .....	3
	General Electives .....	6
	<b>(30)</b>	



**SENIOR**

ENG 401	Advanced Composition.....	3
ENG 352	Shakespeare I.....	3
ENG 407 or 410	Seminar in Selected Topics or Shakespeare II.....	3
ENG 498 or 499	Senior Internship or Senior Thesis.....	3
ENG	English Elective (300 level or above).....	3
	Art/Fine Arts/Music Elective.....	3
THE	Theology Elective.....	3
	General Electives.....	9
		<b>(30)</b>
		<b>Total: 120</b>

**ENGLISH SUMMARY**

English.....	39	Philosophy.....	6
Art/Fine Arts/Music Electives.....	9	Social Sciences.....	9
Foreign Language.....	6	Speech.....	3
History.....	12	Theology.....	6
Mathematics.....	6	General Electives.....	15
Natural Sciences.....	9		
			<b>Total: 120</b>

**REQUIRED COURSES FOR ENGLISH MINOR**

ENG 101 & 102	English 101 and 102.....	3
ENG 200	Introduction to Literary Forms.....	3
ENG 250 & 251	American Literature I and II.....	6
ENG 300 & 301	British Literature I and II.....	6
ENG 352	Shakespeare I.....	3
ENG	Elective 300 or 400-level.....	3
		<b>Total: 27</b>

**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 15 hours of the following Education requirements:

Education	301	Educational Psychology	3
Education	304A	Learners with Special Needs	3
Education	306	Classroom Organization & Management	3
Education	309	Human Growth and Development	3
Education	311	Reading in the Content Area	3
<b>TOTAL:</b>			<b>15</b>

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:

Education	305	Curriculum and Instructional Strategies	4
or			
Education	460B	Curriculum and Instructional Strategies (for full-time teachers)	3
Education	410	Instructional Methodologies	5
or			
Education	460D	Instructional Methodologies (for full-time teachers)	3
Education	461A	Internship I	3
Education	461B	Internship II	3

**TOTAL: 12-15 hours, depending on status as a full-time teacher**

**TOTAL FOR ALTERNATIVE PATH TO CERTIFICATION IN SECONDARY  
(Grades 6-12) EDUCATION 27-30 hours**

**Please see the admissions requirements given in the Department of Education’s description of the Alternative Certification Program in this Catalog.**

## **LIBERAL ARTS PROGRAMS**

**Coordinator: Dr. Claudia 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**

### **Degree Requirements for 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.

**ASSOCIATE OF ARTS  
LIBERAL ARTS**

**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 and Critical Thinking.....	3
SPE 101	Fundamentals of Public Speaking.....	3
THE	Theology Elective.....	3
		<b>(31)</b>

**SOPHOMORE**

BIO 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 (above 105).....	3
PHI	Elective .....	3
	Elective .....	3
	Physical Science Elective .....	4
PSY 101	General Psychology .....	3
	Social Science Elective.....	3
THE	Elective .....	3
		<b>(29)</b>

**Total: 60**

**Degree Requirements for the 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:

<b>Module 1: Art</b>			
Art	101 & 102	Drawing I and II	6
Art	300	Special Topics in Art	3
Art	304 & 305	Painting I and II	6
Art	315	Art Appreciation	3
Art	400 or 404	Art Studio Seminar or Painting III	3
			<b>Total: 21</b>
<b>Module 2: Biology</b>			
Biology	200 level & above	Elective	4
Biology	300 level & above	Electives	8
Biology	375	Genetics	4
Biology	400	Ecology	4
Biology	409	Senior Seminar	1
			<b>Total: 21</b>
<b>Module 3: Business</b>			
Economics	201	Principles of Economics I	3
Business	205	Principles of Accounting I	3
Business	251 or 252	Principles of Management or Principles of Marketing	3
Business	311	Principles of Business Finance	3
Business	409	Business and Society	3
Business	416	Organizational Behavior	3
Business	455	International Management	3
			<b>Total: 21</b>

<b>Module 4:</b>	<b>Education</b>		
Education	201	Literature for Children and Youth (1-6)	3
Education	204	Foundations of Multicultural Education	3
Education	301	Educational Psychology	3
Education	304A	The Learner with Special Needs	3
Education	306	Classroom Organization and Management	3
Education	312	Materials and Methods of Teaching	
		Mathematics I	3
Education	313	Materials and Methods of Teaching	
		Mathematics II	3
			<b>Total: 21</b>
<b>Module 5:</b>	<b>English</b>		
English	250 & 251	American Literature I and II	6
English	300 & 301	British Literature I and II	6
English	352	Shakespeare I	3
English	300 or 400 level	Elective	3
English	407 or 410	Seminar in Selected Topics or Shakespeare II	3
			<b>Total: 21</b>
<b>Module 6:</b>	<b>History</b>		
History	201 & 202	History of U. S. I and II	6
History	301	Louisiana History	3
History	305	Intro to Public History	3
History	above 325	Elective	3
History	400 level	Elective	3
History	450	Louisiana Heritage	3
			<b>Total: 21</b>
<b>Module 7:</b>	<b>Philosophy</b>		
Philosophy	231	Philosophy and Being	3
Philosophy	250	Epistemology	3
Philosophy	306	Philosophical Ethics	3
Philosophy	331	Existentialism	3
Philosophy	300 or 400 level	Elective	3
Philosophy	480	Senior Seminar	3
Philosophy	495	Social and Political Philosophy	3
			<b>Total: 21</b>
<b>Module 8:</b>	<b>Psychology</b>		
Psychology	310	Social Psychology	3
Psychology	350	Psychology of Learning	3
Psychology	402	Human Sexuality	3
Psychology	421	Advanced Abnormal Psychology	3
Psychology	490	Research	3
Psychology	300 or 400 level	Electives	6
			<b>Total: 21</b>

<b>Module 9: Theology</b>			
Theology	202	The Revelation of God	3
Theology	203	Jesus, Son of God	3
Theology	280	Catholic Moral Principles	3
Theology	343	Sacraments and Liturgy	3
Theology	300	Theological Principles and Methods	3
Theology	300 or 400 level	Elective	3
Theology	435	Senior Seminar	3
		<b>Total:</b>	<b>21</b>

**BACHELOR OF ARTS  
LIBERAL ARTS**

**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 101	Western Civilization I.....	3
HIS 102	Western Civilization II.....	3
MAT 105	College Algebra .....	3
PHI 207	Introduction to Logic and Critical Thinking.....	3
SPE 101	Fundamentals of Public Speaking.....	3
THE	Theology Elective .....	3
		<b>(31)</b>

**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 (above 105).....	3
PHI 306	Philosophical Ethics.....	3
	Natural Science Electives .....	5
PSY or SOC	Elective .....	3
	Social Science Elective .....	3
THE	Elective .....	3
		<b>(29)</b>

**JUNIOR**

ART/FNA/MUS	Fine Arts Elective .....	3
Liberal Arts	Module 1 .....	9
Liberal Arts	Module 2 .....	9
	Free Electives.....	9
		<b>(30)</b>

**SENIOR**

Liberal Arts	Module 1 .....	12
Liberal Arts	Module 2 .....	12
	Free Electives .....	6
		<b>(30)</b>
		<b>Total: 120</b>

**LIBERAL ARTS SUMMARY**

General Education .....	54
Module I .....	21
Module II .....	21
Additional Requirements .....	15
Electives .....	9
	<b>Total: 120</b>



## DEPARTMENT OF THEOLOGY

**Chair: Dr. David Delio**

**Undergraduate Coordinator: Dr. Joshua Brumfield**

**Graduate Program Coordinator: Dr. David Delio**

**Degrees Offered:** Bachelor of Arts in Theology  
Bachelor of Arts in Theology  
with a Concentration in Religious Education  
Master of Arts in Catholic 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.

### **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 and other religious traditions. 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.

In pursuing a major in Theology at University of Holy Cross, the student also completes a minor in Philosophy. Thus, the student is prepared to continue to advanced theological studies or to law, history, education, etc. A minor in Theology is also available, as well as a Theology Module within the Liberal Arts degree.

### **Student Learning Outcomes of the Bachelor of Arts in Theology Program**

Upon successful completion of the Bachelor of Arts in Theology Program, Theology majors will be able to

1. Demonstrate a familiarity with Christian scriptures and traditions;
2. Understand the Catholic theological tradition and current trends in theology;
3. Think and question philosophically;
4. Communicate theology and apply it in familial, professional, and community settings;
5. Cultivate a well-formed conscience through practical judgment and ethical analysis, based upon the Catholic theological and moral tradition; and
6. Engage in successful theological research so as to demonstrate the ability to analyze critically and articulate clearly theological arguments in both writing and speech.

### **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 1<sup>st</sup> for the Fall semester, November 1<sup>st</sup> for the Spring semester, and May 1<sup>st</sup> 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 credit 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 Senior Thesis (3 credits) and a Senior Theology Practicum or Seminar (3 credits). A cumulative exam is also required.

**The program for Bachelor’s Degree with a major in Theology is as follows:**

General Education Requirements.....	54 semester hours
Major (Theology) .....	36 semester hours
Minor (Philosophy).....	18 semester hours
General Electives .....	6 semester hours
Foreign Language.....	6 semester hours
TOTAL .....	120 semester hours

**BACHELOR OF ARTS  
THEOLOGY**

**FRESHMAN**

ENG 101	English Composition I.....	3
ENG 102	English Composition II .....	3
HIS 201	History of US I.....	3
MAT 105	College Algebra.....	3
PHI 206	History of Philosophy.....	3
PSY/SOC	Psychology/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
		<b>(31)</b>

**SOPHOMORE**

ENG	English Literature Elective.....	3
ART/FNA/MUS	Fine Arts Elective. ....	3
HIS 202	History of US II .....	3
THE 211	Discovering the Church.....	3
MAT	Mathematics Elective (above MAT 105).....	3
PHI 207	Introduction to Logic and Critical Thinking.....	3
PHI 231	Philosophy and Being.....	3
THE 202	Revelation of God.....	3
THE 203	Jesus, Son of God.....	3
	Natural Science Elective.....	4
		<b>(31)</b>

**JUNIOR**

PHI 250	Epistemology: Knowledge, Truth, and Belief.....	3
PHI 306	Philosophical Ethics.....	3
PHI	Philosophy Elective from list.....	3
SOC SCI	Social Science 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
		<b>(31)</b>

**SENIOR**

PHI 315	The Dynamic Synthesis of Thomas Aquinas.....	3
PHI	300-level elective.....	3
THE 300	Theological Principles and Methods.....	3
THE 432	Senior Thesis .....	3
THE 434/435	Senior Theology Practicum or Senior Seminar .....	3
THE	Theology Electives .....	6
Electives	Free Electives .....	6
		<b>(27)</b>

**Total: 120**

**THEOLOGY SUMMARY**

English .....	9	Mathematics .....	6
Fine Arts Elective .....	3	Natural Sciences .....	9
Foreign Language .....	6	Philosophy.....	24
General Electives .....	6	Social Sciences .....	6
History.....	6	Speech .....	3
Theology .....	42		<b>Total: 120</b>

**REQUIRED COURSES FOR THEOLOGY MINOR (24 credits)**

**General Requirements (6 credits):**

THE 100	Theological Workshop.....	3
THE 103	The Christian Tradition .....	3

**Minor Requirements for Theology (18 credits):**

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 375	Theology in the Bible .....	3

**BACHELOR OF ARTS IN THEOLOGY  
WITH A CONCENTRATION IN RELIGIOUS EDUCATION  
(ELEMENTARY OR SECONDARY)**

In addition to the traditional Theology degree, the University of Holy Cross offers a Theology degree with a major concentration in Religious Education. This program combines a course of theological study with preparation for effective catechesis or classroom instruction at the elementary and secondary levels. 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.

**Student Learning Outcomes of the Bachelor of Arts in Theology with a Concentration in Religious Education Program**

Upon successful completion of the Bachelor of Arts in Theology with a Concentration in Religious Education Programs, majors should be able to

1. Demonstrate a familiarity with the Christian faith, Scripture, and tradition;
2. Understand the Christian theological tradition and current trends in theology;
3. Communicate theology and apply it in familial, professional, and community settings;
4. Cultivate a well-formed conscience through critical thinking and ethical analysis based upon the Catholic theological and moral tradition in order to make moral decisions;
5. Engage in successful theological research so as to demonstrate the ability to analyze critically and articulate clearly theological arguments both in writing and in speech; and
6. Plan, organize, and execute effective pedagogy in a classroom environment.

**Admission to the Bachelor of Arts in Theology with a Concentration in Religious Education (Elementary or Secondary) 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).

Additionally, 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.

Priority deadlines for applying are July 1<sup>st</sup> for the Fall semester, November 1<sup>st</sup> for the Spring semester, and May 1<sup>st</sup> 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 with a Concentration in Religious Education is conferred upon students who complete an approved program of study with a 2.75 cumulative GPA and a 3.0 GPA in major disciplines course work. A minimum grade of C must be earned for 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. A cumulative exam is also required.

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 credit earned, although they may be completed in for-credit classes that have a service component.

**The program for the Bachelor’s Degree with a major in Theology with a Concentration in Religious Education (Elementary of Secondary) is as follows:**

General Education Requirements .....	54 semester hours
Theology.....	30-33 semester hours
Philosophy.....	6-9 semester hours
Foreign Language.....	6 semester hours
Education .....	21-27 semester hours
TOTAL .....	123 semester hours

**BACHELOR OF ARTS THEOLOGY  
WITH A CONCENTRATION IN RELIGIOUS EDUCATION (ELEMENTARY)**

**FRESHMAN**

ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3

HIS 201	History of US I .....	3
SOC	Sociology Elective .....	3
MAT 105	College Algebra .....	3
PHI 206	History of Philosophy .....	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
		<b>(31)</b>

### SOPHOMORE

ENG	English Literature Elective .....	3
ART/FNA/ MUS	Fine Arts Elective .....	3
HIS 202	History of US II .....	3
MAT	Mathematics Elective (above MAT 105) .....	3
PHI 207	Introduction to Logic and Critical Thinking .....	3
THE 202	Revelation of God.....	3
THE 203	Jesus, Son of God.....	3
EDU 201	Literature for Children and Youth .....	3
EDU 301	Educational Psychology.....	3
BIO/CHE/ PHY	Natural Science Elective .....	4
		<b>(31)</b>

### JUNIOR

PHI 231	Philosophy and Being.....	3
PHI 250	Epistemology: Knowledge, Truth and Belief.....	3
EDU 306	Classroom Management (first semester only) .....	3
EDU 308	Materials and Methods of Teaching Reading/Language Arts .....	3
EDU 312	Materials and Methods of Teaching Mathematics.....	3
THE 211	Discovering the Church.....	3
THE 360	Old Testament .....	3
THE 370	New Testament .....	3
FLA	Ancient or Modern Language.....	6
BIO/CHE/ PHY	Natural Science Elective.....	1
		<b>(31)</b>

### SENIOR

EDU 304a	The Learner with Special Needs.....	3
EDU 305	Curriculum and Instructional Strategies .....	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
EDU 410	Instructional Methodologies .....	5
THE 435	Senior Seminar .....	3
THE 441	Practicum in Teaching Religion.....	3
		<b>(30)</b>

**Total: 123**

### THEOLOGY SUMMARY

English .....	9	Mathematics.....	6
Fine Arts Elective .....	3	Natural Sciences .....	9
Foreign Language .....	6	Philosophy .....	12
Education .....	30	Social Sciences .....	3
History.....	6	Speech .....	3
Theology .....	36		

**Total: 123**

#### NOTES:

- EDU 305 is a pre-requisite for EDU 410; Admissions Requirements for EDU 305, 410 include passing scores on Praxis I (Reading, Writing, and Mathematics), or ACT score of 22 or higher, or SAT score of 1030 or higher.
- EDU 410 is a pre-requisite for THE 441.
- All requirements must be completed or concurrent with enrolling in THE 441.
- Passing a comprehensive Theology exam is required to graduate from this program.
- If student desires certification prior to graduating, he or she must take EDU 421 Student Teaching, which is a full-time, 5 day-a-week teaching obligation in an assigned classroom.
- If student desires state certification, graduates, and has a full-time teaching position, then he or she must register for 461A and 461B (Internship I and II), which requires supervised evaluations.
- For certification, passing scores on Praxis II content area exam are required for the level of certification (middle school Praxis exams do not qualify), and a completed application packet is also required.
- Prior to applying for a Louisiana teaching certificate, the candidate must pass the Praxis II Principles of Learning and Teaching (PLT) exam for his or her grade-level cluster.

### BACHELOR OF ARTS THEOLOGY WITH A CONCENTRATION IN RELIGIOUS EDUCATION (SECONDARY)

#### FRESHMAN

ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS 201	History of US I .....	3
SOC	Sociology Elective.....	3



MAT 105	College Algebra .....	3
PHI 206	History of Philosophy .....	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
		<b>(31)</b>

**SOPHOMORE**

ENG	English Literature Elective .....	3
ART/FNA MUS	Fine Arts Elective .....	3
HIS 202	History of US II .....	3
MAT	Mathematics Elective (above MAT 105) .....	3
PHI 207	Introduction to Logic and Critical Thinking .....	3
THE 202	Revelation of God.....	3
THE 203	Jesus, Son of God.....	3
THE 211	Discovering the Church.....	3
EDU 301	Educational Psychology.....	3
BIO/CHE/ PHY	Natural Science Elective .....	4
		<b>(31)</b>

**JUNIOR**

PHI 231	Philosophy and Being.....	3
PHI 250	Epistemology: Knowledge, Truth and Belief.....	3
EDU 306	Classroom Management (first semester only) .....	3
EDU 309	Human Growth and Development .....	3
THE 280	Catholic Moral Principles.....	3
THE 343	Sacraments and Liturgy.....	3
THE 360	Old Testament .....	3
THE 370	New Testament .....	3
FLA	Ancient or Modern Language.....	6
BIO/CHE/ PHY	Natural Science Elective.....	1
		<b>(31)</b>

**SENIOR**

EDU 304A	The Learner with Special Needs.....	3
PHI 306	Philosophical Ethics.....	3
EDU 305	Curriculum and Instructional Strategies .....	4
EDU 311	Reading in the Content Area .....	3
THE 319	Principles of Catechesis.....	3
EDU 410	Instructional Methodologies .....	5
THE 435	Senior Seminar .....	3
THE 441	Practicum in Teaching Religion.....	3
THE	Theology Elective .....	3
		<b>(30)</b>

**Total: 123**

## THEOLOGY SUMMARY

English .....	9	Mathematics.....	6
Fine Arts Elective .....	3	Natural Sciences .....	9
Foreign Language .....	6	Philosophy .....	15
Education .....	24	Social Sciences .....	3
History.....	6	Speech .....	3
Theology .....	39		
		<b>Total: 123</b>	

### NOTES:

- EDU 305 is a pre-requisite for EDU 410. Admissions Requirements for EDU 305, 410 include: Passing scores on Praxis I (Reading, Writing, and Mathematics), or ACT score of 22 or higher, or SAT score of 1030 or higher.
- EDU 410 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 certification prior to graduating he or she must take EDU 421 Student Teaching, which is a full-time, 5-day a week, teaching obligation in an assigned classroom.
- If student desires state certification, graduates, and has a full-time teaching position, then he or she must register for 461A and 461B (Internship I and II), which requires supervised evaluations.
- To be certified, passing scores on Praxis II content area exam are required for the level of certification (middle school Praxis exams do not qualify), and a completed application packet is also required.
- Prior to applying for a Louisiana teaching certificate, the candidate must pass the Praxis II Principles of Learning and Teaching (PLT) exam for his or her grade-level cluster.

## **GRADUATE PROGRAM IN THEOLOGY**

### **MASTER OF ARTS IN CATHOLIC THEOLOGY (MACT)**

**Graduate Theology Program Coordinator: Dr. David 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.

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 in-class colloquia, hybrid, and online seminars present such opportunities. These formats also offer maximum flexibility for students to learn while working and have the potential to draw diverse students from across the country and internationally. We believe that this program 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 their faith. 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 through theology, the objectives of the teaching mission of the Program 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 of the research mission of the program 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 of the public and professional service mission of the program 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 shall be able to

1. demonstrate familiarity with Sacred Scripture and Catholic theological resources;

2. demonstrate the ability to reason, discern, and articulate theologically in relation to one's career or profession;
3. engage in fruitful dialogue with other Christian and religious traditions;
4. cultivate a well-formed conscience through practical judgment and ethical analysis based upon the Catholic theological and moral tradition;
5. demonstrate the ability to evaluate social and political traditions in light of Catholic Social Teaching; and
6. engage in successful theological research so as to demonstrate the ability to analyze critically and articulate clearly theological arguments in both writing and speech.

### **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:

- a. July 1 for the Fall semester,
- b. November 1 for the Spring semester,
- c. February 15 for Scholarship consideration for the following academic year, and
- d. 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. 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](http://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.

### **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 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.

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 and/or THE 501. 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.

#### **STAGE TWO: 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).
- 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.

### **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 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. This means that there are in-class and online components to the program. The UHC Theology Department believes that students who personally interact with professors and each other flourish. There are summer and winter colloquia where students may be physically on campus – learning, working and praying together, and enjoying one another’s company. The colloquia concentrate on various aspects of the academic life (e.g., research and writing) and the spiritual life (e.g., prayer and contemplation) necessary for success in the Program. The summer colloquium takes place between the Spring and Fall semesters. The winter colloquium takes place before the start of the Spring semester. These colloquia create an important foundation and bond for the cohort, and this allows for the success of the synchronous online sessions which follow. Hybrid and online classes continue after the colloquia, with students returning home and starting classes through live online classes. However, students who are in the New Orleans area or who relate in the area may attend classes at the University in certain designated courses, while other students participate synchronously online.

### **COURSE CYCLES AND IN-CLASS COLLOQUIA**

Full-time students taking nine to twelve (**9-12**) hours are required to attend two summer and one winter colloquia. Three-quarter students taking six (**6**) hours and part-time students taking (**3**) hours must attend at least one summer and one winter colloquium. If students cannot physically attend these colloquia, they must request in writing to be present online, and the request must be approved by the MACT Coordinator to attend synchronously online.

### **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, practicum/internship, and the final assessment OF applied research defense or the comprehensive examination, the student is expected to attend commencement exercises. Students are required to earn a minimum grade of B in all practicum, internship, thesis, and apostolic assessments. If a student should fail to earn a minimum grade of B, he or she is required to repeat the course.

## **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.

**MASTER OF ARTS IN CATHOLIC THEOLOGY**

THE 510	Theology: Origins and Developments.....	3
THE 520	Father, Son, and 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 (at least 2 at the 600 level in THE, BUS, COU, or EDG) .....	12
THE 680/681	Research Seminar for Thesis/Theology Thesis.....	6
-or-		
THE 690/691	Professional Practicum I/II.....	6
	<b>Total: (36)</b>	

## **Welcome to the 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. Lawrence Audler, 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

### **College of Counseling, Education, and Business:**

Department of Counseling and Behavioral Sciences

Graduate Programs in Counseling

Department of Education

Graduate Programs in Education

Department of Business

## **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. Within the concentration of 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.

### **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

#### **Outcomes**

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**

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**

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.

## ASSOCIATE OF SCIENCE IN ADDICTION COUNSELING\*

### FRESHMAN

BIO 101	General Biology .....	4
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
		<b>(31)</b>

### SOPHOMORE

COU 202	Introduction to Addictive Behavior .....	3
COU 307	Addiction Counseling .....	3
COU 318	Interviewing and 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
		<b>(30)</b>
		<b>Total: 61</b>

\*A maximum of 1/4 of the total hours is transferable from other institutions, provided all other requirements are satisfied.

### ASSOCIATE OF SCIENCE IN ADDICTIONS COUNSELING SUMMARY

Counseling .....	18	Philosophy .....	3
English .....	6	Psychology .....	3
Art, Fine Arts, Music .....	3	Sociology .....	3
History .....	3	Speech .....	3
Mathematics .....	3	Theology .....	3
Natural Sciences .....	4	General Electives .....	9
			<b>Total: 61</b>

**ASSOCIATE OF SCIENCE IN JUVENILE COUNSELING\***

**FRESHMAN**

BIO 101	General Biology .....	4
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
		<b>(31)</b>

**SOPHOMORE**

COU 202	Introduction to Addictive Behaviors.....	3
COU 305	Juvenile Delinquency.....	3
COU 318	Interviewing and 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
		<b>(30)</b>

**Total: 61**

\*A maximum of 1/4 of the total hours is transferable from other institutions, provided all other requirements are satisfied.

**ASSOCIATE OF SCIENCE IN JUVENILE COUNSELING SUMMARY**

Counseling .....	15	Philosophy .....	3
English .....	6	Psychology .....	9
Art/Fine Arts, Music .....	3	Sociology .....	3
History .....	3	Speech .....	3
Mathematics .....	3	Theology .....	3
Natural Sciences .....	4	General Electives .....	6
		<b>Total: 61</b>	



**BACHELOR OF SCIENCE IN  
ADDICTION COUNSELING**

**FRESHMAN**

BIO 101	General Biology .....	4
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
		<b>(31)</b>

**SOPHOMORE**

COU 202	Introduction to Addictive Behaviors.....	3
ENG	Literature Elective.....	3
ART/FNA/MUS	Elective .....	3
	General Elective.....	3
MAT 160	Introduction to Statistics .....	3
PHI	Philosophy Elective .....	3
THE	Theology Electives.....	6
	Natural Science Elective .....	5
		<b>(29)</b>

**JUNIOR**

COU 305	Juvenile Delinquency.....	3
COU 307	Addiction Counseling .....	3
COU 318	Interviewing and Counseling .....	3
COU 320	Recovery Counseling .....	3
COU 450	Sexual Trauma .....	3
PSY 307	Crisis Intervention.....	3
PSY 402	Human Sexuality.....	3
	General Electives .....	9
		<b>(30)</b>

**SENIOR**

COU 402	Advanced Studies in Addictions.....	3
COU 408	Advanced Interviewing and Counseling.....	3
PSY 490	Research .....	3

COU/PSY	Counseling or Psychology Electives.....	9
PSY 421	Advanced Abnormal Psychology .....	3
	General Electives .....	9
		<b>(30)</b>

**Total: 120**

**BACHELOR OF SCIENCE IN ADDICTION COUNSELING SUMMARY**

Counseling .....	30	Philosophy.....	6
English .....	9	Psychology .....	18
Art, Fine Arts, Music .....	3	Sociology .....	3
History.....	3	Speech .....	3
Mathematics .....	6	Theology .....	6
Natural Sciences.....	9	General Electives .....	24

**Total: 120**

**BACHELOR OF SCIENCE IN  
APPLIED BEHAVIORAL SCIENCES**

**FRESHMAN**

BIO 101	General Biology .....	4
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
		<b>(31)</b>

**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
MAT 160	Introduction to Statistics .....	3
	Natural Science Elective .....	5
PHI	Philosophy Elective .....	3
THE	Theology Electives.....	6
		<b>(32)</b>

**JUNIOR**

CJU 350	Criminology .....	3
CJU	Criminal Justice Elective .....	3
PSY 307	Crisis Intervention.....	3
PSY 310	Social Psychology .....	3
PSY 340	Human Growth and Development .....	3
PSY	Psychology Electives (300 level or above).....	6
SOC 301	Social Problems .....	3
	General Electives .....	6
		<b>(30)</b>

**SENIOR**

COU 408	Advanced Interviewing and Counseling.....	3
PSY 421	Advanced Abnormal Psychology .....	3
PSY 490	Research.....	3
PSY	Psychology Electives (300 level or above).....	6
	General Electives .....	12
		<b>(27)</b>
		<b>Total: 120</b>

**BACHELOR OF SCIENCE IN APPLIED BEHAVIORAL SCIENCES SUMMARY**

Counseling .....	3	Philosophy .....	6
Criminal Justice .....	12	Psychology .....	30
English .....	9	Sociology .....	6
Art, Fine Arts, Music .....	3	Speech .....	3
History .....	3	Theology .....	6
Mathematics .....	6	General Electives .....	24
Natural Sciences .....	9		
			<b>Total: 120</b>

## BACHELOR OF SCIENCE IN PSYCHOLOGY

### FRESHMAN

BIO 101	General Biology .....	4
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
		<b>(31)</b>

### SOPHOMORE

ENG	Literature Elective .....	3
ART/FNA/MUS	Elective .....	3
MAT 160	Introduction to Statistics .....	3
PHI	Philosophy Elective .....	3
THE	Theology Electives .....	6
	Natural Science Elective .....	5
	General Electives .....	9
		<b>(32)</b>

### JUNIOR

COU 450	Sexual Trauma .....	3
COU/PSY	Counseling or Psychology Elective (300 level or above) .....	3
PSY 310	Social Psychology .....	3
PSY 340	Human Growth and Development .....	3
PSY 350	Psychology of Learning .....	3
PSY 402	Human Sexuality .....	3
PSY	Psychology Electives (300 level or above) .....	6
	General Electives .....	6
		<b>(30)</b>

## SENIOR

COU 408	Advanced Interviewing and Counseling.....	3
PSY 421	Advanced Abnormal Psychology .....	3
PSY 407	Death and Dying .....	3
PSY 413	History and Systems of Psychology .....	3
PSY 415	Psychological Tests and Measurements.....	3
PSY 490	Research.....	3
PSY	Psychology Electives (300 level or above).....	3
	General Electives .....	6
		<b>(27)</b>
		<b>Total: 120</b>

## BACHELOR OF SCIENCE IN PSYCHOLOGY SUMMARY

Counseling .....	6	Psychology .....	42
English .....	9	Sociology .....	3
Art, Fine Arts, Music .....	3	Speech .....	3
History .....	3	Theology .....	6
Mathematics .....	6	General Electives .....	24
Natural Sciences .....	9		
Philosophy .....	6		
			<b>Total: 120</b>

## BACHELOR OF SCIENCE IN SOCIAL COUNSELING

### FRESHMAN

BIO 101	General Biology .....	4
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
		<b>(31)</b>

### SOPHOMORE

ENG	Literature Elective .....	3
ART/FNA/MUS	Elective .....	3
MAT 160	Introduction to Statistics .....	3
PHI	Philosophy Elective .....	3
THE	Theology Electives .....	6
	Natural Science Electives .....	5
	General Electives .....	6
		<b>(29)</b>

### JUNIOR

COU 305	Juvenile Delinquency .....	3
COU 307	Addiction Counseling .....	3
COU 318	Interviewing and Counseling .....	3
COU 450	Sexual Trauma .....	3
COU/PSY	Counseling or Psychology Electives .....	6
PSY 307	Crisis Intervention .....	3
PSY 402	Human Sexuality .....	3
	General Electives .....	6
		<b>(30)</b>

### SENIOR

COU 408	Advanced Interviewing and 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
	<b>(30)</b>
	<b>Total: 120</b>

**BACHELOR OF SCIENCE IN SOCIAL COUNSELING SUMMARY**

Counseling .....	15	Psychology .....	18
English .....	9	Sociology .....	3
Art, Fine Arts, Music .....	3	Speech .....	3
History .....	3	Theology .....	6
Mathematics .....	6	Psychology/Counseling Electives .....	12
Natural Sciences .....	9	General Electives .....	27
Philosophy .....	6		
			<b>Total: 120</b>



## **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

BIO	101	General Biology .....	4
BIO		Biology Elective .....	5
ENG	101	English Composition I .....	3
ENG	102	English Composition II .....	3
ENG		Literature Elective .....	3
HIS		History Electives .....	3
MAT	105	College Algebra .....	3
MAT	160	Introduction to Statistics .....	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) .....	9
COU	305	Juvenile Delinquency .....	3
COU	318	Interviewing and Counseling .....	3
COU	450	Sexual Trauma .....	3
COU	408	Advanced Interviewing and Counseling .....	3
PSY	402	Human Sexuality .....	3
PSY	421	Advanced Abnormal Psychology .....	3
PSY	407	Death and Dying .....	3
PSY	490	Research .....	3
COU	600	Human Growth and Development .....	3
COU	602	Social and Cultural Foundations .....	3
COU	605	Career and Lifestyle Development .....	3
COU	606	Theories of Counseling .....	3
COU	607	Theory and Practice of Group Counseling.....	3
COU	609	Professional Orientation/Ethics .....	3
COU	610	Research Methodology and Program Evaluation .....	3
COU	615N	Diagnosis and 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 I .....	3
COU	702	Internship II .....	3
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.).....	21
		<b>Total Hours in Early Entry Counseling .....</b>	<b>165</b>

## **GRADUATE STUDIES IN COUNSELING 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.

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 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 Director of Graduate Counseling Programs; and
4. A two-page, double-spaced, typed personal goal statement sent to the Director of Graduate Counseling Programs. 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. 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:
  1. Completed admission criteria;
  2. Undergraduate Grade Point Averages;
  3. Three letters of recommendation;
  4. Results of writing sample, goal statement, and program interview;
  5. Recommendations from UHC instructors; and
  6. 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 six (6) sessions. 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**

A maximum of twelve (12) semester hours may be transferred to the Master of Arts program in Counseling. 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. Only courses taken within the previous five years may be transferred.

## **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. 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 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 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 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).

**MASTER OF ARTS IN COUNSELING  
SPECIALIZATION IN CLINICAL MENTAL HEALTH COUNSELING**

COU 600	Human Growth and Development .....	3
COU 602	Social and Cultural Foundations .....	3
COU 605	Career and Lifestyle Development .....	3
COU 606	Theories of Counseling .....	3
COU 607	Theory and Practice of Group Counseling .....	3
COU 609	Professional Orientation/Ethics .....	3
COU 610	Research Methodology and Program Evaluation .....	3
COU 615	Diagnosis and Treatment of Mental Disorders .....	3
COU 616	Techniques of Counseling .....	3
COU 618	Appraisal in Counseling .....	3
COU 631	Marriage, Couple, and Family Counseling .....	3
COU 635	Chemical Dependency from a Systems Perspective .....	3
COU 641	Clinical Mental Health Counseling .....	3
COU 650	Sexual Trauma .....	3
COU 699	Practicum in Counseling .....	3
COU 701	Internship I .....	3
COU 702	Internship II .....	3
	Electives in Graduate Counseling .....	9

**Total: 60**

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: Addiction Treatment and Practice I
- COU 628: Addiction Treatment and Practice II
- COU 629: Program Management and Supervision in Addictions

- COU 635: Chemical Dependency from a Systems Perspective

**Emphasis in Pastoral Counseling:**

- COU 637: Pastoral Counseling I
- COU 638: Pastoral Counseling II
- COU 646: Integrating Spirituality with Marriage and Family Counseling

**Emphasis in Play Therapy:**

- COU 642: Introduction to Play Therapy
- COU 643: Intermediate Play Therapy
- COU 644: Advanced Play Therapy

**MASTER OF ARTS IN COUNSELING/  
MARRIAGE, COUPLE, AND FAMILY COUNSELING**

COU 600	Human Growth and Development .....	3
COU 602	Social and Cultural Foundations .....	3
COU 605	Career and Lifestyle Development .....	3
COU 606	Theories of Counseling .....	3
COU 607	Theory and Practice of Group Counseling .....	3
COU 609	Professional Orientation/Ethics .....	3
COU 610	Research Methodology and Program Evaluation .....	3
COU 615	Diagnosis and Treatment of Mental Disorders .....	3
COU 616	Techniques of Counseling .....	3
COU 618	Appraisal in Counseling .....	3
COU 631	Marriage, Couple, and Family Counseling .....	3
COU 635	Chemical Dependency from A Systems Perspective .....	3
COU 661	Counseling Couples .....	3
COU 662	Counseling Families.....	3
COU 663	Advanced Studies in Systems Theory.....	3
COU 699	Practicum in Counseling .....	3
COU 701	Internship I .....	3
COU 702	Internship II .....	3
	Marriage and Family Elective .....	3
	Elective in Graduate Counseling .....	3

**Total: 60**

**MASTER OF ARTS IN COUNSELING  
SCHOOL COUNSELING**

COU 600	Human Growth and Development .....	3
COU 602	Social and Cultural Foundations .....	3
COU 605	Career and Lifestyle Development .....	3
COU 606	Theories of Counseling .....	3
COU 607	Theory and Practice of Group Counseling .....	3
COU 609	Professional Orientation/Ethics in Counseling .....	3
COU 610	Research Methodology and Program Evaluation .....	3
COU 615n	Diagnosis and 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 of School Counseling .....	3
COU 625n	Crisis Intervention.....	3
COU 635	Chemical Dependency from a Systems Perspective.....	3
COU 662	Counseling Families.....	3
COU 699	Practicum .....	3
COU 701	Internship I .....	3
COU 702	Internship II .....	3
COU	Electives in Graduate Counseling.....	6

**Total: 60**



## **GRADUATE STUDIES IN COUNSELING**

### **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.

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, Director of the Graduate Counseling Programs:

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; 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. 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.

## **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's status is then subject to review by the Graduate Counseling 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 (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.

## **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, 9 hours of doctoral credits from another institution may be transferred to the Doctoral Program. 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.

From the time Ph.D. students complete the second doctoral-level supervision course until they successfully defend their dissertations, they are required either to mentor Master's degree students in skills courses or to provide group or individual clinical supervision each semester to Master's-level practicum or internship students. Doctoral students who have already logged 600 hours of doctoral-level internship will be excused from supervising Master's students (and being supervised) during semesters or summer terms in which they are enrolled after they have successfully defended their dissertation proposals, provided they successfully defend their dissertation proposals prior to the last day of classes the previous semester. Doctoral students must

continue supervising and being supervised during the semester in which they defend their dissertation proposals.

For each additional 300 hours of supervision or teaching that students log after completing their first 600 internship hours, students may but do not have to register for additional three-credit courses in COU 847: Doctoral Internship in Counseling II. These additional optional internship courses may count as electives in students' doctoral programs of study. In some states, additional internship courses may be counted toward post-Master's supervised experience toward licensure.

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.

Because doctoral students will be supervising, conducting research, and teaching throughout their Ph.D. program, they will be supervised by faculty members from the time they complete COU 825: Counselor Supervision and after they have served one term as a mentor, until they successfully defend their dissertation proposals. During the first two semesters of supervising Master's students, they will attend weekly hour-long individual or triadic supervision sessions provided by assigned faculty members. After they have completed two semesters of individual or triadic supervision by faculty members, they will attend weekly group supervision sessions provided by faculty members. Faculty members who are assigned doctoral student individual and group supervision are given credit for teaching a course for these supervision responsibilities.

### **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, which include supervised experiences in counselor education and supervision (e.g., clinical practice, research, and teaching). 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.**

## **Ph.D. IN COUNSELING PROGRAM 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 COU courses during their Ph.D. program.

### **Core Master's Degree Counseling Courses (60 credits minimum)**

COU 600	Human Growth and Development
COU 602	Social and Cultural Foundations
COU 605	Career and Lifestyle Development
COU 606	Theories of Counseling
COU 607	Theory and Practice of Group Counseling
COU 609	Professional Orientation and Ethics in Counseling
COU 610	Research Methods and Program Evaluation
COU 615	Diagnosis and Treatment of Mental Disorders
COU 616	Techniques of Counseling
COU 618	Appraisal in Counseling
COU 631	Marriage, Couple, and Family Counseling (or COU 662 Counseling Families)
COU 699	Practicum in Counseling (minimum of 100 hours)
COU 701	Internship in Counseling I (minimum of 300 hours)
COU 703	Internship in Counseling III (minimum of 300 hours)
COU	18 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 and (18 credits minimum)**

- COU 806     Advanced Counseling Theories
- COU 810     Advanced Diagnosis and Treatment of Mental Disorders
- COU 820     College Teaching
- COU 825     Counselor Supervision
- COU 839     Advanced Multicultural, Ethical, and Legal Issues in Counseling
- COU         Doctoral Elective

### **Research Core (15 credits minimum)**

- COU 830     Introduction to Program Evaluation and Statistic
- COU 833     Current Counseling Research
- COU 834     Introduction to Qualitative Research
- COU 850     Research Seminar in Counseling

### **ONE OF THE FOLLOWING COURSES (depending on the student's research interest)**

- COU 832     Advanced Statistical Methods in Research
- OR
- COU 837     Advanced Qualitative Research

### **Doctoral Counseling Practicum and Internship (9 credits minimum)**

- COU 845     Doctoral Practicum in Counseling (minimum of 100 hours)
- COU 846     Doctoral Internship in Counseling I (minimum of 300 hours)
- COU 847     Doctoral Internship in Counseling II (minimum of 300 hours)

### **Dissertation (12 credits minimum)**

- COU         Dissertation (12 credits)  
              COU 851 (1 credit), 852 (3 credits), or 853 (6 credits)

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.

**Minimum Number of Credits in the Ph.D. Program = 114**

## DEPARTMENT OF EDUCATION

### TEACHER EDUCATION PROGRAMS

**Chair: Dr. Lisa Sullivan**

- A. Undergraduate Education—Coordinator, Dr. Lisa Sullivan**  
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)

### Conceptual Framework

The Education Department, responding to the Mission of University of Holy Cross and the philosophy of the Marianites of Holy Cross, believes that the development of a reflective professional is dependent upon a training program that focuses on the education of the heart as well as the mind, both in classroom instruction as well as in practical and clinical experiences. Furthermore, the training program seeks to foster stewardship by enabling and encouraging teacher 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. Consequently, the department’s conceptual framework centers on the theme of *Developing Reflective Stewards: Educating the Hearts and Minds and Providing Experiential Service*.

## UNDERGRADUATE 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, 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 semester 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 program content includes educational foundations and instructional design in conjunction with practical and clinical experiences, seminars, internships, and role modeling. Since the program focuses on specific competencies to be mastered, students are evaluated in reference to the predetermined performance standards described in the Teaching Skills, Knowledge, and Professionalism Performance Standards of the National Institute For Excellence in 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 student's period of study.

### **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**

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;
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 takes place each spring. Application packets are available in October of each year. Candidates must be admitted to the program to enroll in EDU 305, 307, 308, 410, 401, 402, and 421.

### **Admission Requirements for First Semester of Year-Long Residency**

Supervised student teaching and practicum 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 student teaching experience that includes the first day of school and the last day of school, according to Louisiana Department of Education guidelines. The Year-Long Residency is comprised of PLEP II and Student Teaching.

In order to be admitted to the Year-Long Residency, candidates must have:

1. Completed a formal application by March 1 to the Coordinator of Student Teaching;
2. Have senior status;
3. Earned a GPA of 3.0 in Education courses and in the area of concentration and a cumulative GPA of 2.7;
4. Completed EDU 305 with a minimum grade of B;
5. Successfully demonstrated competencies as outlined in the *Professional Laboratory Experience Program (PLEP) Handbook*; and
6. Received approval from the PLEP staff and the Education faculty.

### **Admission Requirements for 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 PLEP staff and the P-12 school partner ;
2. Passed, with Louisiana State-required scores, PRAXIS II Content Knowledge and Principles of Learning and Teaching;

3. Maintained a cumulative GPA of 2.7;
4. Completed EDU 310 with a minimum grade of B; and
5. Successfully demonstrated competencies as outlined in the *Professional Laboratory Experience Program (PLEP) Handbook*.

### **Retention in the Teacher Education Program**

Once a student is admitted to the Teacher Education Program, the candidate must maintain a 3.0 GPA in Education course work. Students are evaluated after each semester in three areas: Knowledge, Skills, and Dispositions for the profession.

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 (Candidates must achieve a minimum grade of B, or the course must be repeated. A methods course may be repeated only once.);
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

**BACHELOR OF SCIENCE  
ELEMENTARY EDUCATION**

**FRESHMAN**

**FALL SEMESTER**

ENG 101	English Composition I .....	3
ESC 101	Earth Science .....	4
HIS 101	Western Civilization I.....	3
MAT 101	Introduction to Math Concepts I.....	3
THE	Theology Elective .....	3
		<b>(16)</b>

**SPRING SEMESTER**

BIO 101	General Biology .....	4
ENG 102	English Composition II .....	3
HIS 102	Western Civilization II .....	3
MAT 102	Introduction to Math Concepts II .....	3
PHI	Philosophy Elective .....	3
		<b>(16)</b>

**SOPHOMORE**

**FALL SEMESTER**

ART 312	Arts and Humanities .....	3
EDU 201	Literature for Children and Youth .....	3
EDU 204	Multicultural Education .....	3
ENG 212	Grammar and Writing for Teachers.....	3
HIS 201	History of the United States I.....	3
MAT 105	College Algebra .....	3
		<b>(18)</b>

**SPRING SEMESTER**

BIO 270	Human Nutrition .....	3
EDU 312	Materials and Methods for Teaching Mathematics I.....	3
ENG 200	Introduction to Literary Forms .....	3
HIS 202	History of the United States II .....	3
MAT 110	Geometry .....	3
SPE 101	Fundamentals of Public Speaking .....	3
		<b>(18)</b>

**JUNIOR**

**FALL SEMESTER**

EDU 304A	Learners with Special Needs .....	3
EDU 309	Human Growth and Development .....	3
EDU 313	Materials and Methods for Teaching Mathematics II.....	3
PHI 306	Philosophical Ethics.....	3
PHY 101	Physical Science .....	4
		<b>(16)</b>

**SPRING SEMESTER**

EDU 301	Educational Psychology .....	3
---------	------------------------------	---

EDU 305*	Curriculum and Instructional Strategies I .....	4
EDU 306	Classroom Organization and Management .....	3
EDU 307*	Survey of Reading English/Lang Arts .....	3
		<b>(13)</b>

\*Candidates are required to **successfully complete** PRAXIS I (Reading, Writing, and Mathematics) or be exempt from the PRAXIS I with an ACT composite of 22 or a SAT verbal and math score of 1030 and be admitted to the Teacher Education Program, prior to enrolling in these courses.

### **SENIOR**

#### **FALL SEMESTER**

EDU 308	Materials and Methods of Reading/Language Arts .....	3
EDU 410	Instructional Methodologies .....	5
EDU 402	Clinical Math Practicum .....	3
THE	Theology Elective .....	3
		<b>(14)</b>

#### **SPRING SEMESTER**

EDU 401	Clinical Reading Practicum .....	3
EDU 421**	Student Teaching in Elementary.....	9
		<b>(12)</b>

**Total: 123**

\*\*Candidates are required to successfully complete all parts of PRAXIS II: Elementary Education Content Knowledge & Principles of Learning and Teaching and fulfill all requirements for admission to Second Semester Year-Long Residency prior to admission to this course.

### **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, Family and Consumer Science, French, General Business, General Science, Mathematics, Physics, Social Studies, Spanish, and Speech.



## **CERTIFICATION-ONLY PROGRAMS: ALTERNATIVE PATH TO CERTIFICATION**

Elementary Education (Grades 1—5)

Secondary Education (Grades 6—12)

(Secondary areas include Biology, English, Family and Consumer Science, French, General Business, General Science, Mathematics, Physics, Social Studies, Spanish, and Speech.)

### **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**

To be accepted into the Non-Master's, Certification-Only Program applicants must

1. Have their transcripts analyzed by a faculty member in the Certification-Only Program;
2. Hold a Baccalaureate degree from a regionally accredited college or university;
3. 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
4. Have passed the **PRAXIS I\*** and the **PRAXIS II content knowledge tests in the specific area of certification** (see [www.ets.org/praxis](http://www.ets.org/praxis) for test requirements and information).

\*A composite of 22 on the ACT, a 1030 on the verbal and math portions of the SAT, 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.

Note: Full admission to a Non-Master's, Certification-Only Program requires a formal application to the program to be submitted to the Education Department. Prior to enrolling in EDU 460 B/C/D and EDU 461 A/B, candidates must be fully admitted to the Program. The application packet includes a requirement of official transcripts from every college or university attended; these transcripts are in addition to the transcripts required for admission to UHC. Candidates are advised that, when requesting transcripts for admission to UHC, applicants must request additional copies to be used later when applying for licensure with the Louisiana Department of Education for teacher certification.

### **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 I\* and the PRAXIS II (content-specific examination[s]) **PRIOR TO REGISTERING** for EDU 305, EDU 410, EDU 460B, EDU 460C, EDU 460D, EDU 461A, or EDU 461B;
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 460 B/C/D) semesters;
5. Demonstrate competencies in all methods courses (EDU 305, EDU 410, EDU 460 B/C/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 1030 on the verbal and math portions of the SAT, or a Master's degree may be substituted for the PRAXIS I. Official score reports or transcripts must be provided to the College 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)**

EDU 201	Children’s Literature.....	3
EDU 301	Educational Psychology .....	3
EDU 306	Classroom Organization and Management .....	3
EDU 304A	Learner with Special Needs.....	3
EDU 307	Survey of Reading.....	3
EDU 308	Materials and Methods of Reading/Language Arts .....	3
EDU XXX	Reading Methods Elective .....	3
EDU XXX	Reading Methods Elective.....	3
EDU 312	Materials and Methods for Teaching Mathematics I .....	3
EDU 460B*	Curriculum and Instructional Strategies .....	3
EDU 460C*	Instructional Methodologies .....	3
EDU 461A*	Internship I .....	3
EDU 461B*	Internship II .....	3
		<b>(33)</b>

\*Candidates must have passed PRAXIS I 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)**

EDU 301	Educational Psychology .....	3
EDU 306	Classroom Organization and Management .....	3
EDU 304A	Learner with Special Needs .....	3
EDU 309	Human Growth and Development .....	3
EDU 311	Reading in the Content Area .....	3
EDU 460B*	Curriculum and Instructional Strategies .....	3
EDU 460D*	Instructional Methodologies .....	3
EDU 461A*	Internship I .....	3
EDU 461B*	Internship II .....	3
		<b>Total: (27)</b>

\*Candidates must have passed PRAXIS I 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 a minor area 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. It is recommended that these students take EDU 204, EDU 301, EDU 309, EDU 306, EDU 304A, and EDU 311.

## **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.

## **DEPARTMENT OF EDUCATION GRADUATE PROGRAMS**

### **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. Donald 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 Master’s-Level Education Programs promote holistic development of each individual and the spirit of justice, which brings social equity and global harmony.

#### **Philosophy and Conceptual Framework of the Master’s Programs**

The Programs incorporate the University’s philosophy and Mission into the Education Department’s own statement of philosophy and conceptual framework. The philosophy of the Programs is to nurture students to become self-developing, competent professionals who can contribute to their community both personally and professionally. To carry out this philosophy, the Program emphasizes the whole person’s development in areas of cognitive, intrapersonal, and interpersonal skills to live responsibly, respect individuality, seek truth and peace, and foster

justice in society. The philosophy of the whole person's development is stressed in the Education Department's Conceptual Framework, which is "Developing Reflective Stewards: Educating the Mind and Heart and Providing Experiential Service." The Master's-Level Education Programs implement the Education Department's philosophy and conceptual framework through outcomes that focus on improving candidates' knowledge, skills, and dispositions.

## **GRADUATE ADMISSION PROCEDURES 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. Three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise.

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. 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.**

\*\*Admission of candidates with an undergraduate GPA of 2.4999 - 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. Students should become familiar with this section of the Catalog and the appropriate Handbook for Graduate Studies in Education.

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. 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'S-LEVEL PROGRAMS OF STUDY IN EDUCATION

### 1. 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 repeat the course at 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 seven (7) 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 *Handbook for Graduate Studies in Education*.

### **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 Academic Program Coordinator/Graduate Programs. An official transcript from the institution in which the courses were taken must verify these courses. Only courses taken within the past five (5) years may be transferred if approved, unless an exception is made by the Chair of the Education Department upon the recommendation of the Coordinator of Educational Leadership.

### **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. The application is in the back of the *Handbook for Graduate Studies in Education*. 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, 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 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.

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.

### **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.

## **MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP**

EDG 600N	Research-Based and Data-Driven Decision Making (Fall) .....	3
EDG 603N	Legal and Political Systems Education (Spring) .....	3
EDG 607N	History and Philosophy of Edu. in a Diverse Society (Summer) ....	3
EDG 631N	Leadership and Vision in Education (Fall) .....	3
EDG 632N	The Fiduciary Responsibility of Educational Leaders (Spring) .....	3
EDG 633N	Leadership and Its Relationship to Resource (Summer).....	3
EDG 634N	Communication and Collaboration among School, District, and Community (Summer) .....	3
EDG 636N	School and District Leadership (Spring).....	3

EDG 637N	Leader as Exemplar in Instructional Supervision (Fall) .....	3
EDG 638N	Curriculum Development for the Success of all Students (Fall) .....	3
EDG 730A	Internship I (Summer Only).....	3
EDG 730B	Internship II (Fall or Spring).....	3
<b>Total:</b>		<b>36</b>

**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.

**2. Master of Education (M.Ed.): Teaching and Learning**

**Coordinator: Dr. Brooke Muntean**

Graduate candidates in the Teaching and Learning Program are required to meet nine (9) 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. Practice professional teaching 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. Demonstrate the advocacy role within the department’s conceptual framework for the uniqueness, dignity, and worth of the students and others;
7. Accept individual responsibility and accountability for personal and professional growth, decisions, actions, and their outcomes;
8. Formulate strategies for the improvement of learning; and
9. Contribute to effecting change in the educational profession through actions as a classroom teacher.

**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*)
- 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:**
  - EDG 614 Precision Assessment and Diagnostic/Prescriptive Strategies (*Spring*)
  - EDG 618 Test Theory (*Summer '17*)
  - EDG 624 Advanced Collaborative Teaming/Consulting Teacher Strategies (*Fall*)
  - EDG 625 Advanced Behavioral Support and Intervention (*Spring*)
  - EDG 626 Educational Diagnosis (*Fall '17*)
  - EDG 627 Educational Diagnostician Supervised Internship (*Spring '18*)
- **ESL Concentration:**
  - EDG 662 Advanced Methods of Teaching ESL (*Fall online*)
  - EDG 663 Structure of the English Language (Advanced) (*Summer online*)
  - EDG 664 Advanced Seminar in Language and Culture (*Spring online*)

- **Instructional Leadership Concentration (*In-person option only*):**  
 EDG 637N Leader as Exemplar in Instructional Supervision (*Fall in-person*)  
 EDG 730A Internship I (*Summer in-person*)  
 EDG 730B Internship II (*Fall or Spring in-person*)
  
- **Reading Specialist Concentration:**  
 EDG 655 Seminar in Reading/Language Arts (*Summer online*)  
 EDG 656 Diagnostic/Remedial Reading (*Fall online*)  
 EDG 657 Practicum in Clinical Supervision/Advanced Diagnostic Reading  
 (*Spring online*)
  
- **Religious Education Concentration:**  
 THE 550 Church History (*offered in consultation with an advisor – online*)  
 THE 622 Religious Traditions in the World  
 (*offered in consultation with an advisor - online*)  
 THE 641 Christian Education: Past, Present, and Future  
 (*offered in consultation with an advisor - online*)
  
- **Special Education (Mild to Moderate) Concentration:**  
 EDG 614 Precision Assessment and Diagnostic/Prescriptive Strategies (*Spring*)  
 EDG 621 Advanced Fundamental of Instructional Technology (*Spring*)  
 EDG 622 Advanced Self-determination and Transition (*Fall – Secondary only*)  
 EDG 623 Advanced Instructional Practices in Special Education (*Fall*)  
 EDG 624 Advanced Collaborative Teaming/Consulting Teacher Strategies (*Fall*)  
 EDG 625 Advanced Behavioral Support and Intervention (*Spring*)  
 EDG 655 Seminar in Reading/Language Arts (*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**

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. However, it is strongly recommended that candidates who are employed full time take only six (6) credit hours per semester.

### **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 The 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 seven (7) 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**

Approval of all transfer credits must be obtained from the Master's in Teaching and Learning Program Coordinator. An official transcript from the institution at which the courses were taken must verify these courses. Only courses taken within the past five (5) years may be transferred if approved, unless an exception is made by the Chair of the Education Department upon the recommendation of the Coordinator of Teaching and Learning.

### **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, 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.

## **EDUCATION DOCTORAL PROGRAM IN EXECUTIVE LEADERSHIP**

**Coordinator: Dr. Donaldo R. Batiste**

The Doctor of Education (Ed.D.) in Executive Leadership is a terminal degree designed to meet the needs of practicing or aspiring executive leaders. The program leading to the Ed.D. in Executive Leadership consists of a minimum of 60 credit hours beyond a Master's degree and the successful completion and defense of an action-research dissertation. Candidates develop the knowledge, skills, and abilities in executive leadership to advance within their profession and/or lead their organization to the next level of effectiveness.

### **Ed.D. Program Outcomes and Student Learning Outcomes:**

#### **Program Outcome 1**

Apply the action research principles developed through dissertation research to solve actual problems in their relevant organizations.

##### **Student Learning Outcomes:**

- Participate in action-learning opportunities, like immersion projects and international field studies, to gain practical exposure to the business arena;
- Apply quantitative and qualitative analytical techniques, enabling students to analyze critically and improve upon an industry issue; and
- Advocate for research-based effective practices in the use of technology.

#### **Program Outcome 2**

Develop access to a network of successful executives, senior managers, and effective organizations to support intellectual, professional, and career development.

##### **Student Learning Outcomes:**

- Possess the skills required to work and lead effectively in a team-based environment;
- Write and present in business settings;
- Employ technology for communication and collaboration among colleagues, staff, and the larger community; and
- Design and interpret several different performance measures specific to business outcomes.

#### **Program Outcome 3**

Apply and synthesize the essential knowledge, skills, and dispositions required of effective executive leaders.

##### **Student Learning Outcomes:**

- Use data in making leadership decisions;
- Implement and use integrated technology-based management and operations systems to allocate both financial and human resources; and

- Write and integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.

#### **Program Outcome 4**

Apply ethics and integrity in decision-making, especially when facing moral dilemmas.

##### **Student Learning Outcomes:**

- Explain and apply the legal concepts regarding race, religion, national origin, gender (including sexual harassment, pregnancy discrimination, and the Equal Pay Act), age, and disability discrimination as well as the Fair Labor Standards Act and the Family Medical Leave Act;
- Participate in at least one service learning experience during the course of studies and/or participate and assume leadership roles in student and community organizations;
- Learn to use law strategically as a method of managing risk and creating business opportunities; and
- Conduct problem analysis and decision-making skills both individually and as part of a team, using vehicles such as problem and case analysis, integrated modules, and live consulting opportunities.

#### **Program Outcome 5**

Apply the principles of collegiality and collaboration in planning, goal setting, and developing a vision, mission, and philosophy for the respective organization.

##### **Student Learning Outcomes:**

- Use current spreadsheet, word processing, and presentation applications in carrying out normal, day-to-day business tasks; and
- Demonstrate leadership skills through the ability to set direction and work with others.

### **ADMISSION PROCEDURES 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 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 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 people qualified to evaluate academic potential and personal and professional promise; and
4. a professional resume' that highlights leadership experience

The above-listed criteria must be received by the Office of Admissions by April 15 for consideration for Fall admission.

### **DOCTORAL PROGRAM SELECTIVITY**

The above-listed criteria should be received by the Office of Admissions within 30 days of the beginning of the applicant's first semester. During this semester, the applicant may take a maximum of nine (9) hours of graduate course work. This does not, however, imply acceptance into the Graduate Program. The application is online at [www.UHC.edu](http://www.UHC.edu) and at the Office of Admissions.

**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, normally 550. 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. in Executive Leadership Program is based on nine (9) semester hours in all semesters including summer semesters.

### **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. Graduate credit is not awarded for portfolio-based experiential learning completed at another institution. Approval of all transfer credits must be obtained from the Coordinator of the Executive Leadership Program at University of Holy Cross.

### **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 Graduate Education Faculty. The student's status is then subject to 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 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 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 attended 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 is assigned a major advisor. The major advisor aids the student with his or her program of study and registration.

### **REQUIREMENTS BEYOND COURSES, EXAMINATIONS, AND THE DISSERTATION**

An Ed.D. 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 their major professor. The examination is evaluated by the student's

dissertation committee, and students must pass the examination in order to progress to 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 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**

EDD 801	Applied and Action Research
EDD 802	Leadership: Historical and Contemporary Perspectives
EDD 803A	Executive Leadership Field Experience I
EDD 803B	Executive Leadership Field Experience II
EDD 804	Introduction to and Application of Statistical Methods in Research
EDD 805	Change and Entrepreneurship
EDD 806	Leadership, Forecasting, and Strategic Planning
EDD 807	Qualitative Research Design and Writing
EDD 808A	Field Experience III
EDD 808B	Field Experiences IV
EDD 809	Organizational Assessment and Evaluation
EDD 810	Human Capital and Human Resource Management
EDD 811	Introduction to Finance, Audits, and Economic Development
EDD 812	Doctoral Seminar: Critical Trends in Education, Business, and Health Care
EDD 813	Guided Dissertation Seminar 1
EDD 814	Policy, Law, Ethics and Social Considerations
EDD 815	Public Communications
EDD 816	Guided Dissertation Seminar 2
EDD 817	Leading Globally Diverse Organizations
EDD 818	Guided Dissertation Seminar 3
EDD 819	Guided Dissertation Seminar 4 (if needed)

Refer to the *Ed. D. in Executive Leadership Handbook* for sequencing of the required coursework.



## **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 Organization Management (accelerated program for non-traditional learners)**
- **Bachelor of Science in Accounting**

#### **Graduate:**

- **Master of Science in 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.

## **UNDERGRADUATE BUSINESS PROGRAMS**

### **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 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.

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). 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](mailto: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
		<b>(16)</b>

#### **Freshman – Spring**

ENG 102	English Composition II .....	3
PHI 207	Introduction to Logic and Critical Thinking .....	3
MAT 105	College Algebra .....	3
PSY 101	General Psychology or	
SOC 101	Introduction to Sociology .....	3
SPE 101	Fundamentals of Public Speaking .....	3
		<b>(15)</b>

#### **Sophomore – Fall**

ACC 205	Principles of Accounting I .....	3
BUS 251	Principles of Management .....	3
ECO 201	Principles of Economics I .....	3
HIS 201	History of the United States I .....	3
MAT 215	Finite Mathematics .....	3
		<b>(15)</b>

**Sophomore – Spring**

ACC 206	Principles of Accounting II.....	3
BUS 252	Principles of Marketing.....	3
ECO 202	Principles of Economics II.....	3
CHE/ESC/PHY	Physical Science Elective .....	4
HIS 202	History of the United States II .....	3
		<b>(16)</b>

**Business Administration – Level 2**

**Junior – Fall**

BUS 210	Business Communication Skills .....	3
BUS 301	Business and 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
		<b>(18)</b>

**Junior – Spring**

BUS 302	Business and Economic Statistics II .....	3
BUS 307	Managerial Accounting.....	3
BUS/ECO	Electives at the 300 Level .....	3
PHI	Philosophy Elective .....	3
	Natural Science Elective .....	1
		<b>(13)</b>

**Senior – Fall**

BUS 201	Business Law I.....	3
BUS 409	Business and Society.....	3
BUS 416	Organizational Behavior .....	3
BUS 462	Internship .....	3
BUS/ECO	Elective at the 300 or 400 Level .....	3
	General Elective.....	3
		<b>(18)</b>

**Senior – Spring**

BUS 414	Business Policy and Problems .....	3
BUS 460	Special Topics at the 300 or 400 Level.....	3
THE	Theology Elective .....	3
	General Elective.....	3
		<b>(12)</b>

**Total: 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	Economics and Financing of Healthcare Delivery.....	3
HCM 370	Healthcare Information and Quality Management.....	3
HCM 410	Legal and Ethical Issues in Healthcare Administration.....	3
HCM 460	Internship in Healthcare Management.....	3
HCM 420 or HCM 470	Elective.....	3

### **Concentration in Management**

BUS 309	Personnel Management.....	3
BUS 402	Business Law II.....	3
BUS 405	Production Management.....	3
BUS 455	International Management.....	3
BUS 460	Special Topics.....	3
BUS 462	Internship.....	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.....	3

### **Concentration in Organizational Management**

MGT 301	Principles of Management.....	3
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 403	Business Law/Legal Aspects of the Business.....	3
MGT 405	Managerial Economics.....	3
MGT 406	Managerial Finance.....	3
MGT 409	Operations Management.....	3
MGT 414	Accounting for Managers.....	3
MGT 417	Organizational Behavior.....	3
MGT 418	Strategic Management.....	3
MGT 420	Senior Capstone Project 1.....	1
MGT 421	Senior Capstone Project 2.....	2
MGT 458	International Management.....	3
BUS/ECO/CIS	Electives.....	15

## **BACHELOR OF SCIENCE IN ACCOUNTING**

### **Program Description**

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 B.S. in Accounting degree are prepared in the foundations of the profession and graduate with all accounting courses required for the CPA examination. Upon graduation students may apply for graduate study in business administration, accounting, or law.

One hundred and fifty (150) credit hours are required to sit for the Certified Public Accountants Examination in the State of Louisiana. Specific required courses are included in this program. Students who plan to sit for the exam in another state should inform themselves of the requirements in that state. 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.

### ***Students Taking the CPA Exam***

The BS in Accounting degree program requires 120 credit hours for completion. However, students planning to take the Certified Public Accountant (CPA) examination must be aware that 150 credit hours are required to sit for the Certified Public Accountants Examination in the State of Louisiana. In addition to the number of hours, specific college-level courses are required. Students who plan to sit for the exam should inform themselves of the state requirements for the exam in any state, including Louisiana, in which they plan to take the exam. The Business Administration department offers classes designed to meet the course and credit hour requirements of the State of Louisiana and further prepare students for successfully completing the CPA exam. Note that additional courses may be necessary for those students graduating with Business Administration degree. For assistance in planning to take the CPA exam, students are encouraged to talk with their advisor or the Chair of the Business Administration department.

### **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
		<b>(6)</b>

#### Freshman – Spring

ENG102	English Composition II.....	3
PHI 207	Introduction to Logic and Critical Thinking.....	3
MAT 105	College Algebra.....	3
PSY 101	General Psychology or	
SOC 101	Introduction to Sociology.....	3
SPE 101	Fundamentals of Public Speaking.....	3
		<b>(15)</b>

#### Sophomore – Fall

ACC 205	Principles of Accounting I.....	3
BUS 251	Principles of Management.....	3
ECO 201	Principles of Economics I.....	3
ENG	Literature Elective.....	3
MAT 215	Finite Mathematics.....	3

**(15)**



### Sophomore – Spring

ACC 206	Principles of Accounting II.....	3
BUS 252	Principles of Marketing.....	3
ECO 202	Principles of Economics II.....	3
CHE/ESC/PHY	Physical Science Elective.....	4
ACC 464	Internship in Accounting.....	3
		<b>(16)</b>

### BS in Accounting – Level 2

#### Junior –Fall

BUS 210	Business Communication Skills.....	3
BUS 301	Business and Economic Statistics I.....	3
BUS 311	Principles of Business Finance.....	3
ACC 314	Intermediate Accounting I.....	3
ACC 319	Tax Accounting I.....	3
		<b>(15)</b>

#### Junior – Spring

BUS 302	Business and Economic Statistics II.....	3
ACC 315	Intermediate Accounting II.....	3
ACC 422	Tax Accounting II.....	3
PHI	Philosophy Elective.....	3
HIS	History Elective.....	3
		<b>(15)</b>

#### Senior –Fall

BUS 201	Business Law I.....	3
ACC 406	Advanced Accounting I.....	3
BUS 416	Organizational Behavior.....	3
ACC 410	Cost Accounting.....	3
	Natural Science Elective.....	1
		<b>(13)</b>

#### Senior – Spring

BUS 414	Business Policy and Problems.....	3
ACC 407	Advanced Accounting II.....	3
THE	Theology Elective.....	3
ACC 404	Audit.....	3
BUS 402	Business Law II.....	3
		<b>(15)</b>

**Total: 120**

**MINORS OFFERED BY THE DEPARTMENT OF BUSINESS ADMINISTRATION  
FOR NON-BUSINESS MAJORS**

**Department of Business Administration offers three minors for students majoring in non-business programs at The University of Holy Cross. These minors are recommended for students who want to enhance their academic programs with business-related course work and make sustained contributions to organizations and society in a global, diverse, and dynamic environment.**

*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.

COURSES	PREREQUISITES
BUS 251 Principles of Management	N/A
BUS 202 Principles of Economics II- Microeconomics	MAT105
BUS 309 Personnel Management	BUS251
BUS 416 Organizational Behavior	BUS251
BUS 419 Strategically Managing Organizations	BUS251
<u>Elective</u> – one of the six below: ACC 206 Accounting I or BUS 201 Business Law 1 or BUS 311 Principles of Business Finance or BUS 321 Consumer Behavior or BUS 455 International Management or BUS 405 Production/Operations Management	Check each course

### 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.

COURSES		PREREQUISITES
BUS 202	Principles of Economics II - Microeconomics	MAT105
HCM 350	U.S. Healthcare System	MAT105
HCM 360	Economics and Financing of Healthcare Delivery	MAT105 , BUS301 or MAT160
HCM 380	Healthcare Information and Quality Management	MAT105 and BUS251 or BUS218
BUS 251 BUS 218	Principles of Management or Intro to Business	N/A
<u>Elective</u> – one of the four below: HCM 410    Legal and Ethical Issues in Healthcare Administration or BUS 307    Managerial Accounting or HCM 420    Public and Community Health or HCM 470    Healthcare Management Research (cross-listing with BUS 460    Special Topics in Business)		Check each course

### 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

COURSES		PREREQUISITES
ACC 205	Principles of Accounting I	MAT105
ACC 206	Principles of Accounting II	ACC205
BUS 307	Managerial Accounting	ACC206
ACC 319	Tax Accounting I	ACC206
<u>Electives</u> –two of the seven below: ACC 314    Intermediate Accounting I ACC 315    Intermediate Accounting II ACC 410    Cost Accounting ACC 422    Tax Accounting II ACC 464    Internship in Accounting ACC 470    Fraud Examination I ACC 471    Fraud Examination II		ACC206 ACC314 ACC206 ACC206 and ACC319 N/A ACC206 ACC470

## GRADUATE BUSINESS PROGRAM

### 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 **Operations Management** or **Healthcare Management**.

Students complete all of the coursework 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 – 3.0 cumulative. Students with a GPA of 3.0 – 3.09 should submit GMAT scores and request admission. The GMAT requirement is 550 total score with quantitative section at least 38, verbal at least 27, integrated reasoning at least 4, and analytical writing assessment at least 4;
- 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.
- 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.

### Course Offerings

#### Track 1: Course Offerings for 30-credit hours track – M.S. in Management

Semester	Course Number	Course Title	Credit Hours
Fall	MGT500	Management Theory	3

Fall	MGT505	Organizational Structure and Organizational Culture Applications	3
Fall	MGT510	Accounting for Managers	3
Spring	MGT515	Leadership Development and Succession Planning	3
Spring	MGT520	Advanced Applied Statistics and Business Research Applications	3
Spring	MGT525	Applied Strategic Marketing Concepts	3
Summer	MGT530	Finance for Decision Making	3
Summer	MGT600	Managerial Strategy and Implementation	3
Fall	MGT605	Transforming Organizations	3
Fall	MGT610	Integrative Project Supervised by Faculty	3
<b>TOTAL</b>			<b>30</b>

**Track 2.1: Course Offerings for 39-credit hours track – M.S. in Management with Concentration in Operations Management**

<b>Semester</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
Fall	MGT500	Management Theory	3
Fall	MGT505	Organizational Structure and Organizational Culture Applications	3
Fall	MGT510	Accounting for Managers	3
Spring	MGT515	Leadership Development and Succession Planning	3
Spring	MGT520	Advanced Applied Statistics and Business Research Applications	3
Spring	MGT525	Applied Strategic Marketing Concepts	3
Summer	MGT530	Finance for Decision Making	3
Summer	MGT600	Managerial Strategy and Implementation	3
Fall	MGT605	Transforming Organizations	3
Fall	MGT540	Foundations of Operations Management in Industry and Service Sectors	3
Fall	MGT635	Supply Chain Design and Organization	3
Spring	MGT645	Project Management	3
Spring	MGT610	Integrative Project Supervised by Faculty	3
<b>TOTAL</b>			<b>39</b>

**Track 2.2: Course Offerings for 39-credit hours track – M.S. in Management with Concentration in Healthcare Management**

<b>Semester</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
Fall	MGT500	Management Theory	3
Fall	MGT505	Organizational Structure and Organizational Culture Applications	3
Fall	MGT510	Accounting for Managers	3
Spring	MGT515	Leadership Development and Succession Planning	3
Spring	MGT520	Advanced Applied Statistics and Business Research Applications	3

Spring	MGT525	Applied Strategic Marketing Concepts	3
Summer	MGT530	Finance for Decision Making	3
Summer	MGT600	Managerial Strategy and Implementation	3
Fall	MGT605	Transforming Organizations	3
Fall	HCM550	U.S. Healthcare System	3
Fall	HCM625	Healthcare Operations Management	3
Spring	HCM670	Law, Ethics, and Policy in Healthcare Management	3
Spring	MGT610	Integrative Project Supervised by Faculty	3
<b>TOTAL</b>			<b>39</b>

## Welcome to the College of Nursing and Allied Health

The College of Nursing and Allied Health 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 Allied Health 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. Susan O. van Loon, Chair of the Department of Allied Health, 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,

A handwritten signature in cursive script that reads "Patricia Prechter, RN, EdD". The signature is enclosed in a thin yellow rectangular border.

Patricia M. Prechter, R.N., M.S.N., Ed.D.  
Chair of the Department of Nursing  
Dean of the College of Nursing and Allied Health

### College of Nursing and Allied Health:

Department of Nursing

Department of Allied Health

## **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.

The purposes of the Nursing program are to

1. Provide a quality program of study leading to a Bachelor of Science Degree in Nursing to a diverse group of students who value the worth and dignity of the person;
2. Provide a professional Nursing program which transmits the ethical and human values of the gospel and the values of the founders of the Marianites of Holy Cross to its students to enrich their own lives and to enable them to bring compassion and healing in the Catholic tradition of Jesus and Mary, His Mother, to those committed to their care;
3. Integrate emerging technologies and evidence-based practice with a strong liberal arts foundation;
4. Create an environment which encourages nursing research, scholarship, collaboration, and lifelong learning;
5. Foster the development of safe, clinical decision-making and critical thinking skills relevant to evidence-based nursing practice and quality improvement; and
6. Prepare nurses who become leaders in providing patient/family-centered, safe, quality cost-effective health care to diverse populations.



## **Graduate (terminal) Student Learning Outcomes**

Upon successful completion of the program in Nursing the graduate will

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, quality patient-centered care;
3. Demonstrate the ability to engage in critical thinking, decision-making, and independent judgment governed by professional, legal, and ethical standards;
4. Evaluate research in nursing and the related disciplines for its applicability to nursing theory and evidence-based practice;
5. Improve health care delivery by practicing leadership skills and by collaborating with the interdisciplinary health care team;
6. Evaluate the impact of nursing as it relates to assisting the patient to achieve optimum health;
7. Demonstrate the advocacy role within the Christian perspective of respect for the uniqueness, dignity, and worth of the patient and others;
8. Accept individual responsibility and accountability for nursing decisions and for personal and professional growth;
9. Formulate strategies for continuous quality improvement of health care delivery and advancement of professional nursing as a practice discipline; and
10. Promote accessible, comprehensive, cost effective, quality patient centered care to diverse populations across the lifespan.

## **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.

#### **COMPUTER LITERACY VALIDATION**

Computer Literacy is defined in the Department of Nursing as the ability to use a computer to access internet data, to input data, and to use e-mail.

Upon completion of the program of studies, all students must use the computer for

1. computer assisted learning, including interactive programs;
2. email; and
3. accessing/transferring data through the Internet.

All students who successfully complete the program are deemed computer literate.

#### **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.

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.

**BACHELOR OF SCIENCE  
IN NURSING**

**FRESHMAN (Level One)**

BIO	261	Human Anatomy and Physiology I .....	4
BIO	262	Human Anatomy and Physiology II .....	4
CHE	105	General, Organic, and Biochemistry .....	3
ENG	101	English Composition I .....	3
ENG	102	English Composition II .....	3
MAT	105	College Algebra .....	3
PHI	207	Introduction to Logic and Critical Thinking .....	3
PSY	101	General Psychology .....	3
SOC	101	Introduction to Sociology .....	3
SPE	101	Fundamentals of Public Speaking .....	3

**(32)**

**SOPHOMORE (Level Two)**

THE 285	Theology and Healthcare Ethics .....	3
BIO 275	Microbiology.....	3
HIS	History.....	3
NSG 200	Dimensions of Professional Nursing (fall semester) .....	3
NSG 202	Pharmacology (fall semester) .....	3
NSG 203	Nursing I with Clinical Component (spring semester) .....	7
NSG 205	Health Assessment with Laboratory Component (spring semester) ...	3
ENG (200)	Literature Elective (200 level or above) .....	3
		<b>(28)</b>

**JUNIOR (Level Three)**

SOC/PSY/HIS/ GEO/PSC/COU/CJU	Social Science elective.....	3
MAT 160	Introductory Statistics .....	3
NSG 300	Nursing II with Clinical Component (fall semester).....	9
BIO 353	Pathophysiology.....	3
NSG 307	Evidence – Based Nursing Practice (spring semester) .....	3
NSG 308	Nursing III with Clinical Component (spring semester).....	7
PHI	Philosophy Elective .....	3
		<b>(31)</b>

**SENIOR (Level Four)**

THE	Theology Elective .....	3
FNA/MUS/ART	Elective .....	3
NSG 400	Nursing IV with Clinical Component (fall semester) .....	9
NSG 401	Nursing Leadership and Management (fall semester) .....	3
NSG 402	Perspectives in Nursing (spring semester) .....	2
NSG 403	Preparation for Professional Nursing Practice (spring semester) .....	2
NSG 420	Nursing V with Clinical Component (spring semester).....	7
		<b>(29)</b>
		<b>Total: (120)</b>

**NURSING SUMMARY**

Biology .....	14	Nursing .....	58
Chemistry .....	3	Philosophy .....	6
English .....	9	Psychology .....	3
Fine Arts, Music or Art.....	3	Sociology .....	3
History .....	3	Speech .....	3
Mathematics.....	6	Theology .....	6
		SOC/PSY/HIS	
		GEO/PSC/COU/CJU Elective .....	3

**Total: (120)**

## **RN TO BSN PROGRAM (On-Line Program)**

The student is admitted to the program upon graduation from a nationally accredited Associate of Science Degree in Nursing program or nationally accredited Diploma in Nursing program. There are several options to choose from for completion of the program, depending on the student's preferred timeframe. There is one clinical project in the online RN-BSN program.

The purposes of the Nursing program are to

1. Provide a quality program of study leading to a Bachelor of Science degree in Nursing to a diverse group of students who value the worth and dignity of the person;
2. Provide a professional nursing program that transmits the ethical and human values of the gospel and the values of the founders of the Marianites of Holy Cross to its students, enriching their own lives and enabling them to bring compassion and healing in the Catholic tradition of Jesus and Mary, His Mother, to those committed to their care;
3. Integrate emerging technologies and evidence-based practice with a strong liberal arts foundation;
4. Create an environment which encourages evidence-based practice, scholarship, collaboration and life-long learning;
5. Foster the development of safe, clinical decision-making and critical thinking skills relevant to evidence-based nursing practice and quality improvement; and
6. Prepare nurses who become leaders in providing patient/family-centered, safe, quality, cost-effective health care to diverse populations.

## **Graduate (terminal) Student Learning Outcomes**

Upon successful completion of the program in nursing the graduate will

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, quality patient-centered care;
3. Demonstrate the ability to engage in critical thinking, decision-making, and independent judgment governed by professional, legal, and ethical standards;
4. Evaluate research in nursing and the related disciplines for its applicability to nursing theory and evidence-based practice;

5. Improve health care delivery by practicing leadership skills and by collaborating with the interdisciplinary health care team;
6. Evaluate the impact of nursing as it relates to assisting the patient to achieve optimum health;
7. Demonstrate the advocacy role within the Christian perspective of respect for the uniqueness, dignity, and worth of the patient and others;
8. Accept individual responsibility and accountability for nursing decisions and for personal and professional growth;
9. Formulate strategies for continuous quality improvement of health care delivery and advancement of professional nursing as a practice discipline; and
10. Promote accessible, comprehensive, cost effective, quality patient centered care to diverse populations across the lifespan.

### **Admission Requirements**

All students must be formally accepted both by University of Holy Cross and the Department of Nursing, before enrolling in any nursing course. Admission to the Department of Nursing is based upon

1. evidence of successful completion of a nationally accredited Associate of Science Degree in Nursing program or a nationally accredited Diploma in Nursing program;
2. a minimum Grade Point Average (GPA) of 2.5;
3. a formal application for admission to the Department of Nursing;
4. evidence of a current unencumbered RN license;
5. submission of proof of professional CPR certification and professional liability;
6. three (3) SIGNED letters of recommendation.

**BACHELOR OF SCIENCE IN NURSING  
(Online RN to BSN Program)**

BIO 261	Human Anatomy and Physiology I.....	4
BIO 262 or	Human Anatomy and Physiology II <b>OR</b>	
CHE 105 & 105L	General, Organic, and Biochemistry.....	4
BIO 370	Microbiology.....	4
ENG 101	English Composition I.....	3
ENG 102	English Composition II.....	3
MAT 105	College Algebra.....	3
MAT 160	Introductory Statistics.....	3
PSY 101	General Psychology.....	3
THE	Theology Electives.....	6
PHI	Philosophy Electives.....	6
	Humanities/Social Science Electives.....	18*

\* Examples of Humanities electives include Art, English Literature, Fine Arts, Foreign Languages, Music, and Speech. Examples of Social Science electives include History, Political Science, Sociology, and Psychology.

**NURSING SUMMARY**

Biology.....	8 or 12*
Chemistry.....	4*
English.....	6
Philosophy.....	6
Psychology.....	3
Mathematics.....	6
Theology.....	6
Transferred Nursing credits.....	36
Social Science/Humanities hours.....	18
	<b>(93-97)</b>

\*Either A&P 2 or Chemistry may be taken as a science

**Nursing Courses**

NSG 355	Contemporary Nursing Issues for RNs .....	5
NSG 360	Health Assessment for RNs.....	3
NSG 370	Pathophysiology for RNs.....	3
NSG 385	Nursing Research and EBP for RNs.....	3
NSG 455	Leadership and Decision Making in Nursing for RNs.....	4
NSG 471	Community Health Nursing of Diverse Populations for RNs.....	5
NSG 485	RN to BSN Special Topics for RNs.....	4
		<b>(27)</b>

**Total: (120)**

## **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 completed four (4) courses in the RN to BSN curriculum (RN student);
3. Have earned a 3.00 cumulative GPA;
4. 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
5. Have been selected by the Honors committee from application and transcript evaluation prior to August of the senior year (pre-licensure student); the RN student will apply upon completion of the four courses.



## **DEPARTMENT OF ALLIED HEALTH**

**Chair: Dr. Susan van Loon**

### **Program Description**

The Department of Allied Health offers Associate and Baccalaureate degrees in Radiologic Technology and Neurodiagnostic Technology, and the Baccalaureate degree in Health Sciences with curriculum tracks for electroencephalographic technologists, radiologic technologists, respiratory therapists, diagnostic medical sonographers, and non-clinicians.

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. The Associate and Baccalaureate degrees in Radiologic Technology are offered in affiliation with Ochsner Health System. Students take classes on the campuses of University of Holy Cross and Ochsner Medical System.

The Associate and Baccalaureate degrees in Neurodiagnostic Technology combine general education courses, academic courses specific to the major field, and clinical training. 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. The Ochsner Medical System provides 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 clinical programs is competitive. Completion of prerequisite coursework does not guarantee entry into a clinical program.

The Health Sciences degree offers two options. The first option provides practicing clinicians in radiologic technology, respiratory therapy, and neurodiagnostic technology who have earned the credential in their field an opportunity to use their clinical hours toward a Baccalaureate degree. Radiologic technologists receive 61 semester hours of credit; respiratory therapists and electroencephalographic (EEG) technologists receive 32 semester hours of credit for their clinical training. Students may transfer in up to 90 semester hours of credit and take the last 30 semester hours in residence, most often selecting electives in Business, Health Sciences, and Social Sciences.

The second option is designed for students without a clinical background. The curriculum is intended for students interested in careers in health and medical fields that do not require specialized clinical training. The liberal policy for elective credit provides students the opportunity to elect courses in other disciplines like Business and Psychology that coincide with their particular strength or interest. The program is 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.

### **Student Learning Outcomes**

Upon successful completion of the Allied Health 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 Radiologic Technologists  
Curriculum for Respiratory Therapists  
Curriculum for EEG Technologists

### **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 in order to safely and skillfully perform imaging procedures.  
SLO 1: Students will be clinically competent.  
SLO 2: Students will possess a thorough understanding of radiography fundamentals and safety practices.
2. Students will graduate displaying effective communication skills.  
SLO 1: Students will have the ability to instill comfort and a sense of confidence through clear, articulate communication with patients and peers.  
SLO 2: Students will have the ability to 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.  
SLO 2: Students will accurately assess the patient's condition and select or modify an appropriate course of action or procedure as required while demonstrating the ability to exercise independent judgment, discretion, critical thinking, decision-making, and problem-solving skills.
4. Students will graduate functioning effectively as professional members 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 the Administrative Assistant of the College of Nursing and Allied Health. The deadline for submitting all completed materials is given in the application packet.

## **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](#)." 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.
- Due to the nature of the Professional Training Component, clinical education, and subsequent rotational requirements of this program, the students do not completely follow the University's Academic Calendar. Semester breaks and vacation time are

scheduled in correlation with the Professional Training Component’s clinical and didactic schedules.

- Students in the program adhere to a prescribed dress code, as well as follow policies and procedures set forth by the program. 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.

### **ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY**

#### *Curriculum for students without clinical training in Radiologic Technology*

BIO	261 & 262	Human Anatomy and Physiology I and II .....	8
CHE	105	General, Organic, and Biochemistry .....	4
ENG	101 & 102	English Composition I and II.....	6
HSC	110	Medical Terminology.....	3
MAT	105	College Algebra .....	3
PHI	207	Introduction to Logic and Critical Thinking.....	3
PHY	151	General Physics I .....	4
SOC		Social Science Elective .....	3
SPE	101	Fundamentals of Public Speaking.....	3
THE		Theology Elective .....	3
		Professional Training in Radiologic Technology (21 months)*....	61

**Total: (101)**

### **BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY**

#### *Curriculum for students without clinical training in Radiologic Technology*

#### **FRESHMAN**

BIO	261 & 262	Human Anatomy and Physiology I and II .....	8
CHE	105	General, Organic, and Biochemistry .....	4
ENG	101	English Composition I .....	3
ENG	102	English Composition II.....	3
HSC	110	Medical Terminology.....	3
MAT	105	College Algebra .....	3
MAT	160	Introductory Statistics .....	3
PHI		Philosophy Elective .....	3
THE	285	Theology and Healthcare Ethics .....	3

**(33)**

**SOPHOMORE**

HSC 313	Pharmacology .....	3
ENG	Literature Elective.....	3
ART/FNA/MUS	Fine Arts Elective .....	3
HIS	History Elective .....	3
PHI 207	Introduction to Logic and Critical Thinking.....	3
PHY 151 & 152	General Physics I and II.....	8
PSY 101	General Psychology .....	3
SPE 101	Fundamentals of Public Speaking.....	3
SOC	Sociology Elective .....	3
THE	Theology Elective .....	3

**(35)**

**JUNIOR and SENIOR**

Professional Training in Radiologic Technology (21 months)\*....61

**Total: (129)**

\*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 SUMMARY**

Natural Sciences.....	23	
Medical Terminology.....	3	Philosophy.....
English .....	9	Social Sciences.....
Art, Fine Arts, or Music.....	3	Speech .....
History.....	3	Theology .....
Mathematics.....	6	Professional Training.....

**Total: (129)**

**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                      15 HOURS**  
**All courses are taught on the Ochsner Campus.**

RAD 101                      PRINCIPLES OF RADIATION PROTECTION

RAD 103	INTRODUCTION TO RADIOLOGIC TECHNOLOGY
RAD 110	MEDICAL ETHICS AND LAW
RAD 205	RADIOGRAPHIC ANATOMY AND PHYSIOLOGY I
RAD 217A	BASIC RADIOGRAPHIC POSITIONING I
RAD 220	PATIENT CARE IN RADIOLOGIC SCIENCES
RAD 301	CLINICAL PRACTICUM I

**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**

Teaching students the importance of respect for interpersonal relationships, along with the moral and ethical responsibilities to increase effective communication and empathy for the patient, is the goal of this course. Medico-legal considerations assist the student regarding ethical principles and legal responsibilities.

**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 15 HOURS**

RAD 202	PRINCIPLES OF RADIOGRAPHIC EXPOSURE
RAD 206	RADIOGRAPHIC ANATOMY AND PHYSIOLOGY II
RAD 217B	BASIC RADIOGRAPHIC POSITIONING II
RAD 225	RADIOGRAPHIC PHYSICS
RAD 280	DIGITAL IMAGING
RAD 302	CLINICAL PRACTICUM II

**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 7 HOURS**

RAD 104	MEDICAL TERMINOLOGY
RAD 210	IMAGE CRITIQUE
RAD 217C	ADVANCED RADIOGRAPHIC POSITIONING I
RAD 260	MEDICAL IMAGING



RAD 290 HUMAN STRUCTURE AND FUNCTION IN IMAGING  
RAD 303 CLINICAL PRACTICUM III

**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**

RAD 210 IMAGE CRITIQUE  
RAD 215 PRINCIPLES OF CONTRAST MEDIA  
RAD 217D ADVANCED RADIOGRAPHIC POSITIONING II  
RAD 265 QUALITY ASSURANCE AND CONTROL  
RAD 304 CLINICAL PRACTICUM IV

**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            12 HOURS**

- RAD 210                    IMAGE CRITIQUE
- RAD 240                    RADIOGRAPHIC PATHOLOGY
- RAD 255                    PRINCIPLES OF RADIATION BIOLOGY
- RAD 285                    REGISTRY REVIEW
- RAD 305                    CLINICAL PRACTICUM V

**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**

Students review academic and clinical material prior to taking the 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 the 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 College of Nursing and Allied Health. The deadline for submitting all completed materials is given in the application packet.

### **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 and Physiology I.....	4
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
			<b>(25 hours)</b>

**Sophomore**

BIO	262	Human Anatomy and Physiology II.....	4
BIO	303	Pharmacology.....	3
BIO	453	Clinical Pathophysiology*.....	4
(* may substitute BIO 457)			
BIO	455	Neuroscience.....	4
HSC	200	Patient Evaluation.....	2
PHI	207	Introduction to Logic and Critical Thinking .....	3
PHY	151	General Physics I.....	4
THE	285	Theology and Health Care Ethics.....	3
			<b>(27 hours)</b>

**Junior - Clinical Program (12 months)**

HSC	330	EKG.....	3
NDT	300	EEG IA.....	1
NDT	302	EEG IB.....	2
NDT	305	Biomedical Instrumentation and Electronics.....	4
NDT	315	Clinical Neurology.....	3
NDT	325	EEG II.....	3
NDT	330	Correlative Neurology.....	3
NDT	335	Clinical Internship I.....	3
NDT	340	EEG III.....	3
NDT	350	Nerve Conduction Studies/ Evoked Potentials/ Polysomnography.....	3
NDT	360	Clinical Internship II.....	3
			<b>(31 hours)</b>
			<b>Total: 83</b>

### Associate of Science in Neurodiagnostic Technology Summary

BIO.....19	PHI.....3
ENG.....6	PHY.....4
HIS.....3	PSY.....3
HSC.....8	SPE.....3
MAT.....3	THE.....3
	Clinical Training (NDT).....29
	<b>Total: 83</b>

### BACHELOR OF SCIENCE IN NEURODIAGNOSTIC TECHNOLOGY

#### *Curriculum for students without clinical training in Neurodiagnostic Technology*

#### Freshman

BIO	261	Human Anatomy and Physiology I.....	4
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 and Critical Thinking.....	3
SPE	101	Fundamentals of Public Speaking.....	3
THE	285	Theology and Healthcare Ethics.....	3
			<b>(28 hours)</b>

#### Sophomore

BIO	262	Human Anatomy and Physiology II.....	4
BIO	303	Pharmacology.....	3
BIO	453*	Clinical Pathophysiology.....	4
			(* may substitute BIO 457)
BIO	455	Neuroscience.....	4
HSC	305	Intro to Human Health and Disease.....	3
PHI	405	Bioethics.....	3
PHY	151	General Physics I.....	4
PSY	101	General Psychology.....	3
		Elective.....	3
			<b>(31 hours)</b>

### Junior

CHE	105	General, Organic, and Biochemistry.....	4
ENG		Literature Elective.....	3
FNA/MUS/ART		Fine Arts Elective.....	3
HIS		History Elective.....	3
HSC	200	Patient Evaluation.....	2
MAT		Math Elective.....	3
PHY	152	General Physics II.....	4
THE		Theology Elective.....	3
		Electives.....	5
			<b>(30 hours)</b>

### Senior - Clinical Program (12 months)

HSC	330	EKG.....	3
NDT	300	EEG IA.....	1
NDT	302	EEG IB.....	2
NDT	305	Biomedical Instrumentation and Electronics.....	4
NDT	315	Clinical Neurology.....	3
NDT	325	EEG II.....	3
NDT	330	Correlative Neurology.....	3
NDT	335	Clinical Internship I.....	3
NDT	340	EEG III.....	3
NDT	350	Nerve Conduction Studies/ Evoked Potentials/ Polysomnography.....	3
NDT	360	Clinical Internship II.....	3
			<b>(31 hours)</b>
			<b>Total: (120)</b>

### Bachelor of Science in Neurodiagnostic Technology Summary

BIO.....	19	PHI.....	6
CHE.....	4	PHY.....	8
ENG.....	9	PSY.....	3
FNA.....	3	SPE.....	3
HIS.....	6	THE.....	6
HSC.....	11	Electives.....	8
MAT.....	6	Clinical Training (NDT).....	29
			<b>Total: (120)</b>



## HEALTH SCIENCES PROGRAM

### BACHELOR OF SCIENCE HEALTH SCIENCES

#### *Curriculum in Diagnostic Medical Sonography (DMS)*

#### FRESHMAN

HSC	110	Medical Terminology.....	3
BIO	261	Human Anatomy and Physiology I.....	4
CHE	105	General, Organic and Biochemistry.....	4
CIS	111	Intermediate Computer Literacy .....	3
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
			<b>(29)</b>

#### SOPHOMORE

HSC	291	Stress Management .....	1
BIO	262	Human Anatomy and Physiology II .....	4
HSC	370	Microbiology.....	4
ENG		Literature Elective.....	3
PHI	306	Philosophical Ethics.....	3
PHY	151& 152	General Physics I and II.....	8
PSY	101	General Psychology .....	3
SPE	101	Fundamentals of Public Speaking.....	3
THE		Theology Elective .....	3
			<b>(32)</b>

#### JUNIOR

HSC	270	Human Nutrition .....	3
HSC	293	Holistic Health .....	1
BUS		Business Elective .....	3
HIS		History Electives.....	6
PHI		Philosophy Elective .....	3
		Social Science Elective .....	3
THE		Theology Elective .....	3
		Free Electives.....	8
			<b>(33)</b>

#### SENIOR

DMS Program at Delgado Community College*	<b>33</b>
<b>Total: (124)</b>	

\*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.

**BACHELOR OF SCIENCE IN HEALTH SCIENCES  
DIAGNOSTIC MEDICAL SONOGRAPHY SUMMARY**

Business Elective .....	3	Philosophy.....	6
Computer Information Systems .....	3	Social Sciences.....	12
English .....	9	Speech .....	3
Art, Fine Arts, or Music .....	3	Theology .....	6
Mathematics .....	6	Electives.....	11
Natural Sciences.....	32	Professional Training .....	30
		<b>Total: (124)</b>	

**BACHELOR OF SCIENCE  
HEALTH SCIENCES**

*Curriculum for Radiologic Technologists*

**This curriculum is for students who have completed their professional training and who have received the ARRT credential.**

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.....	5
	Professional Training.....	61
	<b>Total: (120)</b>	

**BACHELOR OF SCIENCE IN HEALTH SCIENCES  
RADIOLOGIC TECHNOLOGISTS SUMMARY**

Biology.....	9	Philosophy.....	6
English .....	9	Social Sciences Electives.....	6
Art, Fine Arts, or Music.....	3	Speech.....	3
Mathematics.....	6	Theology .....	6
History.....	6	Electives.....	5
		Professional Training.....	61
		<b>Total: (120)</b>	

**BACHELOR OF SCIENCE  
HEALTH SCIENCES**

*Curriculum for Respiratory Therapists*

**This curriculum is for individuals who have completed their professional training and who have received CRT or RRT credentials.**

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 Sciences Electives .....	6
SPE 101	Fundamentals of Public Speaking .....	3
THE	Theology Electives .....	6
BUS	Business Electives .....	6
	General Electives* .....	28
	Professional Training .....	32

**Total: (120)**

\*15 semester hours must be at the 300 level or above.

**RESPIRATORY THERAPIST SUMMARY**

Business .....	6	Social Sciences.....	12
English .....	9	Speech .....	3
Art, Fine Arts, and Music.....	3	Theology .....	6
Mathematics .....	6	Professional Training.....	32
Natural Sciences.....	9	Electives .....	28
Philosophy.....	6	<b>Total: (120)</b>	

**BACHELOR OF SCIENCE  
HEALTH SCIENCES**

*Curriculum for EEG Technologists*

**This curriculum is for students who have completed their professional training and who have received credentialing as an EEG technologist.**

BIO	261 & 262	Human Anatomy + Physiology I and II.....	8
BIO	353	Human Pathophysiology.....	3
BIO	303	Pharmacology.....	3
BIO	455	Neuroscience.....	4
CHE	105	General, Organic, and Biochemistry.....	4
ENG	101 & 102	English Composition I and II.....	6
ENG		English Literature.....	3
FNA/MUS/ART		Fine Arts Elective.....	3
HIS		History Electives.....	6
HSC	110	Medical Terminology.....	3
HSC	305	Human Health and Disease.....	3
MAT	105	College Algebra.....	3
MAT		Math Elective.....	3
PHI	207	Intro to Logic and Critical Thinking.....	3
PHI	405	Bioethics.....	3
PHY	151 - 152	General Physics I and II.....	8
PSY	101	General Psychology.....	3
SPE	101	Fundamentals of Public Speaking.....	3
THE	285	Theology and Health Care Ethics.....	3
THE		Elective.....	3
		Free Electives.....	10
		Professional Training.....	32
<b>Total: (120)</b>			

Credit totaling 32 hours will be given for the clinical training which the student has previously completed.

**EEG TECHNOLOGIST SUMMARY**

BIO.....	18	PHI.....	6
CHE.....	4	PHY.....	8
ENG.....	9	PSY.....	3
ART/FNA/MUS.....	3	SPE.....	3
MAT.....	6	THE.....	6
HIS.....	6	Professional Training.....	32
HSC.....	6	Electives.....	10
<b>Total: (120)</b>			

**BACHELOR OF SCIENCE  
HEALTH SCIENCES**

*Curriculum for non-clinicians*

**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 and Critical Thinking .....	3
PSY 101	General Psychology.....	3
THE	Elective.....	3
HSC 110	Medical Terminology.....	3
SPE 101	Fundamentals of Public Speaking .....	3
		<b>(30)</b>

**SOPHOMORE**

ENG	Literature Elective .....	3
ART/FNA/MUS	Fine Arts Elective.....	3
MAT160	Introductory Statistics.....	3
HSC 270	Human Nutrition.....	3
BUS 218	Introduction to Business .....	3
CHE 105	General, Organic and Biochemistry .....	4
HSC	Elective .....	3
COU 202	Introduction to Addictive Behavior.....	3
HSC 291	Stress Management.....	1
HSC 293	Holistic Health.....	1
	Elective.....	3
		<b>(30)</b>

**JUNIOR**

PHI 285	Health Care Ethics.....	3
THE	Elective.....	3
HSC 301	Human Health and the Environment.....	3
HSC	Electives .....	9
BUS	Electives .....	6
	Natural Science Electives.....	6
		<b>(30)</b>

**SENIOR**

	Electives from the following disciplines: health sciences, nursing, radiologic technology, respiratory care, biology, physical sciences, business .....	21
HSC 400	Introduction to Public Health .....	3
HSC 405	Bioethics.....	3
HSC 450	Internship .....	3
		<b>(30)</b>

**Total: 120**

## BACHELOR OF SCIENCE IN HEALTH SCIENCES SUMMARY

Business Electives.....	9	Philosophy.....	6
English.....	9	Social Sciences.....	6
Art, Fine Arts, Music.....	3	Speech.....	3
Health Sciences.....	32	Theology.....	6
History.....	6	Electives (General).....	3
Mathematics.....	6	Electives (Specified).....	21
Natural Sciences.....	10	<b>Total: (120)</b>	

# **COURSES OF INSTRUCTION**

## **ACCOUNTING**

**BUS 218 is a prerequisite for all courses at the 300 level and above.**

**ACC 205-206            PRINCIPLES OF ACCOUNTING I and II            3, 3 sem. hrs.**  
**Prerequisite: MAT 105**

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 ACC 205 and spring only for ACC 206)**

**ACC 228                PAYROLL ACCOUNTING    3 sem. hrs.**  
**Prerequisite: ACC 205**

Accounting for payroll by studying payroll laws, generating manual and computerized payroll, journalizing payroll transactions, and preparing state and federal payroll reports.

**ACC 229                COMPUTERIZED ACCOUNTING                                   3 sem. hrs.**  
**Prerequisite: ACC 205**

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.

**ACC 314                INTERMEDIATE ACCOUNTING I                                    3 sem. hrs.**  
**Prerequisite: ACC 206**

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. **(Fall only)**

**ACC 315                INTERMEDIATE ACCOUNTING II                                   3 sem. hrs.**  
**Prerequisites: ACC 206 and ACC 314**

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. **(Spring only)**

**ACC 319                TAX ACCOUNTING I    3 sem. hrs.**  
**Prerequisite: ACC 206**

Study of federal tax revenue code, regulations, rulings, and court decisions as applied to individuals and sole proprietorships. **(Spring only)**



**ACC 353**                    **NOT-FOR-PROFIT ACCOUNTING**                    **3 sem. hrs.**  
**Prerequisites: ACC 206; ACC 315 recommended**

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.

**ACC 375**                    **ACCOUNTING INFORMATION SYSTEMS**                    **4 sem. hrs.**  
**Prerequisites: ACC 206**

This course is an intensive study of the use of the Excel spreadsheet program for the analysis of organizational problems. Particular emphasis is placed upon its use for financial analysis and planning. The students complete real-world case studies as a means of developing fluency in the use of Excel. Theoretical business models are discussed and implemented using Excel. There is a lab associated with the class to further develop spreadsheet skills. **(Spring only)**

**ACC 404**                    **AUDITING**                    **3 sem. hrs.**  
**Prerequisites: ACC 315 and BUS 318**

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. **(Spring only)**

**ACC 406**                    **ADVANCED ACCOUNTING I**                    **3 sem. hrs.**  
**Prerequisites: ACC 315**

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.

**ACC 407**                    **ADVANCED ACCOUNTING II**                    **3 sem. hrs.**  
**Prerequisites: ACC 406**

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.

**ACC 410**                    **COST ACCOUNTING**                    **3 sem. hrs.**  
**Prerequisites: ACC 206**

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)**

**ACC 422**                    **TAX ACCOUNTING II**                    **3 sem. hrs.**  
**Prerequisites: ACC 206 and ACC 319**

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. **(Spring only)**

**ACC 464**                      **INTERNSHIP IN ACCOUNTING**                      **3 sem. hrs.**  
**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.**

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.

**ACC 470**                      **FRAUD EXAMINATION I**                      **3 sem. hrs.**  
**Prerequisites: ACC 205 and ACC 206**

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.

**ACC 471**                      **FRAUD EXAMINATION II**                      **3 sem. hrs.**  
**Independent, Directed Study**  
**Prerequisites: ACC 470 Fraud Examination I and permission of the instructor**

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.

**ACC 480**                      **SPECIAL TOPICS IN ACCOUNTING**                      **3 sem. hrs.**  
**Independent, Directed Study**  
**Prerequisites: ACC 206 Principles of Accounting II and permission of the instructor**

Independent readings, research, case analysis, field work, projects on current topics and problems in accounting or taxation, to be determined by students and instructor.

**AIR FORCE ROTC**  
**RESERVE OFFICERS TRAINING CORPS**

**All courses are taught at Tulane University.**

**AER 101-102            FOUNDATIONS OF THE U.S. AIR FORCE            1, 1 sem. hr.**

The AS100 course is a survey course, designed to introduce cadets to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

**AER 201-202            EVOLUTION OF USAF AIR AND SPACE POWER            1, 1 sem. hr.**

The AS200 course examines the general aspects of air and space power from a historical perspective. The course covers a time period from the first balloons and dirigibles to the 21<sup>st</sup> century war on terrorism. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies) and missions (functions) and to demonstrate the evolution of air and space power. The course examines fundamentals associated with war in the third dimension: e.g., principles of war and tenets of air and space power. As a whole, this course provides cadets with a knowledge-level understanding of the employment of air and space power from a doctrinal and historical perspective. In addition, students continue discussing the importance of the Air Force Core Values, through operational examples and historical Air Force leaders, and continue to develop their communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

**AER 301-302            AIR FORCE LEADERSHIP STUDIES            3, 3 sem. hrs.**

AS300 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory leadership laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply the leadership and management principles of this course. **(Credit toward graduation will not be granted for both AER 301 and BUS 304).**

**AER 401-402            NATIONAL SECURITY AFFAIRS/  
PRESENTATION FOR ACTIVE DUTY            3, 3 sem. hrs.**

The AS400 course examines the national security process, regional studies, ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.



**ART 313**                      **ART APPRECIATION ABROAD**                      **3 sem. hrs.**

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 sem. hrs.**

A study of visual art and its form, styles, and historical significance.

**ART 400**                      **ART STUDIO SEMINAR**                      **3 sem. hrs.**

**Prerequisite: 9 semester hours in Studio Art**

This is an intensive studio course in the visual arts involving development of personal style and advanced use of materials.

**ART 404**                      **PAINTING III**                      **3 sem. hrs.**

**Prerequisites: ART 304 and 305**

A continuation of Painting II in which students are expected to attempt more challenging work and search for a personal statement.

**BIOLOGY**

**BIO 101**                      **GENERAL BIOLOGY**                      **4 sem. hrs.**

**Prerequisite or co-requisite: ENG 101 and MAT 105**

An introductory study of basic biological concepts, including cell theory, plant and animal organization, genetics, evolution, and ecology. Laboratory experiences are integrated with lecture. 6 hours per week.

**BIO 101H**                      **GENERAL BIOLOGY HONORS**                      **0 sem. hrs.**

**Prerequisites: BIO 101 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 101L**                      **GENERAL BIOLOGY LABORATORY**                      **1 sem. hrs.**

**Prerequisite or co-requisite: ENG 101 and MAT 105 and credit for BIO 101 Lecture**

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.

**BIO 180**                      **RESEARCH METHODS IN BIOLOGY**                      **4 sem. hrs.**

**Prerequisite or Co-requisite: ENG 101 and MAT 105**

This is a practical introduction to biological research. Students are required to use library and online sources to develop a research project. As the projects progress, discussions on literature citation, academic integrity, management of laboratory notes, experimental design, and statistical

and graphical treatment of data are conducted, leading to an end of semester presentation of the results of their projects.

**BIO 209**                      **SOPHOMORE SEMINAR IN BIOLOGY**                      **1 sem. hr.**  
**Prerequisites: BIO 101 or BIO 180 and**  
**permission of Department Chair**

Review of major concepts and discussion of current issues in the biological sciences; includes guest lectures and student presentations.

**BIO 250**                      **BOTANY**                      **4 sem. hrs.**  
**Prerequisite: BIO 101**

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 is also considered. Laboratory experiences are integrated with lecture. 6 hours per week.

**BIO 250H**                      **BOTANY HONORS**                      **0 sem. hrs.**  
**Prerequisites: BIO 250 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 251**                      **ZOOLOGY**                      **4 sem. hrs.**  
**Prerequisite: BIO 101**

A detailed study of the animal kingdom, including physiology, anatomy, development, reproduction, and evolution. Laboratory is integrated with lecture. 6 hours per week.

**BIO 251H**                      **ZOOLOGY HONORS**                      **0 sem. hrs.**  
**Prerequisites: BIO 251 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 253**                      **INVERTEBRATE ZOOLOGY**                      **4 sem. hrs.**  
**Prerequisite: BIO 101**

A detailed study of the invertebrate phyla, including physiology, anatomy, development, reproduction, and evolution. Laboratory is integrated with lecture. 6 hours per week.

**BIO 253H**                      **INVERTEBRATE ZOOLOGY HONORS**                      **0 sem. hrs.**  
**Prerequisites: BIO 253 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 254**                      **VERTEBRATE ZOOLOGY**                      **4 sem. hrs.**  
**Prerequisite: BIO 101**

A detailed study of the vertebrate phyla, including physiology, anatomy, development, reproduction, and evolution. Laboratory is integrated with lecture. 6 hours per week.

**BIO 254H**                    **VERTEBRATE ZOOLOGY HONORS**                    **0 sem. hrs.**

**Prerequisites: BIO 251 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 261**                    **HUMAN ANATOMY AND PHYSIOLOGY I**                    **4 sem. hrs.**

A detailed study of human anatomy and physiology, including the integumentary, skeletal, muscular, nervous systems, and sense organs. Laboratory is integrated with lecture. 6 hours per week.

**BIO 261H**                    **HUMAN ANATOMY AND PHYSIOLOGY I HONORS**                    **0 sem. hrs.**

**Prerequisites: BIO 261 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 261L**                    **HUMAN ANATOMY and PHYSIOLOGY I – LAB**                    **1 sem. hr.**

**Prerequisites: Permission of Department Chair and credit in Human Anatomy and Physiology I lecture.**

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, nervous systems, and sense organs. 3 hours laboratory per week.

**BIO 262**                    **HUMAN ANATOMY AND PHYSIOLOGY II**                    **4 sem. hrs.**

**Prerequisite: BIO 261**

A continuation of BIO 261 with emphasis on circulatory, digestive, endocrine, respiratory, urinary, and reproductive systems. Laboratory is integrated with lecture. 6 hours per week.

**BIO 262H**                    **HUMAN ANATOMY AND PHYSIOLOGY II HONORS**                    **0 sem. hrs.**

**Prerequisites: BIO 262 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 262L**                    **HUMAN ANATOMY and PHYSIOLOGY II – LAB**                    **1 sem. hr.**

**Prerequisites: Permission of Department Chair and credit in Human Anatomy and Physiology II lecture.**

A laboratory session developed to provide reinforcements of the principles in Human Anatomy and Physiology II. The laboratory exercises cover human anatomy and physiology, including the circulatory, digestive, endocrine, respiratory, urine, and reproductive systems. 3 hours laboratory per week.

**BIO 270**                    **HUMAN NUTRITION**                    **3 sem. hrs.**

An introduction to the principles of nutrition, study of nutrients, and practice in nutrition-related decision making. (Same as FSI 270 and HSC 270)

**BIO 275**                      **INTRODUCTION TO MICROBIOLOGY**                      **3 sem. hrs.**  
**Prerequisite: BIO 261**

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.

**BIO 290**                      **TOPICS IN BIOLOGY**                      **1-4 sem. hrs.**  
**Prerequisite: Permission of Department Chair**

Investigations in special areas of biological sciences.

**BIO 291**                      **STRESS MANAGEMENT**                      **1 sem. hr.**  
Basic concepts of stress and techniques for its management. **(Same as HSC 291)**

**BIO 293**                      **HOLISTIC HEALTH**                      **1 sem. hr.**  
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 responsibility for his or her own health. **(Same as HPE 293 and HSC 293)**

**BIO 302**                      **HUMAN HEALTH AND THE ENVIRONMENT**                      **3 sem. hrs.**  
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. **(Same as HSC301)**

**BIO 303**                      **PHARMACOLOGY**                      **3 sem. hrs.**  
**(FOR HEALTH SCIENCES MAJORS)**  
**Prerequisite: BIO 261 and Co-requisite BIO 262**

This course focuses on promoting the pharmacological principles of therapeutic agents including classifications and mechanism of action. It provides knowledge of clinical implications, administration, and adverse effects of drugs. Emphasis is placed on cardiopulmonary drugs and drugs used during radiographic diagnostic procedures. **(Same as HSC 303)**

**BIO 309**                      **JUNIOR SEMINAR IN BIOLOGY**                      **1 sem. hr.**  
**Prerequisites: CHE 142 and MAT 160 and either BIO 250, BIO 251, BIO 253, or BIO 254; and permission of Department Chair**

A review of major concepts and discussion of current issues in the biological sciences; includes guest lectures and student presentations.

**BIO 330**                      **ANIMAL BEHAVIOR**                      **3 sem. hrs.**  
**Prerequisite: BIO 101**

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. (Same as PSY 330)

**BIO 340**                      **CELL BIOLOGY**                      **3 sem. hrs.**  
**Prerequisites: BIO 101 and CHE 142**

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.

**BIO 353**                      **HUMAN PATHOPHYSIOLOGY**                      **3 sem. hrs.**  
**Prerequisite: BIO 262**

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.

**BIO 355**                      **COMPARATIVE VERTEBRATE ANATOMY**                      **4 sem. hrs.**  
**Prerequisite: BIO 101**

Phylogenetic and comparative aspects of anatomy, reproduction, and embryology of the vertebrates. Lecture and laboratory components totaling 6 hours per week.

**BIO 360**                      **BIOCHEMISTRY**                      **4 sem. hrs.**  
**Prerequisites: CHE 201 and MAT 160**

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)

**BIO 370**                      **MICROBIOLOGY**                      **4 sem. hrs.**  
**Prerequisites: BIO 101 and MAT 105**

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. 3 hours lecture and 3 hours laboratory per week. (Same as HSC 370)

**BIO 370H**                      **MICROBIOLOGY HONORS**                      **0 sem. hrs.**  
**Prerequisites: BIO 370 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 370L**                    **MICROBIOLOGY - LAB**                    **1 sem. hr.**  
**Prerequisites: Permission of Department Chair and credit in Microbiology lecture**

Laboratories designed to illuminate fundamental principles of microbiology in relation to the human host, including metabolism. Pathological and immunological aspects are studied. 3 hours per week.

**BIO 375**                    **GENETICS**                    **4 sem. hrs.**  
**Prerequisites: BIO 101 and MAT 160**

An introduction to the basic principles of heredity, with applications to human traits, diseases, behavior, population genetics, evolution, and genetic counseling. Laboratory experiences are integrated with lecture. 6 hours per week.

**BIO 375H**                    **GENETICS HONORS**                    **0 sem. hrs.**  
**Prerequisites: BIO 375 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**BIO 390**                    **TOPICS IN BIOLOGY**                    **1-4 sem. hrs.**  
**Prerequisite: permission of Department Chair**

Investigations of special areas of biology.

**BIO 400**                    **ECOLOGY**                    **4 sem. hrs.**  
**Prerequisites: BIO 250, or BIO 251, or BIO 253, or BIO 254, or BIO 355 and MAT 160**

A 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.

**BIO 402**                    **ADVANCED STUDIES**                    **1-4 sem. hrs.**  
**Prerequisite: Junior or Senior standing and permission of Department Chair**

Investigation of areas related to biological science.

**BIO 403**                    **DIRECTED STUDY IN BIOLOGY**                    **1-4 sem. hrs.**  
**Prerequisite: Junior or Senior standing and permission of Department Chair**

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.

**BIO 405**                    **BIOETHICS**                    **3 sem. hrs.**  
**Prerequisite: PHI/THE 285 or PHI 306 and Junior or Senior Standing**

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. (Same as HSC 405 and PHI 405)

- BIO 407**                    **HISTOLOGY**      **4 sem. hrs.**  
**Prerequisite: BIO 101 and CHE142**  
The study of cells, tissues, and organs using a functional approach that integrates physiological considerations into anatomical studies on the microscopic level. Laboratory is integrated with lecture.
- BIO 409**                    **SENIOR SEMINAR IN BIOLOGY**                    **1 sem. hr.**  
**Prerequisites: CHE 202 and MAT 160 and either BIO 250, BIO 251, BIO 253, BIO 254, or BIO 355**  
A review of major concepts and discussion of current issues in the biological sciences; includes guest lectures and student presentations.
- BIO 420**                    **MOLECULAR BIOLOGY**                    **3 sem. hrs.**  
**Prerequisite: BIO 375**  
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 is incorporated into the context of the course.
- BIO 451**                    **ADVANCED TOPICS IN PHYSIOLOGY**                    **3 sem. hrs.**  
**Prerequisite: BIO 262**  
Advanced study of concepts and theories in Anatomy and Physiology, research, readings, and evaluation of current literature are covered.
- BIO453**                    **CLINICAL PATHOPHYSIOLOGY**                    **4 sem. hrs.**  
**Prerequisite: BIO 262**  
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.
- BIO 455**                    **NEUROSCIENCE**                    **4 sem. hrs.**  
**Prerequisite: BIO 261 and BIO 262 (previously BIO 352)**  
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. Lecture and lab are integrated. **(Same as HSC 455)**
- BIO 457**                    **CARDIORESPIRATORY PHYSIOLOGY**                    **4 sem. hrs.**  
**Prerequisite: BIO 261 and BIO 262**  
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)**

**BIO 481H**                    **RESEARCH I HONORS**                    **3 sem. hrs.**  
**Prerequisite: Senior standing and permission of the Honors Committee**

A directed research project, approved by the Honors Committee of the Department of Biology and Physical Sciences and under the direction of a research advisor, used to earn honors credit and to produce an honors thesis. May not be repeated and grade is pass/fail.

**BIO 482H**                    **RESEARCH II HONORS**                    **3 sem. hrs.**  
**Prerequisite: Senior standing, BIO 481H, and permission of the Honors Committee**

A directed research project, approved by the Honors Committee of the Department of Biological and Physical Sciences and under the direction of a research advisor, used to earn honors credit and to produce an honors thesis. May not be repeated and grade is pass/fail.

**BIO 495**                    **BIOLOGY INTERNSHIP**                    **2 sem. hrs.**  
**Prerequisite: BIO 101, BIO 375, Senior standing, and permission of Department Chair**

Field work in an approved operation under supervision of a scientist and/or manager.

**BIO 499**                    **EXIT EXAM IN BIOLOGY**                    **0 sem. hr.**  
**Prerequisite or co-requisite: BIO409**

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.

### **BUSINESS ADMINISTRATION**

**BUS 218 is a prerequisite for all courses at the 300 level and above.**

**BUS 201**                    **BUSINESS LAW I**                    **3 sem. hrs.**  
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. **(Fall only)**

**BUS 210**                    **CONTEMPORARY BUSINESS COMMUNICATIONS**                    **3 sem. hrs.**  
Communications theory and its applications in business. Composition of complex correspondence, memoranda, and reports, including research, format, graphics, syntax, and semantics. **(Previously BUS 209, BUS 316, and BUS 327) (Fall only)**

**BUS 218                      INTRODUCTION TO BUSINESS                      3 sem. hrs.**

Survey course in the organization, structure, and functions of business enterprises, and the environments in which they operate. The various operating functions of business, each of which is studied in depth in subsequent course work, are introduced. Introduction to the case-study technique of analyzing and solving business problems. **(Fall only)**

**BUS 240                      PERSONAL FINANCE                      3 sem. hrs.**

This course explores those topical areas of finance which have direct impact on an individual's lifestyle. Emphasis is on budgeting, lifelong investment planning, cash management, credit management, insurance, consumer information, estate planning, and tax planning. **(Previously BUS 340)**

**BUS 251                      PRINCIPLES OF MANAGEMENT                      3 sem. hrs.**

**This course is a prerequisite for all other Management courses.**

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)**

**BUS 252                      PRINCIPLES OF MARKETING                      3 sem. hrs.**

**Prerequisite: MAT 105**

**This course is a prerequisite to all other Marketing courses.**

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)**

**All 300 and 400-level courses require admission to level 2  
Business Administration or Department Chair permission.**

**BUS 300                      SURVEY OF TRANSPORTATION                      3 sem. hrs.**

A survey of transportation and its importance as a pervasive and vital function of an industrialized economy. The New Orleans area is a prime transportation city, providing critical links between producers and consumers, both domestically and internationally. Industrialized economies, such as the New Orleans area, are totally dependent upon others' production of food and manufactured products, and upon a transportation system that links the spatial and temporal gap between both the producers and consumers of goods. Transportation modes, third party transportation and carriers, urban/metropolitan transportation, rate making and costs in transportation, traffic management, regulation and deregulation, management information systems, and communications are all covered in this course.

**BUS 301                      BUSINESS AND ECONOMIC STATISTICS I                      3 sem. hrs.**

**Prerequisite: MAT 215**

**BUS 302**                      **BUSINESS AND ECONOMICS STATISTICS II**                      **3 sem. hrs.**  
**Prerequisites: BUS 301 and MAT 215**

Introductory courses in statistical methods and their use in gathering and interpreting quantitative data upon which to base decisions under conditions of uncertainty. The first semester covers probability, sampling, inference, simple correlation, and regression. The second semester includes variance and time-series analysis, non-parametric statistics, statistical forecasting, decision-making, and quality control. **(Same as MAT 301 and MAT 302) (Fall only for BUS 301 and spring only for BUS 302).**

**BUS 307**                      **MANAGERIAL ACCOUNTING**                      **3 sem. hrs.**  
**Prerequisites: BUS 206 and MAT 105**

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)**

**BUS 309**                      **PERSONNEL MANAGEMENT**                      **3 sem. hrs.**  
**Prerequisite: BUS 251**

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. **(Spring only)**

**BUS 311**                      **PRINCIPLES OF BUSINESS FINANCE**                      **3 sem. hrs.**  
**Prerequisites: ACC 206 and MAT 105**

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. **(Fall only)**

**BUS 312**                      **PHYSICAL DISTRIBUTION AND LOGISTICS**                      **3 sem. hrs.**  
**Prerequisites: MAT 105 and MAT 215**

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. **(Spring only)**

**BUS 313**                      **PRINCIPLES OF ADVERTISING**                      **3 sem. hrs.**  
**Prerequisite: MAT 105**

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)**

**BUS 317**                      **FINANCIAL INSTITUTIONS AND MARKETS**                      **3 sem. hrs.**  
**Prerequisites: BUS 311, ECO 201, ECO 202 and MAT 215**

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)**

**BUS 321**                      **CONSUMER BEHAVIOR**                      **3 sem. hrs.**  
**Prerequisite: PSY 101 or SOC 101**

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. **(Fall only)**

**BUS 322**                      **BUSINESS/INDUSTRIAL MARKETING**                      **3 sem. hrs.**  
**Prerequisites: BUS 251 and BUS 252**

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.

**BUS 323**                      **PRINCIPLES OF REAL ESTATE**                      **3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**  
**Prerequisites: MAT 215, BUS 251, BUS 252, BUS 301, and BUS 302**

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. **(Spring only)**

**BUS 326**                      **SALESMANSHIP**                      **3 sem. hrs.**  
**Prerequisites: SPE 101 and BUS 252**

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)**

**BUS 330**                      **MANAGEMENT INFORMATION SYSTEMS**                      **3 sem. hrs.**  
**Prerequisites: MAT 215 and BUS 251**

The study of computers in their relationship to management as tools for decision making and data analysis. This course explores the nature of computer information systems and allows the students to experience practical applications of these systems to all forms of business entities. Both hardware and software applications are utilized in acquainting the student with computerized solutions to business problems and procedures. Students are required to implement the knowledge of these systems to a simulated business need. **(Same as CIS 330)**

**BUS 331**                      **E-COMMERCE AND DIGITAL MARKETING**                      **3 sem. hrs.**

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. **(Online— summer only)**

**BUS 335**                      **STUDIES IN ENTREPRENEURSHIP**                      **3 sem. hrs.**

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 developing a successful business idea and then creating a business plan. During the semester, the students learn methods of feasibility analysis to determine whether an idea is worth pursuing. The class culminates in making a “pitch” to venture capitalists to determine whether a particular venture should or should not receive funding.

**BUS 350**                      **INVESTMENTS**                      **3 sem. hrs.**  
**Prerequisites: BUS 311, ECO 201, ECO 202, and MAT 215**

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)**

**BUS 351**                      **PRINCIPLES OF RETAILING**                      **3 sem. hrs.**  
**Prerequisite: BUS 252**

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.

**BUS 377**                      **MARKETING MANAGEMENT**                      **3 sem. hrs.**  
**Prerequisites: BUS 252 and MAT 215**

Marketing policies, techniques, and methods, including product and brand development, channels of distribution, promotion, and pricing. **(Spring only)**

**BUS 402**                      **BUSINESS LAW II**                      **3 sem. hrs.**  
**Prerequisite: BUS 201**

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.



**BUS 403**                      **PUBLIC RELATIONS**                      **3 sem. hrs.**  
**Prerequisite: PSY 101 or SOC 101**

Problem-solving approach to the policies and techniques of organizational public relations in establishing, maintaining, and improving communication between an enterprise and its diverse public. Attention is focused on the role of public relations in both the management and marketing functions, as well as on practitioner techniques.

**BUS 405**                      **PRODUCTION/OPERATIONS MANAGEMENT**                      **3 sem. hrs.**  
**Prerequisite: MAT 215**

Planning, organization, and operation of manufacturing and processing facilities. Plant location and layout; purchasing, materials-handling, and inventory control; production and quality-control standards and methods; work measurement; plant and equipment maintenance. **(Fall only)**

**BUS 408**                      **FINANCIAL MANAGEMENT**                      **3 sem. hrs.**  
**Prerequisites: BUS 311 and MAT 215**

Asset, capital, and debt management, including acquisition, conservation, and liquidation. Acquisitions, mergers, takeovers, reorganization, and divestment. This course focuses on the roles of the corporate treasurer and comptroller in coping with environmental uncertainties in terms of growth, stability, survival, retrenchment, and insolvency.

**BUS 409**                      **BUSINESS AND SOCIETY**                      **3 sem. hrs.**  
**Prerequisite: Senior standing**

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 versus cost. **(Spring only)**

**BUS 412**                      **EXECUTIVE DEVELOPMENT IN TOURISM**                      **3 sem. hrs.**  
**Prerequisite: Senior standing**

The study of all the principles of management as they apply to their effective application in decision-making and problem-solving situations in tourism. This course is designed to develop, through casework applications, management and communication skills of the student as he or she prepares for a career in tourism management.

**BUS 413**                      **DIMENSIONS IN TOURISM**                      **3 sem. hrs.**  
**Prerequisite: Senior standing**

This course prepares the student for proper development of tourism packages, tours, convention, and travel. A study of the forces that influence the ability of the tourism manager to develop, cost, and measure properly the efforts in the tourism industry for profit and market interest.

**BUS 414**                      **BUSINESS POLICIES AND PROBLEMS**                      **3 sem. hrs.**  
**Prerequisites: MAT 215 and Senior standing**

A capstone seminar for general Business majors, integrating all prior course work. 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. **(Spring only)**

**BUS 415                      MARKETING AND PROMOTIONAL STRATEGY                      3 sem. hrs.**  
**Prerequisites: BUS 313 and BUS 325**

This course offers both an instructional and a hands-on approach to marketing and promoting brand names and product services. Students 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 gain valuable experience in one of the most exciting fields in the marketing profession.

**BUS 416                      ORGANIZATIONAL BEHAVIOR                      3 sem. hrs.**  
**Prerequisites: PSY 101 or SOC 101 and BUS 251**

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. **(Fall only)**

**BUS 418                      MANAGEMENT OF TECHNOLOGY AND                      3 sem. hrs.**  
**INNOVATION**  
**Prerequisite: Senior standing**

Students study the concepts involved with the management of innovation and technology within an organizational environment. Discussion of types of technologies, tactical and strategic impact of new organizational design considerations influenced by technology, fostering creativity and innovation in an organization, and change management/human resource considerations.

**BUS 419                      STRATEGICALLY MANAGING ORGANIZATIONS                      3 sem. hrs.**  
**Prerequisites: BUS 375, BUS 408**

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.

**BUS 420                      LAW OF PERSONNEL ADMINISTRATION                      3 sem. hrs.**  
**Prerequisite: BUS 416**

A study and analysis of the legal implications of federal legislation and regulation on personnel administration, with emphasis on the recruitment, testing, selection, transfer, promotion, and discharge of employees.

**BUS 421                      STRATEGIC PLANNING AND DECISION MAKING                      3 sem. hrs.**

**Prerequisite: Senior Business Standing**

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 are the background material for the class. Data and circumstances are analyzed using EXCEL spreadsheets that include internal and externally acquired information. All scenarios are based on case studies available through academic resources such as annual reports, K-10s, press releases, speeches, and company web site information. Students assume the roles of organization principles to assess and act on the information gathered to solve or mitigate the issue encountered. **(Spring only)**

**BUS 454                      SMALL BUSINESS MANAGEMENT/  
ENTREPRENEURSHIP                      3 sem. hrs.**

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; economic, legal, and marketing environments and constraints; human resource management; survival, contingency, and growth planning.

**BUS 455                      INTERNATIONAL MANAGEMENT                      3 sem. hrs.**  
**Prerequisite: Senior standing**

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.

**BUS 456                      INTERNATIONAL MARKETING                      3 sem. hrs.**  
**Prerequisites: Senior standing and BUS 252**

The study of marketing in a dynamically changing global environment. Emphasis on pricing, placement, promotion, and products is 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.

**BUS 457                      INTERNATIONAL BUSINESS 3                      3 sem. hrs.**

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.

**BUS 460**                    **SPECIAL TOPICS IN BUSINESS**                    **1-6 sem. hrs.**  
**Prerequisites: Senior standing and permission of the Department Chair**

Independent readings, research, case analysis, field work, projects on current topics and problems, to be determined by students and instructor.

**BUS 461**                    **E-MARKETING**                    **3 sem. hrs.**  
**Prerequisite: BUS 252**

This course introduces the student to many marketing uses of the Internet. The development and evaluation of a strategic marketing plan for a product or product mix offering on the Internet are analyzed.

**BUS 462**                    **INTERNSHIP IN BUSINESS ADMINISTRATION**                    **3 sem. hrs.**  
**Prerequisites: 15 semester hours of Level 2 Business course work, a 2.5 GPA; and permission of the Internship Coordinator or Department Chair**

The Internship Program provides students with the opportunity to gain real-world work experience while maintaining their normal course load. 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. Internships must be arranged with the Internship Coordinator PRIOR to the start of the internship and the semester of completion. Requirements for each internship are set by the internship coordinator or Business Department Chair. **(Fall and Spring)**

### **CHEMISTRY**

**CHE 105**                    **GENERAL, ORGANIC, AND BIOCHEMISTRY**                    **3 sem. hrs.**  
**Prerequisite or co-requisite: MAT 105**

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.

**CHE 105L**                    **GENERAL, ORGANIC AND BIOCEMISTRY—LAB**                    **1 sem. hr.**  
**Co-requisite: CHE 105**

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.

**CHE 141**                    **GENERAL COLLEGE CHEMISTRY I**                    **4 sem. hrs.**  
**Prerequisite or co-requisite: MAT 105**

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. 3 hours lecture and 3 hours laboratory per week.

**CHE 141H**                    **GENERAL CHEMISTRY I HONORS**                    **0 sem. hrs.**

**Prerequisites: CHE 141 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**CHE 141L**                    **GENERAL COLLEGE CHEMISTRY I – LAB**                    **1 sem. hr.**

**Prerequisite: Lecture credit for CHE141 and  
Permission of Department Chair**

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.

**CHE 142**                    **GENERAL COLLEGE CHEMISTRY II**                    **4 sem. hrs.**

**Prerequisites: CHE 141, MAT 105 or equivalent**

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.

**CHE 142H**                    **GENERAL CHEMISTRY II HONORS**                    **0 sem. hrs.**

**Prerequisites: CHE 142 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**CHE 142L**                    **GENERAL COLLEGE CHEMISTRY II – LAB**                    **1 sem. hr.**

**Prerequisite: Lecture credit for CHE142 and  
Permission of Department Chair**

A laboratory session developed to provide reinforcement of the principles in CHE 103. Experiments include kinetic analysis, acid-base properties, reduction-oxidation reactions, and an introduction to properties of organic chemicals. 3 hours laboratory per week.

**CHE 190**                    **TOPICS IN CHEMISTRY**                    **1-4 sem. hrs.**

**Prerequisite: Permission of Department Chair**

Investigations in special areas of chemical sciences.

**CHE 201**                    **ORGANIC CHEMISTRY I**                    **4 sem. hrs.**

**Prerequisites: CHE 141-142, MAT 105**

An introduction to the structural, chemical, and physical properties of organic compounds for the science major. This course includes three credit hours of lecture and approximately three hours laboratory per week.

**CHE 202**                    **ORGANIC CHEMISTRY II**                    **4 sem. hrs.**

**Prerequisites: CHE 201 or permission of the Department Chair**

A continuation of the study of organic compounds for the science major. This course includes three credit hours of lecture and approximately three hours laboratory per week.

**CHE 201L-202L      ORGANIC CHEMISTRY I and II – LAB      1, 1 sem. hr.**  
**Prerequisite: Permission of Department Chair**

A laboratory session developed to provide reinforcement of the principles in CHE 201 and 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. 2 hours of laboratory per week.

**CHE 290      TOPICS IN CHEMISTRY      1-4 sem. hrs.**  
**Prerequisite: Permission of Department Chair**

Investigations in special areas of chemical sciences.

**CHE 355      SPECIAL PROBLEMS      1-3 sem. hrs.**  
Individual research investigation in an area of chemistry.

**CHE 360      BIOCHEMISTRY      4 sem. hrs.**  
**Prerequisites: CHE 201 and MAT 160**

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)\

**COMPUTER INFORMATION SYSTEMS**

**CIS 111 is a prerequisite for all other courses.**

**Students must have access to the required tools necessary to succeed in these courses.**

**CIS 111      INTERMEDIATE COMPUTER LITERACY      3 sem. hrs.**  
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. **(Spring only)**

**CIS 120      INTRODUCTION TO COMPUTER      3 sem. hrs.**  
**INFORMATION SYSTEMS**

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 sem. hrs.**  
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, coupled with introductory programming using C/C++ and/or Java, communications, networks, and the Internet.

**CIS 140                      COMPUTER PROFESSION ETHICS                      3 sem. hrs.**

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 transnational data flow.

**CIS 210                      INTRODUCTION TO THE INTERNET                      3 sem. hrs.**

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.

**CIS 300                      INTRODUCTORY PROGRAMMING                      4 sem. hrs.**

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. **(Spring only)**

**CIS 305                      WEB DESIGN                      3 sem. hrs.**

This course develops the necessary skills to design a web site. The class progresses from basic html and newer standards including Cascading Style Sheets to using the tools necessary to install and update websites on a server. **(Spring only)**

**CIS 310                      MS PROJECT                      3 sem. hrs.**

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.

**CIS 320                      INTRODUCTION TO ARTIFICIAL INTELLIGENCE                      3 sem. hrs.**

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 are required.

**CIS 330                      DATABASE ADMINISTRATION AND  
MANAGEMENT                      3 sem. hrs.**

Hands-on use of microcomputer application software within the database management system environment. Students become acquainted with the necessary management, file, and data structures with the design, application, and use of a database management system. Administration of data resource and program development in creating, maintaining, and accessing a database are covered. **(Spring only)**

**CIS 355                      GRAPHICS APPLICATIONS                      3 sem. hrs.**

Topics include computer graphics techniques and technology, graphic hardware devices, and graphic software support. The student designs programs of graphic display, both statistical and dynamic, with real time interaction. Three-dimensional perspective transformations are explored. **(Fall only)**

**CIS 356                      END-USER SYSTEMS                      3 sem. hrs.**

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. **(Spring only)**

**CIS 401                      ONLINE ACADEMIC RESEARCH                      3 sem. hrs.**

**Prerequisite: Junior or Senior standing.**

This course provides the student with the skills to use library databases, retrieve, evaluate and utilize e-journals and other online resources available.

**CIS 410                      ADVANCED PROGRAMMING                      4 sem. hrs.**

**Prerequisite: CIS 300**

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.

**CIS 420                      COMPUTER SCIENCE PROBLEMS                      1-3 sem. hrs.**

A directed effort related to a computer science project.

**CIS 430                      E-COMMERCE                      3 sem. hrs.**

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 are discussed.

**CIS 440                      EXECUTIVE DEVELOPMENT IN  
COMPUTER INFORMATION SYSTEMS                      3 sem. hrs.**

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 or she prepares for a career in Computer Information Systems.

**CIS 450                      APPLIED SOFTWARE DEVELOPMENT PROJECT                      3 sem. hrs.**

**Prerequisite: Junior or Senior standing in CIS**

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.



**CIS 465**                      **COMPUTER PROGRAMMING**                      **4 sem. hrs.**  
**Prerequisites: Knowledge and some experience**  
**with modern computer programming language.**

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 him or her 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.

### **CRIMINAL JUSTICE**

**CJU 100**                      **INTRODUCTION TO CRIMINAL JUSTICE**                      **3 sem. hrs.**  
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 sem. hrs.**  
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 sem. hrs.**  
Criminal investigation techniques, including apprehension of perpetrators, victim identification, and different methods used by different criminals are explored.

**CJU 210**                      **CRIMINAL LAW**                      **3 sem. hrs.**  
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 sem. hrs.**  
A study of different penal institutions employed in the United States on the local, state, and federal levels.

**CJU 340**                      **ORGANIZED CRIME IN AMERICA**                      **3 sem. hrs.**  
This course examines organized crime in terms of historical development, structure, theories, policy issues, and legal remedies.

**CJU 350**                      **CRIMINOLOGY**                      **3 sem. hrs.**  
The study of causes, treatment, and prevention of crime. This course deals with criminology, penology, laws in ancient and modern times, and the causes of crime. Prisons, probation, parole, and the courts are investigated through field work.

**CJU 370**                      **THE POLICEMAN AND THE COMMUNITY**                      **3 sem. hrs.**  
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 sem. hrs.**  
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 COU 372)**

**CJU 374**                      **COURT PROCEDURE AND EVIDENCE**                      **3 sem. hrs.**  
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 sem. hrs.**  
This study of the American judicial process at the federal and state court levels includes a review of landmark court cases. **(Same as PSC 375)**

**CJU 376**                      **JUVENILE JUSTICE**                      **3 sem. hrs.**  
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 sem. hrs.**  
This course examines the historical background of and the modern theories and practices associated with the use of probation and parole in today's the criminal justice system.

**CJU 400**                      **SPECIAL TOPICS**                      **1-3 sem. hrs.**  
Independent readings, research, field work, and projects on current topics and problems to be determined by the instructor and the student.

**CJU 405**                      **FAMILY LAW**                      **3 sem. hrs.**  
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 sem. hrs.**  
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 sem. hrs.**  
An examination of the modern war on drugs, its costs, its legal remedies, and the debate over its efficacy.

**CJU 450**                      **FORENSIC EVIDENCE**                      **3 sem. hrs.**  
This course serves as an introduction and overview to the field of forensic science.

**CJU 494**                      **CRIMINAL JUSTICE INTERNSHIP**                      **3 sem. hrs.**  
**Prerequisites: CJU 210 and CJU 350 (or equivalents)**

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 a 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.

### COUNSELING

**Students wishing to register for a Social Science elective may choose from the following course prefixes: CJU, COU, GEO, HIS, PSC, PSY, or SOC. Students who need a Sociology elective may choose from either COU or SOC classes.**

**COU 202**                      **INTRODUCTION TO ADDICTIVE BEHAVIORS**                      **3 sem. hrs.**  
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**                      **1-3 sem. hrs.**  
Independent readings, research, field work, and projects on current topics and problems, as determined by the instructor and student.

**COU 304**                      **ETHNIC AND GENDER INEQUALITIES**                      **3 sem. hrs.**  
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 sem. hrs.**  
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 sem. hrs.**  
An in-depth review and introduction to 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 AND COUNSELING**                      **3 sem. hrs.**  
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.

**COU 320                      RECOVERY COUNSELING                      3 sem. hrs.**

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 sem. hrs.**

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)

**COU 390                      DIRECTED READINGS                      3 sem. hrs.**

The readings for this course are determined by the student's major in Behavioral Sciences, approved and led by the instructor. (Same as PSY 412)

**COU 402                      ADVANCED STUDIES IN ADDICTION                      3 sem. hrs.**

A study of the major causes, resulting social problems, intervention theories, and treatment concepts in addiction. This course explores the physical, social, emotional, and moral factors which determine how dependency is caused, viewed, and treated. The issue 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 AND COUNSELING                      3 sem. hrs.**

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.

**COU 425                      MARRIAGE AND FAMILY                      3 sem. hrs.**

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 sem. hrs.**

This course examines the characteristics of various forms of sexual trauma, the dynamics of incestuous families, the aftereffects of sexual trauma, and the associated DSM-5 diagnoses, as well as treatment goals and strategies, education, and prevention.

## GRADUATE COUNSELING

**COU 599                    INTRODUCTION TO GRADUATE RESEARCH                    3 sem. hrs.**

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 AND DEVELOPMENT                    3 sem. hrs.**

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 a systemic, contextual point of view.

**COU 602                    SOCIAL AND CULTURAL FOUNDATIONS                    3 sem. hrs.**

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 AND LIFESTYLE DEVELOPMENT                    3 sem. hrs.**

This course provides an understanding of career development and related life factors, including career development theories and decision-making models. It 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 sem. hrs.**

A study of the major counseling theories, dynamics of behavioral change, counseling processes in a multicultural society, and relationships as applied to individuals, couples, families, and groups. The concept of consultation is also addressed.

**COU 607                    THEORY AND PRACTICE OF GROUP COUNSELING                    3 sem. hrs.**

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 AND ETHICS  
IN COUNSELING                    3 sem. hrs.**

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 METHODOLOGY AND PROGRAM EVALUATION**                    **3 sem. hrs.**

This course provides an understanding of research methods, sampling theory, statistical analysis, needs assessment, and program evaluation, including 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 AND TREATMENT OF MENTAL DISORDERS**                    **3 sem. hrs.**

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.

**COU 616**                    **TECHNIQUES OF COUNSELING**                    **3 sem. hrs.**  
**Prerequisite: Permission of the Department Chair**

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.

**COU 617**                    **STATISTICAL APPLICATIONS**                    **3 sem. hrs.**

A study of statistical analytic techniques used in data analysis in individual and family counseling-related research.

**COU 617N**                    **THESIS SEMINAR**                    **3 sem. hrs.**

This course (required only for those approved for the Thesis option) involves the applied study of statistical and methodological analytic techniques, both quantitative, used in data analysis in individual and family counseling-related research.

**COU 618**                    **APPRAISAL IN COUNSELING**                    **3 sem. hrs.**

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. 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 sem. hrs.**

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 sem. hrs.**  
**Prerequisite: COU 623**

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.

**COU 625**                    **CRISIS INTERVENTION**                    **3 sem. hrs.**

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 AND PRACTICE I**                    **3 sem. hrs.**

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 AND PRACTICE II**                    **3 sem. hrs.**

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 AND SUPERVISION  
IN ADDICTIONS**                    **3 sem. hrs.**

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, AND FAMILY COUNSELING**                    **3 sem. hrs.**

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**                      **3 sem. hrs.**  
**FOR PARENT/CHILD RELATIONS**

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**                      **3 sem. hrs.**  
**SYSTEMS PERSPECTIVE**

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 in a relational context. A number of theoretical approaches are illuminated from systemic frameworks, including traditional and postmodern treatment approaches. A selected review of outcome research highlights 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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

This course addresses the basic tenets of clinical mental health counseling. Included is the study of the history, philosophy, and trends in clinical mental health counseling; ethical and legal considerations; roles, functions, preparation standards; credentialing, licensure, and professional identity of clinical mental health counselors; recognition, reimbursement; right-to-practice; and other issues relevant to the practice of clinical mental health counseling.

**COU 642**                      **INTRODUCTION TO PLAY THERAPY**                      **3 sem. hrs.**

This course is an introduction to and survey of the various forms of play therapy: directive, non-directive, and filial. In addition, strategies and applications are presented using play therapy across



the lifespan (young children, adolescents, adults). Attention is directed to specific clinical populations and concerns and the type of play therapy most likely to benefit the client. The history, evolution, and current research concerning play therapy approaches are addressed as well.

**COU 643**                    **INTERMEDIATE PLAY THERAPY**                    **3 sem. hrs.**  
**Prerequisite: COU 642**

This course builds upon and enhances the basic skills and techniques already acquired by aspiring play therapist in training. It specifically introduces the student to the importance of filial therapy and ways to determine when and how parents/families are to be incorporated in the therapeutic process. Special considerations in the course include how to effectively utilize play therapy with sexually abused children and adolescents, treating adolescent drug abusers, treating children of alcoholics/addicts, and using play therapy appropriately as a diagnostic tool.

**COU 644**                    **ADVANCED PLAY THERAPY**                    **3 sem. hrs.**  
**Prerequisites: COU 600, COU 642, and COU 643**

This course builds upon and enhances the basic skills and techniques already acquired by aspiring play therapists in training. Special considerations in the course include specialized training in sand tray therapy, art therapy, bibliotherapy, and other specialized techniques necessary for effective therapeutic interventions when counseling children and adolescents.

**COU 645**                    **COUNSELING MILITARY PERSONNEL**                    **3 sem. hrs.**  
**AND THEIR FAMILIES**

This course is a study of the unique counseling needs of military personnel and their families, with particular focus on familiarization with the 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**                    **3 sem. hrs.**  
**AND FAMILY COUNSELING**

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 appreciation of diverse approaches to spirituality are explored and integrated.

**COU 647**                    **GESTALT THERAPY**                    **3 sem. hrs.**

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 sem. hrs.**

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 TRUAMA                      3 sem. hrs.**

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 diagnoses. Graduate counseling students practice case conceptualization and learn how to develop treatment plans to assist clients who have experienced sexual trauma.

**COU 661                      COUPLES COUNSELING                      3 sem. hrs.**

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, the couple's communication, marriage and divorce, sexuality, premarital issues, partner violence, etc. Students experientially practice counseling mock couples and employ a variety of techniques. The course also includes professional and ethical issues of working with couples and families.

**COU 662                      COUNSELING FAMILIES                      3 sem. hrs.**

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 the professional and ethical issues of working with families.

**COU 663                      ADVANCED STUDIES IN SYSTEMS THEORY                      3 sem. hrs.**

**Prerequisites: COU 631, COU 661, and COU 662**

Building on the prerequisite material, Advanced Studies in Systems Theory refocuses the student's attention to the social-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 is 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 699                      PRACTICUM IN COUNSELING                      3 sem. hrs.**

**Prerequisite: Approval of the Department**

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, as well as other off-site placements, including school systems, and/or public, private, and volunteer agencies.

**COU 701                      INTERNSHIP IN COUNSELING I                      3 sem. hrs.**

**Prerequisites: COU 699 and approval of the Department**

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. 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 sem. hrs.**  
**Prerequisites: COU 701 and approval of the Department**

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. 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 sem. hrs.**  
**Prerequisites: COU 702 and approval of the Department**

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. 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 sem. hrs.**  
**Prerequisites: Doctoral Status or Approval of the Department**

This course provides an in-depth exploration of several specific counseling theories. The course is designed to assist students in developing 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.

**COU 810**                    **ADVANCED DIAGNOSIS AND TREATMENT OF**                    **3 sem. hrs.**  
**MENTAL DISORDERS**  
**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 815**                    **DOCTORAL SEMINAR IN CLINICAL STUDIES**                    **3 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**

Topics for this course are determined in collaboration with faculty expertise and student needs.

**COU 816**                    **DOCTORAL SEMINAR IN MARRIAGE AND**                    **3 sem. hrs.**  
**FAMILY COUNSELING**  
**Prerequisite: Doctoral Status or Approval of the Department**

Topics for this course are determined in collaboration with faculty expertise and student needs.

**COU 818**                    **SPECIALIZATION ELECTIVE**                    **3 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**

This course has been designed to supplement and extend students' previous academic course work in a specialized area of counseling.

**COU 820**                      **COLLEGE TEACHING**                      **3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

This course introduces the student to evidence-based practices of effective pedagogy as it relates to the conceptualization, development, and delivery of clear lesson plans to promote the academic development of college 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.

**COU 825**                      **COUNSELOR SUPERVISION**                      **3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 830**                      **INTRODUCTION TO PROGRAM EVALUATION**                      **3 sem. hrs.**  
**AND STATISTICS**

**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 832**                      **ADVANCED STATISTICAL METHODS**                      **3 sem. hrs.**  
**IN RESEARCH**

**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 833**                      **CURRENT COUNSELING RESEARCH**                      **3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 834**                      **INTRODUCTION TO QUALITATIVE**                      **3 sem. hrs.**  
**RESEARCH DESIGNS**

**Prerequisite: Doctoral Status or Approval of the Department**

This course explores qualitative research traditions, epistemology, terminology, and overall methodological philosophy.

**COU 837**                      **ADVANCED QUALITATIVE RESEARCH**                      **3 sem. hrs.**  
**DESIGN AND ANALYSIS**

**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 839                      ADVANCED MULTICULTURAL, ETHICAL, AND                      3 sem. hrs.**  
**LEGAL ISSUES IN COUNSELING**

**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 840                      PROGRAM DEVELOPMENT, ADMINISTRATION                      3 sem. hrs.**  
**AND EVALUATION**

**Prerequisite: Doctoral Status or Approval of the Department**

This course prepares students to be consultative, clinical, and administrative leaders in multicultural 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.

**COU 845                      DOCTORAL PRACTICUM IN COUNSELING                      3 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 846                      DOCTORAL INTERNSHIP IN COUNSELING I                      3 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 847                      DOCTORAL INTERNSHIP IN COUNSELING II                      3 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**

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.

**COU 850**                    **RESEARCH SEMINAR IN COUNSELING**                    **3 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**  
The student completes the dissertation proposal under faculty supervision.

**COU 851**                    **DISSERTATION RESEARCH**                    **1 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**  
Students design and conduct their dissertation research. Dissertation Research must be repeated until the dissertation is defended and approved by the student's dissertation committee. Students must take a minimum of 12 hours of Dissertation Research.

**COU 852**                    **DISSERTATION RESEARCH**                    **3 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**  
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.

**COU 853**                    **DISSERTATION RESEARCH**                    **6 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**  
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.

### **ECONOMICS**

**All upper-level Economics courses, especially ECO 302, 317, 350, and 404, have as prerequisites both principles courses, ECO 201 and ECO 202.**

**ECO 200**                    **AMERICAN ECONOMIC DEVELOPMENT**                    **3 sem. hrs.**  
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 (MACRO)**                    **3 sem. hrs.**  
**Prerequisite: MAT 105**  
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.

**ECO 202**                    **PRINCIPLES OF ECONOMICS II (MICRO)**                    **3 sem. hrs.**  
**Prerequisite: MAT 105**  
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.

**ECO 250                      PERSONAL FINANCE/CONSUMER ECONOMICS                      3 sem. hrs.**

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 sem. hrs.**

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.

**ECO 303                      ECONOMICS OF GOVERNMENT REGULATION                      3 sem. hrs.**

An analysis of industry structure, conduct, and performance, with an emphasis on the philosophy and development of government regulation. Included are surveys of anti-trust, environmental, consumer protection, tax and regulatory legislation, along with the costs and benefits of government regulation.

**ECO 317                      FINANCIAL INSTITUTIONS AND MARKETS                      3 sem. hrs.**

**Prerequisites: BUS 311, ECO 201, and ECO 202**

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 BUS 317)**

**ECO 350                      INVESTMENTS                      3 sem. hrs.**

**Prerequisite: BUS 311**

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 roles played by dealers and brokers. An intensive application of theory and practice in investment portfolio selection. **(Same as BUS 350)**

**ECO 404                      MANAGERIAL ECONOMICS                      3 sem. hrs.**

**Prerequisite: ECO 201, ECO 202, MAT 215, BUS 301, and BUS 302**

An application of economic principles to decision making in the world of business. The course includes profit maximization, the allocation of scarce resources, supply and demand, cost analysis, market structure, the price system, economic forecasting, and capital budgeting.

**ECO 460**                      **SPECIAL TOPICS IN ECONOMICS**                      **1-4 sem. hrs.**  
**Prerequisites: ECO 201, ECO 202, Senior standing,**  
**and permission of Instructor**

Independent readings, research, case analysis, field work, and/or projects on current topics and problems, as determined by the instructor.

**GRADUATE EDUCATION**  
**DOCTORAL LEVEL**

**EDD 801**                      **APPLIED ACTION RESEARCH**                      **3 sem. hrs.**

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.

**EDD 802**                      **LEADERSHIP: HISTORICAL AND**                      **3 sem. hrs.**  
**CONTEMPORARY PERSPECTIVES**

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.

**EDD 803A**                      **EXECUTIVE LEADERSHIP FIELD EXPERIENCE I**                      **3 sem. hrs.**

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 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.

**EDD 803B**                      **EXECUTIVE LEADERSHIP FIELD EXPERIENCE II**                      **3 sem. hrs.**

Within an organization, candidates conduct a field experience that demonstrates they understand inquiry as a basis for decision making. They conduct a mini-simulated action research project. The project is begun in the fall semester and 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.



**EDD 804                      INTRODUCTION TO AND APPLICATION OF                      3 sem. hrs.**  
**STATISTICAL METHODS IN RESEARCH**

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.

**EDD 805                      CHANGE AND ENTREPRENEURSHIP                      3 sem. hrs.**

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.

**EDD 806                      LEADERSHIP, FORECASTING, AND                      3 sem. hrs.**  
**STRATEGIC PLANNING**

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 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.

**EDD 807                      QUALITATIVE RESEARCH DESIGN AND WRITING                      3 sem. hrs.**

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.

**EDD 808A                      EXECUTIVE LEADERSHIP FIELD EXPERIENCE III                      3 sem. hrs.**

Within an organization, candidates conduct a field experience that demonstrates they understand strategic planning. Students develop a strategic or business plan. This work is begun in the Summer semester and completed in the Fall semester immediately following.

**EDD 808B                      EXECUTIVE LEADERSHIP FIELD EXPERIENCE IV                      3 sem. hrs.**

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 completed in the Fall semester.

**EDD 809**                      **ORGANIZATIONAL ASSESSMENT AND**                      **3 sem. hrs.**  
**EVALUATION**

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 lenses 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.

**EDD 810**                      **HUMAN CAPITAL AND HUMAN RESOURCE**                      **3 sem. hrs.**  
**MANAGEMENT**

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.

**EDD 811**                      **INTRODUCTION TO FINANCE, AUDITS, AND**                      **3 sem. hrs.**  
**ECONOMIC DEVELOPMENT**

This course examines the financial and human resource development issues confronting contemporary organizations. Experts from a variety of professional disciplines discuss extant and emerging issues in their organizations. Current legal and financial principles for resolving current issues are presented. Students learn to analyze emerging financial and legal issues within their respective organization and to apply appropriate legal and financial principles to develop strategies and find solutions. Using Excel, candidates are required to complete a final budget policy project and present results to system leaders. This course also includes real-world activities in budget development with an outside organization.

**EDD 812**                      **DOCTORAL SEMINAR: CRITICAL TRENDS IN**                      **3 sem. hrs.**  
**EDUCATION, BUSINESS, AND HEALTH CARE**

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.

**EDD 813**                      **GUIDED DISSERTATION SEMINAR I**                      **3 sem. hrs.**

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. Graded S/U.

**EDD 814                      POLICY, LAW, ETHICS, AND                      3 sem. hrs.**  
**SOCIAL CONSIDERATIONS**

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 work place 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.

**EDD 815                      PUBLIC COMMUNICATIONS                      3 sem. hrs.**

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 protocols and products that can be used in their organization.

**EDD 816                      GUIDED DISSERTATION SEMINAR II                      3 sem. hrs.**

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.

**EDD 817                      LEADING GLOBALLY DIVERSE ORGANIZATIONS                      3 sem. hrs.**

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.

**EDD 818                      GUIDED DISSERTATION SEMINAR III                      3 sem. hrs.**

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. Graded S/U.

**EDD 819                      GUIDED DISSERTATION SEMINAR IV                      3 sem. hrs.**

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.

**GRADUATE EDUCATION**  
**MASTER'S LEVEL**

**EDG 600N                      RESEARCH-BASED AND DATA-DRIVEN                      3 sem. hrs.**  
**DECISION MAKING**

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. **(Fall only)**

**EDG 601                      APPLIED LEARNING THEORY                      3 sem. hrs.**

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. **(Spring only)**

**EDG 603N                      LEGAL AND POLITICAL SYSTEMS IN EDUCATION                      3 sem. hrs.**

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. **(Spring only)**

**EDG 604A                      THE LEARNER WITH SPECIAL NEEDS                      3 sem. hrs.**  
**(ADVANCED)**

This course includes a survey of all areas of exceptionality (e.g., mental, physical, psychological, and social characteristics of each group) with special emphasis on educational and instructional management. This course is a comprehensive study of the identification and specific characteristics of the learner with special needs. Advanced studies include in-depth research of each exceptionality, legal cases, and implications associated with the education of special needs students. **(Fall only)**



**EDG 615**                      **PRINCIPLES AND PRACTICES OF**                      **3 sem. hrs.**  
**DIFFERENTIATED INSTRUCTION AND ASSESSMENT**

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. **(Spring only)**

**EDG 618**                      **TEST THEORY**                      **3 sem. hrs.**

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. **(Summer only)**

**EDG 619**                      **HUMAN GROWTH AND DEVELOPMENT**                      **3 sem. hrs.**  
**(ADVANCED)**

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. **(Fall only)**

**EDG 621**                      **ADVANCED FUNDAMENTALS OF**                      **3 sem. hrs.**  
**INSTRUCTIONAL TECHNOLOGY**

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. **(Spring only)**

**EDG 622**                      **SCHOOL TO WORK TRANSITION (ADVANCED)**                      **3 sem. hrs.**

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. **(Spring only)**

**EDG 623**                      **INSTRUCTIONAL PRACTICES IN**                      **3 sem. hrs.**  
**SPECIAL EDUCATION (ADVANCED)**

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. **(Fall only)**

**EDG 624**                      **ADVANCED COLLABORATIVE TEAMING/**                      **3 sem. hrs.**  
**CONSULTING TEACHER STRATEGIES**

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. **(Fall only)**

**EDG 625**                      **ADVANCED BEHAVIORAL SUPPORT AND**                      **3 sem. hrs.**  
**INTERVENTION**

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. **(Spring only)**

**EDG 626**                      **EDUCATIONAL DIAGNOSIS**                      **3 sem. hrs.**

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. **(Fall only)**

**EDG 627**                      **EDUCATIONAL DIAGNOSTICIAN**                      **3 sem. hrs.**  
**SUPERVISED INTERNSHIP**

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 of 100 child-contact clock hours. **(Spring only)**

**EDG 631N**                      **LEADERSHIP AND VISION IN EDUCATION**                      **3 sem. hrs.**

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. **(Fall only)**

**EDG 632N**                      **THE FIDUCIARY RESPONSIBILITY OF**                      **3 sem. hrs.**  
**EDUCATIONAL LEADERS**

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. **(Spring only)**

**EDG 633N**                      **LEADERSHIP AND ITS RELATIONSHIP TO**                      **3 sem. hrs.**  
**RESOURCE MANAGEMENT**

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. **(Summer only)**

**EDG 634N**                      **COMMUNICATION AND COLLABORATION**                      **3 sem. hrs.**  
**AMONG SCHOOL, DISTRICT, AND COMMUNITY**

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 communication. **(Summer only)**

**EDG 636N**                      **SCHOOL AND DISTRICT LEADERSHIP**                      **3 sem. hrs.**

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. **(Spring only)**



**EDG 637N LEADER AS EXEMPLAR IN INSTRUCTIONAL SUPERVISION 3 sem. hrs.**

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. **(Fall only)**

**EDG 638N CURRICULUM DEVELOPMENT FOR THE SUCCESS OF ALL STUDENTS 3 sem. hrs.**

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. **(Fall only)**

**EDG 655 SEMINAR IN READING/LANGUAGE ARTS 3 sem. hrs.**

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. **(Summer only)**

**EDG 656 PRACTICUM IN DIAGNOSTIC AND REMEDIAL READING 3 sem. hrs.**

**Prerequisite: EDG 655**

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)**

**EDG 657 PRACTICUM IN CLINICAL SUPERVISION/ ADVANCED DIAGNOSTIC READING 3 sem. hrs.**

**Prerequisite: EDG 656**

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. This practicum involves the application of theory and practice as a Reading Specialist. Emphasis is also given to the development and practice of the multiple skills required for a school-based literacy leader. **(Spring only)**

**EDG 660B ADVANCED CURRICULUM AND INSTRUCTIONAL STRATEGIES 3 sem. hrs.**

**Prerequisite: Admission to the Certification-Only Program.**

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. **(Fall only)**

**EDG 660C**                      **ADVANCED INSTRUCTIONAL  
METHODOLOGIES ELEMENTARY**                      **3 sem. hrs.**  
**Prerequisite: EDG 660B**

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. **(Spring only)**

**EDG 660D**                      **ADVANCED INSTRUCTIONAL  
METHODOLOGIES SECONDARY**                      **3 sem. hrs.**  
**Prerequisite: EDG 660B**

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. **(Spring only)**

**EDG 661A**                      **INTERNSHIP I (ADVANCED)**                      **3 sem. hrs.**  
**Prerequisite: Admission to the Certification-Only Program.**

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. **(Fall only)**

**EDG 661B**                      **INTERNSHIP II (ADVANCED)**                      **3 sem. hrs.**  
**Prerequisite: EDG 661A**

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 **(Spring only)**

**EDG 662**                      **ADVANCED METHODS OF TEACHING ESL**                      **3 sem. hrs.**

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. **(Fall only)**

**EDG 663                      STRUCTURE OF THE ENGLISH LANGUAGE                      3 sem. hrs.**  
**(ADVANCED)**

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. **(Summer only)**

**EDG 664                      ADVANCED SEMINAR IN                      3 sem. hrs.**  
**LANGUAGE AND CULTURE**

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. **(Spring only)**

**EDG 665                      ADVANCED CURRICULUM DESIGN                      3 sem. hrs.**  
**MULTICULTURAL CLASSROOMS**

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. **(Summer only)**

**EDG 670                      SPECIAL TOPICS IN GRADUATE STUDIES                      1-6 sem. hrs.**

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 AND LEARNING                      3 sem. hrs.**  
**Prerequisite: EDG 615**

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. **(Fall only)**

**EDG 672                      METHODS OF TEACHER ACTION RESEARCH                      3 sem. hrs.**  
**Prerequisite: EDG 671**

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. **(Spring only)**

**EDG 730A**                    **INTERNSHIP I: SUMMER**                    **3 sem. hrs.**  
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)*. **(Summer only)**

**EDG 730B**                    **INTERNSHIP II: FALL/SPRING**                    **3 sem. hrs.**  
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. **(Fall and Spring)**

### **UNDERGRADUATE EDUCATION**

**EDU 201**                    **LITERATURE FOR CHILDREN AND YOUTH (1-6)**                    **3 sem. hrs.**  
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. **(Spring and Summer Only)**

**EDU 204**                    **FOUNDATIONS OF MULTICULTURAL EDUCATION**                    **3 sem. hrs.**  
This course prepares candidates to teach in a diverse society through a review of the conceptual, philosophical, historical, and theoretical aspects of multicultural education. It focuses on candidates' developing an understanding of multiculturalism at an individual and societal level to increase their sensitivity to the needs of children from different racial, ethnic, cultural, and socioeconomic groups and to develop skills to integrate strategies that exhibit a multicultural approach to school curriculum. **(Spring Only)**

**EDU 301**                    **EDUCATIONAL PSYCHOLOGY**                    **3 sem. hrs.**  
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.

**EDU 304A**                    **THE LEARNER WITH SPECIAL NEEDS**                    **3 sem. hrs.**  
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 305**                    **CURRICULUM AND INSTRUCTIONAL STRATEGIES**                    **4 sem. hrs.**  
**Prerequisites: Full admission to the Teacher Education Program and concurrent enrollment in EDU 307 are required for undergraduate candidates. Permission from the Education Department is required for Certification-Only candidates.**

This course requires candidates to analyze, implement, and evaluate various teaching strategies and methodologies, including the latest technological methods for teaching in the content areas. The course focuses on standards-based education, lesson planning, and teaching to diversity. A field component constituting a minimum of 45 hours of observation and participation is required. **(Spring Only)**

**EDU 306**                    **CLASSROOM ORGANIZATION AND MANAGEMENT**                    **3 sem. hrs.**  
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 sem. hrs.**  
**Prerequisites: Full admission to the Teacher Education Program and concurrent enrollment in EDU 305 are required for undergraduate candidates. Permission from the Education Department is required for Certification-Only candidates.**

This is a survey course designed to introduce teacher candidates 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. **(Spring Only)**

**EDU 308**                    **MATERIALS AND METHODS OF TEACHING**                    **3 sem. hrs.**  
**READING/LANGUAGE ARTS**  
**Prerequisites: Full admission to the Teacher Education Program and concurrent enrollment in EDU 410 for undergraduate candidates.**

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. **(Fall Only for undergraduate candidates; Summer semester only for Certification-Only candidates.)**

**EDU 309**                    **HUMAN GROWTH AND DEVELOPMENT**                    **3 sem. hrs.**  
This course is designed to explore the physical, mental, and social-emotional growth and development of the individual from birth through the adolescent period. Major principles and theories currently used in the field of developmental psychology are examined.

**EDU 311**                      **TEACHING READING IN THE CONTENT AREA**                      **3 sem. hrs.**

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. **(Fall and Summer only)**

**EDU 312**                      **MATERIALS AND METHODS OF**                      **3 sem. hrs.**  
**TEACHING MATHEMATICS I**

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. **(Fall and Summer Only)**

**EDU 313**                      **MATERIALS AND METHODS OF**                      **3 sem. hrs.**  
**TEACHING MATHEMATICS II**  
**Prerequisite: EDU 312**

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. **(Fall only)**

**EDU 401**                      **CLINICAL READING PRACTICUM**                      **3 sem. hrs.**  
**Prerequisites: EDU 307 and EDU 308**

Candidates must have completed EDU 307 and EDU 308 to be admitted to this course. This course is designed to improve candidates' techniques for identifying 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. **(Spring only)**

**EDU 402**                      **CLINICAL MATHEMATICS PRACTICUM**                      **3 sem. hrs.**  
**Prerequisites: EDU 312 and EDU 313**

This course is a continuation of EDU 312 and 313. Candidates use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in instructing students from UHC's professional development school. Candidates foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. **(Fall only)**

**EDU 410**                    **INSTRUCTIONAL METHODOLOGIES**                    **5 sem. hrs.**  
**Prerequisites: EDU 305 and EDU 307; Concurrent Enrollment in EDU 308 and full admission to the Teacher Education Program. Permission from the Education Department is required for Certification-Only candidates.**

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. **(Fall Only)**

**EDU 421**                    **STUDENT TEACHING IN ELEMENTARY (Grades 1 - 5)**    **9 sem. hrs.**  
**Prerequisite: Admission to Student Teaching**

This course includes the application of theories and principles of effective planning, classroom behavior and management techniques, and instructional delivery. Field-based placement in an elementary setting under the supervision of a qualified cooperating teacher and University supervisor is required. This course requires full-time, five days a week, participation in an elementary school setting; a minimum of 180 hours of actual teaching is required.

**EDU 431**                    **STUDENT TEACHING IN SECONDARY (Grades 6 - 12)**    **9 sem. hrs.**  
**Prerequisite: Admission to Student Teaching**

This course includes the application of theories and principles of effective planning, classroom behavior and management techniques, and instructional delivery. Field-based placement in a secondary setting under the supervision of a qualified cooperating teacher and University supervisor is required. This course requires full-time, five days a week, participation in a secondary school setting; a minimum of 180 hours of actual teaching is required.

**EDU 452**                    **STUDENT TEACHING SEMINAR IN PEDAGOGY AND**    **3 sem. hrs.**  
**INSTRUCTIONAL/CURRICULUM DEVELOPMENT:**  
**SPECIALIZED SKILLS AND PRACTICE IN THE DISCIPLINE**

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 plays a critical role that allows teacher candidates to practice and refine skills and competencies learned in courses and initial field experiences. This semester's 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 sem. hrs.**  
**Prerequisites: Admission to the Certification-Only Program.**

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. **(Fall only)**

**EDU 460C            INSTRUCTIONAL METHODOLOGIES:            3 sem. hrs.**  
**ELEMENTARY**  
**Prerequisite: EDU 460B**

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 and grade-level expectations in science and social studies to plan and evaluate lessons. **(Spring only)**

**EDU 460D            INSTRUCTIONAL METHODOLOGIES:            3 sem. hrs.**  
**SECONDARY**  
**Prerequisite: EDU 460B**

Students 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 Frameworks and grade-level expectations in their content area to plan and evaluate lessons. **(Spring only)**

**EDU 461A            INTERNSHIP I            3 sem. hrs.**  
**Prerequisite: Admission to the Certification-Only Program**

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 sem. hrs.**  
**Prerequisite: EDU 461A**

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.

**EDU 462            METHODS OF TEACHING ESL            3 sem. hrs.**  
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 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. **(Fall Only)**

**EDU 463            STRUCTURE OF THE ENGLISH LANGUAGE            3 sem. hrs.**  
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 identify structures of the English language which challenge non-native



speakers, including language interferences, complexity, and acquisition strategies. (**Summer Only**)

**EDU 464                    INTRODUCTION OF LANGUAGE AND CULTURE                    3 sem. hrs.**

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 the ways in which these differences affect communication and communicative behavior in a second language. (**Spring Only**)

**EDU 465                    CURRICULUM DESIGN FOR THE                    3 sem. hrs.**  
**MULTICULTURAL CLASSROOM**

In this course, students explore theory and strategies in the design, development, and implementation of a multicultural curriculum in the content areas. In addition, students seek out and evaluate educational materials and resources to use in the creation and organization of this curriculum. (**Summer Only**)

**ENGLISH**

**ENG 101 and ENG 102 must be successfully completed with a minimum grade of C before a student enrolls in any higher-level English course.**

**ENG 100                    INTRODUCTION TO COLLEGE ENGLISH                    3 sem. hrs.**

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 sem. hrs.**

This course is an introduction to expository and critical writing, with emphasis on writing basic 5-paragraph essays, criticism of study essays, and attention to grammar, punctuation, and spelling.

**ENG 102                    ENGLISH COMPOSITION II                    3 sem. hrs.**

This course is a continuation of ENG 101, with emphasis on writing skills, criticism, and research procedures. Several short compositions 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 sem. hrs.**

**Prerequisites: ENG 101 and 102**

This course is 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.

**ENG 201                    INTRODUCTION TO WRITING IN THE DISCIPLINES                    0 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

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.

**ENG 211                    WRITING TUTORIAL I: NEWSPAPER                    1 sem. hr.**  
**Prerequisites: ENG 101 and 102 and permission of instructor**

Students may earn one credit for writing publishable articles of general interest for the University newspaper.

**ENG 212                    GRAMMAR AND WRITING FOR TEACHERS                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

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.**

**ENG 220                    READING FOR PLEASURE                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

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.

**ENG 250                    AMERICAN LITERATURE I                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

This course is a survey of representative American writers from the colonial period to the Civil War. Critical essays are required.

**ENG 251**                    **AMERICAN LITERATURE II**                    **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

This course is a survey of representative American writers from the Civil War to the present. Critical essays are required.

**ENG 297**                    **SEMINAR IN SELECTED TOPICS**                    **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

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.

**ENG 300**                    **BRITISH LITERATURE I**                    **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course;**

This course is a study of the major British authors of all genres from the Old English period to the Eighteenth Century. Critical essays are required.

**ENG 301**                    **BRITISH LITERATURE II**                    **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a study of the major British writers from the Romantic period through the Twentieth Century. Critical essays are required.

**ENG 302**                    **WOMEN IN LITERATURE**                    **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

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.

**ENG 307**                    **WORLD LITERATURE I**                    **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course studies the impact of great works of Western thought from the Gilgamesh epic through Dante. Critical essays are required.

**ENG 308**                    **WORLD LITERATURE II**                    **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

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.

**ENG 309**                    **SOUTHERN LITERATURE**                    **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a survey of Southern American literature of selected genres from the antebellum period to the present. Critical essays are required.

**ENG 311**                    **WRITING TUTORIAL II: NEWSPAPER**                    **1 sem. hr.**  
**Prerequisites: ENG 101 and 102 and permission of instructor**

Students may earn one credit for writing publishable articles of general interest for the University newspaper.

**ENG 314                    AFRICAN-AMERICAN LITERATURE                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102 and a 200-level literature course**

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.

**ENG 321                    CREATIVE WRITING                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102**

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.

**ENG 352                    SHAKESPEARE I                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a survey of Shakespeare's major plays, with primary emphasis on the comedies and tragedies. Critical essays are required.

**ENG 397                    SEMINAR IN SELECTED TOPICS                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102 and a 200-level literature course**

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.

**ENG 400                    ADVANCED GRAMMAR                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102**

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.

**ENG 401                    ADVANCED COMPOSITION                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102**

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 disciplines and to include scholarly research of this topic in the literature of the disciplines. The course is taught in an independent study format.

**ENG 404                    WOMEN WRITERS                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102 and a 200-level literature course**

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.



## EARTH SCIENCE

**ESC 101                    EARTH SCIENCE: PHYSICAL                    4 sem. hrs.**

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 102                    EARTH SCIENCE: HISTORICAL                    4 sem. hrs.**  
**Prerequisite: ESC 101**

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.

**ESC 205                    OCEANOGRAPHY                    2 sem. hrs.**

A one-semester course emphasizing the basic principles, processes, and properties of the oceans. Laboratory experiences are integrated with lectures.

**ESC 215                    NATURAL DISASTERS                    3 sem. hrs.**

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 225                    ENVIRONMENTAL SCIENCE                    3 sem. hrs.**

This course is an introduction to the science of the environment. Approximately half the class is focused on the biosphere, including topics such as evolution, biomes, population biology including the human population, and biogeographic diversity. The other half of the class is spent discussing human influences on the biosphere. Topics include air pollution, climate change, water use and management, energy, and hazardous waste. Sustainability will be the integrating theme of the discussions. 3 lecture hours per week. **(Same as HSC 225)**

**ESC 300                    TOPICS IN EARTH SCIENCE                    1-2 sem. hrs.**

Investigations in special areas of earth science. Individual or group participation.

## FINE ARTS

**FNA 105                    PROTECTING YOUR POWERFUL VOICE                    3 sem. hrs.**

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. **(Same as SPE 105)**

**FNA 203                      INTRODUCTION TO ACTING                      3 sem. hrs.**

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 202                      BALLET                      3 sem. hrs.**

This course is an introduction to the fundamentals of classical ballet. Basic terminology is coordinated with basic movements and barre exercises. Stretching, strength, and coordination focus on preparation for center work. Center work is emphasized with dance steps incorporated from the barre exercises. Technique, proper alignment, flexibility, and poise are integrated with across the floor progressions.

**FNA 204                      NOLA THEATER APPRECIATION                      3 sem. hrs.**

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 AND HUMANITIES                      3 sem. hrs.**

A survey of the visual and performing arts and their socio-cultural aspects, functions, historical periods, aesthetics, elements, and materials. **(Same as ART 312) (Spring only)**

**FNA 320                      THEATRE AND FILM APPRECIATION                      3 sem. hrs.**

An introduction to theatre with discussion and analysis of modern films. Films are shown as examples.

**FNA 340                      THEATRE HISTORY I                      3 sem. hrs.**

This is a history of theatrical performance. This course covers the early development of theatre to the seventeenth century. It concentrates on the theatre of ancient Greece.

**FNA 345                      THEATRE HISTORY II                      3 sem. hrs.**

This is a history of theatrical performance. This course begins with Restoration Theatre in England and concludes with the modern plays of the United States and Europe.

**FNA 406                      COMEDY                      3 sem. hrs.**

A study of humorous plays and actors; actors and literature are researched to give greater insight to the theory of comedy. **(Same as SPE 406)**

**FNA 407**            **SPECIAL TOPICS IN THEATRE**            **3 sem. hrs.**  
Theatre workshop and special projects; topics are set up on an individual basis from varied fields of interest to the students. **(Same as SPE 407)**

### **FOOD SCIENCE**

**FSI 101**            **FUNDAMENTALS OF FOOD SCIENCE**            **3 sem. hrs.**  
**Prerequisite or Co-requisite: ENG 101 and MAT 105**

The fundamental 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.

**FSI 270**            **HUMAN NUTRITION**            **3 sem. hrs.**  
Introduction to the principles of nutrition, study of nutrients, and practice in nutrition-related decision making. **(Same as BIO 270 and HSC 270)**

**FSI 295**            **CERTIFICATION OF STANDING IN FOOD SCIENCE**    **0 sem. hrs.**  
**Prerequisite: FSI 101 and Permission of Department Chair**

Enrollment in this course verifies the 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 completion of this course.

**FSI 310**            **FOOD LAWS, STANDARDS, AND REGULATIONS**        **2 sem. hrs.**  
**Prerequisite: FSI 101**

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 the use of food, additives, and regulated products.

**FSI 325**            **INGREDIENTS, ADDITIVES, AND FUNCTIONALITY**    **3 sem. hrs.**  
**Prerequisite: FSI 101**

Basic concepts affecting the sensory, nutritional, and chemical properties of colorants, flavors, neutraceuticals, stabilizers, and preservatives and their effects on food processing. 2 hours of lecture and 3 hours of laboratory per week.

**FSI 330**            **FOOD SAFETY AND HAZARD ANALYSIS**            **3 sem. hrs.**  
**Prerequisite: FSI 310**

Basic concepts of food safety, including proper food handling and examination of causative agents responsible for food borne illnesses; Hazard Analysis and Critical Control Point (HACCP) principles; good manufacturing practices; and standard operating procedures development.

**FSI 350**            **FOOD MICROBIOLOGY**            **4 sem. hrs.**  
**Prerequisites: FSI 101 and BIO 370**

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.

**FSI 360**                      **COMMERCIAL BEVERAGE PRODUCTION**                      **4 sem. hrs.**  
**Prerequisite: FSI 101**

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. 3 hours of lecture and 3 hours of laboratory per week.

**FSI 370**                      **FOOD PROCESSING AND PRESERVATION**                      **4 sem. hrs.**  
**Prerequisite: FSI 295**

Principles and practices of canning, freezing, dehydration, pickling, and specialty food manufacture; fundamental concepts of various techniques of preparation, processing, packaging, and the use of additives; processing plants are visited. 3 hours of lecture and 3 hours of laboratory per week.

**FSI 405**                      **FOOD ENGINEERING AND MANUFACTURING**                      **4 sem. hrs.**  
**Prerequisites: FSI 295, PHY 152, and MAT 240**

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. 3 hours of lecture and 3 hours of laboratory per week.

**FSI 409**                      **SENIOR SEMINAR I**                      **1 sem. hr.**  
**Prerequisites: FSI 295, FSI 330, and FSI 370**

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, targeting careers in the food industry or graduate school.

**FSI 410**                      **SENIOR SEMINAR II**                      **1 sem. hr.**  
**Prerequisite: FSI 409**

A review of current topics in Food Science. Activities include guest lectures and student presentations.

**FSI 417**                      **FOOD CHEMISTRY**                      **4 sem. hrs.**  
**Prerequisites: FSI 295 and CHE 142**

An introduction to fundamental and relevant chemistry and functionality of the major food constituents (water, carbohydrates, lipids, proteins, phytochemical nutraceuticals). Topics include study of food emulsion systems, acids, enzymes, gels, colors, flavors and toxins. Laboratory exercises investigate 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. 3 hours lecture and 3 hours laboratory per week.

**FSI 425**                      **FOOD COMPOSITIONAL ANALYSIS AND  
QUALITY ASSURANCE**                      **4 sem. hrs.**

**Prerequisite: FSI 295**

A study of the 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. Laboratories include open-ended research to provide experience in critical thinking, performing food analysis, and analyzing data. 3 hours of lecture and 3 hours of laboratory per week.

**FSI 431**                      **FERMENTATION I**                      **4 sem. hrs.**  
**Prerequisite: FSI 295 and FSI 350**

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. Quality analysis and predicted outcomes based on the selection of ingredients are developed in the laboratory. 3 hours of lecture and 3 hours of laboratory per week.

**FSI 432**                      **FERMENTATION II**                      **4 sem. hrs.**  
**Prerequisite: FSI 431**

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. 3 hours of lecture and 3 hours of laboratory per week.

**FSI 433**                      **DISTILLATION**                      **4 sem. hrs.**  
**Prerequisite: FSI 431**

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. 3 hours of lecture and 3 hours of laboratory per week.

**FSI 451**                      **ADVANCED SENSORY SCIENCE**                      **4 sem. hrs.**  
**Prerequisite: FSI 295 and FSI 325**

An in-depth study of sensory science principles and practices as they apply to food systems, with a focus on discriminative, descriptive, and consumer sensory techniques.

**FSI 457**                      **PRODUCT DEVELOPMENT**                      **4 sem. hrs.**  
**Prerequisites: FSI 295 and FSI 310**

A strategic and systems approach to integrated product development practices for new food products within a team setting. The course focuses on the Stage-Gate process for moving from product idea to launch and application of sensory analysis techniques.

**FSI 460**                      **ADVANCED PRODUCT DEVELOPMENT**                      **4 sem. hrs.**  
**Prerequisite: FSI 457**

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. 1 hour of lecture and 9 hours of laboratory per week.

**FSI 475**                      **FOOD SCIENCE EXTERNSHIP**                      **2 sem. hrs.**  
**Prerequisites: FSI 295, Junior or Senior standing, and permission of Department Chair**

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.

**FSI 495**                      **GRADUATION CERTIFICATION**                      **0 sem. hrs.**  
**Prerequisites: FSI 295, Permission of Department Chair**  
**Prerequisite or Co-requisite: FSI 410**

Enrollment in this course verifies a student's eligibility for graduation. Enrollment must be for at least one semester before the planned completion of degree requirements. Student degree plans are assessed and verified, and portfolios are finalized for graduation.

### **FRENCH**

**FRE 101**                      **ELEMENTARY FRENCH I**                      **3 sem. hrs.**  
Basic vocabulary and grammar, pronunciation, written and oral exercises, reading of elementary material, beginning conversation.

**FRE 102**                      **ELEMENTARY FRENCH II**                      **3 sem. hrs.**  
Augmentation of vocabulary, grammar, conversation, and reading skills acquired in FRE 101.

**FRE 300**                      **SPECIAL TOPICS IN FRENCH**                      **1-3 sem. hrs.**  
Special topics in the French language, history, and/or culture are studied. This course may be taken more than once.

### **GEOGRAPHY**

**GEO 201**                      **WORLD GEOGRAPHY**                      **3 sem. hrs.**  
A regional analysis of the principal patterns of the physical, economic, and cultural geography of the world's regions. Topics 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 AND CANADA**                      **3 sem. hrs.**  
This course treats the United States and Canada as one unit or region. Included are the study of land use, patterns of economic activity, urban geography, population growth, and change.

**GEO 203**                      **GEOGRAPHY OF LOUISIANA**                      **3 sem. hrs.**  
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 for 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.

### **HEALTHCARE MANAGEMENT**

**HCM 350/550                    U.S. HEALTHCARE SYSTEM                    3 sem. hrs.**

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                    ECONOMICS AND FINANCING OF                    3 sem. hrs.**  
**HEALTHCARE DELIVERY**

**Prerequisites: ECO 201 or ECO202**

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, are analyzed. Physician decisions on the pricing and form of their own services and on the advice they offer about other services are considered. Competition in medical care markets, especially for hospital services, is studied. Special emphasis is placed on government as demander of medical care services. Changes in Medicare and regulation of managed care are among the public policy issues addressed.

**HCM 370                    HEALTHCARE INFORMATION AND                    3 sem. hrs.**  
**QUALITY MANAGEMENT**

**Prerequisite: BUS301**

This course explores the essential principles and techniques of quality improvement applied to patient care and the management of services in healthcare organizations and 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.

**HCM 410                    LEGAL AND ETHICAL ISSUES IN                    3 sem. hrs.**  
**HEALTHCARE ADMINISTRATION**

**Prerequisite: HCM 350**

This course is focused on the legal and ethical issues that healthcare 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.

**HCM 460                      INTERNSHIP IN HEALTHCARE MANAGEMENT                      3 sem. hrs.**

**Prerequisite: HCM 350**

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.

**HCM 420                      PUBLIC AND COMMUNITY HEALTH                      3 sem. hrs.**

**Prerequisite: HCM 350**

This course is an overview of public health concepts and practice. It provides an 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.

**HCM 470                      HEALTHCARE MANAGEMENT RESEARCH                      3 sem. hrs.**

**Prerequisite: Senior standing**

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.

**HCM 625                      HEALTHCARE OPERATIONS MANAGEMENT                      3 sem. hrs.**

**Prerequisite: HCM 550**

This course focuses on the 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.

**HCM 670                      LAW, ETHICS, AND POLICY  
IN HEALTHCARE MANAGEMENT                      3 sem. hrs.**

**Prerequisite: HCM 550**

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, and the policy making process.

## HISTORY

**HIS 101-102 or HIS 201-202 are prerequisites for all upper level history classes (excluding HIS 301).**

- HIS 101**                    **HISTORY OF WESTERN CIVILIZATION I**                    **3 sem. hrs.**  
A survey of ancient, medieval, and modern history to 1650 A.D.
- HIS 102**                    **HISTORY OF WESTERN CIVILIZATION II**                    **3 sem. hrs.**  
A survey of modern world history from circa 1650 to the present day.
- HIS 201**                    **HISTORY OF THE UNITED STATES I**                    **3 sem. hrs.**  
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 sem. hrs.**  
A survey of United States history from the end of Reconstruction until modern times.
- HIS 301**                    **LOUISIANA HISTORY**                    **3 sem. hrs.**  
A survey of Louisiana history from the earliest times to the present.
- HIS 305**                    **INTRODUCTION TO PUBLIC HISTORY**                    **3 sem. hrs.**  
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 310**                    **THE HISTORY OF MATHEMATICS**                    **3 sem. hrs.**  
**Prerequisites: MAT 105, MAT 106, MAT 110, and MAT 250**  
A general survey of the main trends in the development of mathematics from ancient times to the present. The cultural and social contexts of mathematical activity are studied along with the classic problems. **(Same as MAT 310)**
- HIS 325**                    **THE ANCIENT WORLD**                    **3 sem. hrs.**  
A study of the political and social events of the ancient Egyptian, Greek, and Roman civilizations and their contributions to the modern world.
- HIS 330**                    **SPECIAL TOPICS IN HISTORY**                    **1-3 sem. hrs.**  
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.

**HIS 335**                    **EUROPE FROM THE MIDDLE AGES**                    **3 sem. hrs.**  
**TO THE ENLIGHTENMENT**

A study of the political and social events in Europe from the fall of the Roman Empire to the Enlightenment.

**HIS 340**                    **AFRICAN-AMERICAN HISTORY**                    **3 sem. hrs.**

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.

**HIS 345**                    **EUROPE FROM THE ENLIGHTENMENT**                    **3 sem. hrs.**  
**THROUGH THE FRENCH REVOLUTION**

An examination of events in Europe from the Enlightenment until the creation of the Directory in France.

**HIS 350**                    **NINETEENTH-CENTURY EUROPE**                    **3 sem. hrs.**

A study of the history of Europe during the 19<sup>th</sup> century from the rise of the Directory in France in 1795 until the retirement of Bismark in Germany.

**HIS 355**                    **UNITED STATES MILITARY HISTORY**                    **3 sem. hrs.**

A study of U.S. military policy from the American Revolution to modern times. Emphasis is placed on an examination of American military strategy in the 20<sup>th</sup> century.

**HIS 365**                    **WOMEN IN AMERICAN HISTORY**                    **3 sem. hrs.**

A study of American women from colonial times to the present. Emphasis is 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.

**HIS 390**                    **HISTORY OF NEW ORLEANS**                    **3 sem. hrs.**  
**AND ITS ENVIRONS**

A study of the rich history of the City of New Orleans and its surrounding communities from colonial times to the present.

**HIS 400**                    **SPECIAL TOPICS**                    **1-3 sem. hrs.**

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 History Program Coordinator, may be taken for credit more than once.

**HIS 401**                    **DIRECTED STUDIES**                    **1-3 sem. hrs.**

Course content varies and is focused on student or faculty interest in relevant historical topics.

**HIS 420**                    **DIPLOMATIC HISTORY OF**                    **3 sem. hrs.**  
**THE UNITED STATES**

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)**

**HIS 425**                    **HISTORY OF THE SOUTH**                    **3 sem. hrs.**

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.

**HIS 441**                    **HISTORY OF THE U.S. FROM 1900 to 1945**                    **3 sem. hrs.**

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.

**HIS 442**                    **HISTORY OF CONTEMPORARY AMERICA—**                    **3 sem. hrs.**  
**1945 TO PRESENT**

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 counterculture, space exploration, the Civil Rights Movement, and America's post-Cold War international responsibilities.

**HIS 450**                    **LOUISIANA HERITAGE:**                    **3 sem. hrs.**  
**RESEARCH IN LOUISIANA HISTORY**

An in-depth survey of qualitative research techniques, their application, and the preparation of a written project using primary resource materials.

**HIS 455**                    **READINGS IN LOUISIANA HISTORY**                    **3 sem. hrs.**

Taught in a pro-seminar setting, students examine the history of our state by reading, discussing, and writing about a series of publications on Louisiana from ancient to modern times.

**HIS 465**                    **NEW ORLEANS HIGHLIGHTS**                    **3 sem. hrs.**  
**Prerequisite: Any 300 or above history course**

New Orleans is one of the best known cities in the nation and is the centerpiece attraction of our state. To achieve a full appreciation of the many valuable historic offerings located in our community, students are required to make on-site visits to numerous historic sites located in the region.

**HIS 470**                    **FRENCH REVOLUTION AND NAPOLEON**                    **3 sem. hrs.**

An examination of developments in France from 1789 to 1815 and the repercussions of these events in Europe. The background of 18<sup>th</sup>-century Europe is reviewed. The settlement of Vienna is treated in detail.



**HIS 481**                    **EUROPE IN TRANSITION: 1900 –1945**                    **3 sem. hrs.**  
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.

**HIS 485**                    **CONTEMPORARY EUROPE:**                    **3 sem. hrs.**  
                                 **EUROPE SINCE WORLD WAR II**  
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 sem. hrs.**  
An in-depth study of the War Between the States. Background, causes, and military strategies of both sides are examined in detail.

**HIS 494**                    **RESEARCH INTERNSHIP**                    **1-3 sem. hrs.**  
                                 **Prerequisites: HIS 301 and HIS 450 (or equivalent)**  
Taught on an as-needed basis, students must obtain the authorization of the History Program Coordinator before registering. Internships are available at local archives, museums, or related institutions for individually supervised practical training and independent research and study. Students are required to perform a minimum of 120 hours of service in a semester and prepare a research paper based upon their experience and archival research.

### **HEALTH AND PHYSICAL EDUCATION**

**HPE 103**                    **FIRST AID**                    **1 sem. hr.**  
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.

**HPE 103A**                    **FIRST AID AND CARDIOPULMONARY**                    **1 sem. hr.**  
                                 **RESUSCITATION**  
Course designed to prepare the student to respond to medical emergencies and accidents with the confidence needed to render appropriate initial care.

**HPE 291**                    **STRESS MANAGEMENT**                    **1 sem. hr.**  
Basic concepts of stress and techniques for its management. **(Same as BIO 291)**

**HPE 293**                    **HOLISTIC HEALTH**                    **1 sem. hr.**  
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 responsibility for his or her own health. **(Same as BIO 293)**

## HEALTH SCIENCES

**HSC 103                      FIRST AID                      1 sem. hr.**

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. (Same as HPE 103)

**HSC 103A                      FIRST AID AND CARDIOPULMONARY  
RESUSCITATION                      1 sem. hr.**

This course is designed to prepare the student to respond to medical emergencies and accidents with confidence in order to render appropriate initial care. (Same as HPE 103A)

**HSC 104                      SPANISH FOR HEALTHCARE PROFESSIONALS                      3 sem. hrs.**

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 SPA 104)

**HSC 110                      MEDICAL TERMINOLOGY                      3 sem. hrs.**

Students are introduced to medical terms through an analysis of their construction, including prefix, suffix, root, connecting and combining forms. It is designed for students preparing for careers in the health professions.

**HSC 200                      PATIENT EVALUATION                      2 sem. hrs.**

Instruction is given in obtaining the various components of a complete patient history and the performance of a basic physical examination. This course is open to all students in all disciplines.

**HSC 205                      HEALTH AND SEXUALITY                      3 sem. hrs.**

This course examines the basic foundations of human sexuality and how sexuality can be affected by and can affect one's health. The course explores sexual health and disorders, aspects of gender, and sexuality through the lifetime and discusses 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 AND ALTERNATIVE  
MEDICINE                      1 sem. hr.**

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 270                      HUMAN NUTRITION                      3 sem. hrs.**

Introduction to the principles of nutrition, study of nutrients, and practice in nutrition-related decision making. (Same as BIO 270 and FSI 270)

**HSC 291**                            **STRESS MANAGEMENT**                            **1 sem. hr.**  
Basic concepts of stress and techniques for its management. (Same as **BIO 291** and **HPE 291**)

**HSC 293**                            **HOLISTIC HEALTH**                            **1 sem. hr.**  
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 responsibility for his or her own health. (Same as **BIO 293** and **HPE 293**)

**HSC 300**                            **INTRODUCTION TO ELECTROENCEPHALOGRAPHY** **1 sem. hr.**  
**Prerequisite: BIO 455**  
Basic principles of electroencephalography including patient preparation, electrode application, standard montages, normal and abnormal waveforms during wakefulness, drowsiness and sleep, and activation procedures.

**HSC 301**                            **HUMAN HEALTH AND THE ENVIRONMENT**                            **3 sem. hrs.**  
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 sem. hrs.**  
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.

**HSC 305**                            **HEALTH AND HUMAN DISEASE**                            **3 sem. hrs.**  
Health Science students are provided a basic understanding of disease processes, including essential information on the pathology of common diseases. The anatomic and/or physiologic abnormalities, diagnostic criteria and procedures, and treatment are discussed for each disease presented.

**HSC 310**                            **OCCUPATIONAL HEALTH**                            **3 sem. hrs.**  
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 occupationally-related illnesses, and to better understand how to apply knowledge about occupational health to medical treatment.

**HSC 313**                            **PHARMACOLOGY**                            **3 sem. hrs.**  
**(FOR HEALTH SCIENCES MAJORS)**  
**Prerequisite: BIO 261 and Co-requisite BIO 262**  
Students focus on promoting the pharmacological principles of therapeutic agents, including classifications and mechanism of action. It provides knowledge of clinical implications, administration, and adverse effects of drugs. Emphasis is placed on cardiopulmonary drugs and drugs used during radiographic diagnostic procedures. (Same as **BIO 303**)

**HSC 330**                      **ELECTROCARDIOGRAPHY**                      **3 sem. hrs.**

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 open to students in all disciplines.

**HSC 353**                      **HUMAN PATHOPHYSIOLOGY**                      **3 sem. hrs.**  
**Prerequisite: BIO 262**

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. **(Same as BIO 353)**

**HSC 370**                      **MICROBIOLOGY**                      **4 sem. hrs.**  
**Prerequisites: BIO 101 and MAT 105**

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)**

**HSC 380**                      **INTRODUCTION TO EPIDEMIOLOGY**                      **3 sem. hrs.**  
**Prerequisite: MAT 160**

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.

**HSC 400**                      **INTRODUCTION TO PUBLIC HEALTH**                      **3 sem. hrs.**  
**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.

**HSC 402**                      **INTRODUCTION TO HOSPITAL ADMINISTRATION**                      **3 sem. hrs.**

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 401**                      **GLOBAL HEALTH**                      **3 sem. hrs.**

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 combating HIV/AIDs, malaria, and other diseases, is included.

**HSC 405**                      **BIOETHICS**    **3 sem. hrs.**

**Prerequisite: PHI/THE 285 or PHI 306**

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. (Same as BIO 405 and PHI 405)

**HSC 410**                      **DIRECTED STUDIES**    **1-3 sem. hrs.**

**Prerequisite: permission of department Chair**

Directed study of health concepts and theories, research, readings, and evaluation of current literature.

**HSC 411**                      **ADVANCED STUDIES**    **1-3 sem. hrs.**

**Prerequisite: permission of the department Chair**

Investigation in a designated area in the field of health sciences

**HSC 450**                      **INTERNSHIP**    **3 sem. hrs.**

Internships provide students with the opportunity to gain real-world work experience while maintaining their normal course load. The student is assigned to a clinical or hospital setting under the supervision of a healthcare professional who serves as preceptor. Internships must be arranged with the internship coordinator prior to the start of the internship.

**HSC 455**                      **NEUROSCIENCE**    **4 sem. hrs.**

**Prerequisites: BIO 261 and BIO 262 (previously BIO 351 and 352)**

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. Lecture and lab are integrated. (Same as BIO 455)

**HSC 457**                      **CARDIORESPIRATORY PHYSIOLOGY**    **4 sem. hrs.**

**Prerequisites: BIO 261 and BIO 262 (previously BIO 351 and 352)**

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. Laboratory is integrated with lecture. (Same as BIO 457)

### **INTRODUCTION TO COLLEGE SUCCESS**

**ICS 100**                      **INTRODUCTION TO COLLEGE SUCCESS**    **1 sem. hr.**

This course prepares students for successful integration into the college environment. ICS 100 is required of all students who are placed in one or more PSSP courses. Students must take ICS 100 at the same time as they are enrolled in other PSSP courses. *This course has a mandatory campus involvement component, which may include service learning.* Course topics include campus

resources, learning styles, study skills, time management, library skills, test-taking techniques, the Mission and history of the University, and the Marianite core values. ICS 100 therefore establishes a learning community where undergraduates acquire the personal, technical, and social skills that support college success. Students who enroll in ICS 100 must successfully complete it with a C or higher.

### LATIN

**LAT 101**                      **ELEMENTARY LATIN I**                      **3 sem. hrs.**  
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 sem. hrs.**  
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 sem. hrs.**  
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.

### MANAGEMENT

**Only students enrolled in the  
Organizational Management Program may take 300-400 level courses.**

**MGT 300**                      **TRANSITION THROUGH ADULT LIFE**                      **1 sem. hr.**  
This course examines the process of career development and its relation to the world of work. It includes discussions of career development theories. It focuses on self-assessment; decision-making skills; educational, occupational, and community information; and job-seeking skills.

**MGT 301**                      **PRINCIPLES OF MANAGEMENT**                      **3 sem. hrs.**  
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 sem. hrs.**  
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.

**MGT 303                      HUMAN RESOURCE MANAGEMENT                      3 sem. hrs.**

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.

**MGT 305                      ENTREPRENEURSHIP                      3 sem. hrs.**

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.

**MGT 307                      FOUNDATIONS OF ACCOUNTING                      3 sem. hrs.**

This course takes a practical and analytical approach to the development of content and style in business communications. It emphasizes logic, creativity, concern for audience, and understanding the importance of psychological approaches to the solution of business problems through skilled written communications.

**MGT 309                      MARKETING MANAGEMENT                      3 sem. hrs.**

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.

**MGT 311                      APPLIED BUSINESS STATISTICS                      3 sem. hrs.**

**Prerequisite: MAT 215**

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.

**MGT 312                      FOUNDATIONS OF ECONOMICS                      3 sem. hrs.**

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 403                      LEGAL ASPECTS OF BUSINESS                      3 sem. hrs.**

This course introduces legal theory, common law contract theory, and the Uniform Commercial Code. The basic elements of contracts 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.

**MGT 405                      MANAGERIAL ECONOMICS                      3 sem. hrs.**

**Prerequisites: MGT 311 and MGT 312**

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.

**MGT 406                      MANAGERIAL FINANCE                      3 sem. hrs.**

**Prerequisite: MAT 215**

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, and working capital policy. Financial planning and control are also covered.

**MGT 409                      OPERATIONS MANAGEMENT                      3 sem. hrs.**

**Prerequisites: MGT 414 and spreadsheet competence.**

This course examines the concepts of designing, planning, and improving manufacturing and service organizations. Topics include enterprise resource planning, facility layout, forecasting, inventory management, lean manufacturing, total quality control, and project management.

**MGT 414                      ACCOUNTING FOR MANAGERS                      3 sem. hrs.**

**Prerequisite: MAT 215**

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.

**MGT 417                      ORGANIZATIONAL BEHAVIOR                      3 sem. hrs.**

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.

**MGT 418                      STRATEGIC MANAGEMENT                      3 sem. hrs.**

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.

**MGT 420                      SENIOR CAPSTONE PROJECT I                      1 sem. hr.**

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.

**MGT 421 SENIOR CAPSTONE PROJECT II 2 sem. hrs.**

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.

**MGT 458 INTERNATIONAL MANAGEMENT 3 sem. hrs.**

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, and finding and developing global expatriates.

**MGT 500 MANAGEMENT THEORY 3 sem. hrs.**

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).

**MGT 505 ORGANIZATIONAL STRUCTURE AND ORGANIZATIONAL CULTURE APPLICATIONS 3 sem. hrs.**

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 the effects of decisions made during those studies.

**MGT 510 ACCOUNTING FOR MANAGERS 3 sem. hrs.**

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.

**MGT 515**                    **LEADERSHIP DEVELOPMENT AND  
SUCCESSION PLANNING**                    **3 sem. hrs.**

This course explores the approaches to developing leaders for future responsibilities and planning for their eventual exit. The fundamental leadership theory as well as contemporary leadership theories, models, and perspectives within a variety of contexts are discussed. The course uses case studies to discuss executive exits and succession planning.

**MGT 520**                    **ADVANCED APPLIED STATISTICS AND  
BUSINESS RESEARCH APPLICATIONS**                    **3 sem. hrs.**  
**Prerequisite: BUS 301 or equivalent**

This course focuses on the value of interpreting the various reports available to management in short-range business operations and how those reports can assist in long-range decision-making and planning.

**MGT 525**                    **APPLIED STRATEGIC MARKETING CONCEPTS**                    **3 sem. h**  
Through case studies, this course looks at marketing strategies and implementation by utilizing simulation games. Student groups prepare a marketing plan for a specific business.

**MGT 530**                    **FINANCE FOR DECISION MAKING**                    **3 sem. hrs.**  
**Prerequisite: MGT 510**

This course focuses on managerial understanding of financial principles and financial reporting and their use in making strategic decisions for growth and control.

**MGT 540**                    **FOUNDATIONS OF OPERATIONS**                    **3 sem. hrs.**  
**MANAGEMENT IN INDUSTRY AND SERVICE SECTORS**

This course is designed to emphasize the strategic importance of operations management to the overall performance of the enterprise. Topics include product and process planning and design, forecasting, facility location and layout, production staffing, job design and work measurement, capacity planning, aggregate planning, inventory management, requirements planning, operations scheduling, just-in-time system, and quality assurance.

**MGT 600**                    **MANAGERIAL STRATEGY AND  
IMPLEMENTATION**                    **3 sem. hrs.**  
**Prerequisite: MGT 500**

This course explores through several case studies various approaches to planning strategy and implementing it to achieve the intended outcomes for an organization.

**MGT 605**                    **TRANSFORMING ORGANIZATIONS**                    **3 sem. hrs.**  
**Prerequisite: MGT 500**

This course looks at several case studies that focus on changing or turning an organization around. Students work in groups on a fictional case based on real circumstances, after studying several cases and researching other companies that faced the same or similar circumstances.

**MGT 610**                    **INTEGRATIVE PROJECT SUPERVISED  
BY FACULTY**                    **3 sem. hrs.**

The Final Integrative Project is typically an industry-based project. Candidates for completion of 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.

**MGT 635                      SUPPLY CHAIN DESIGN AND ORGANIZATION                      3 sem. hrs.**

**Prerequisite: MGT 540**

This course focuses on design and optimization of supply chain networks. The course deals with modeling approaches, quantitative tools and techniques, information systems, and technologies for supply chain planning and coordination.

**MGT 645                      PROJECT MANAGEMENT                      3 sem. hrs.**

This course examines advanced project management concepts covering all phases of the project life cycle (from requirement specification through post-project assessment). Special emphasis is placed on understanding projects within the context of complex organizational settings, the need for implementing change, and, in particular, managing the strategic change process.

### **MATHEMATICS**

**MAT 099                      FUNDAMENTALS OF MATHEMATICS                      3 sem. hrs.**

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 sem. hrs.**

This developmental course prepares students for success in Introduction to College Algebra II (MAT 100B). MAT 100A encourages students to think critically as they comprehend and apply fundamental mathematical concepts. Students review pre-college algebra skills and concepts in preparation for MAT 100B. 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 100A must successfully complete it with a C or higher.

**MAT 100B                      INTRODUCTION TO COLLEGE ALGEBRA II                      3 sem. hrs.**

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.

<b>MAT 101</b>	<b>INTRODUCTION TO MATHEMATICAL CONCEPTS I</b> <b>Prerequisite: MAT 100 or placement above MAT 100</b>	<b>3 sem. hrs.</b>
	Sets, logic, various numeration systems, number sequences, and topics of the real number system are studied.	
<b>MAT 102</b>	<b>INTRODUCTION TO MATHEMATICAL CONCEPTS II</b> <b>Prerequisite: MAT 100 or placement above MAT 100</b>	<b>3 sem. hrs.</b>
	Topics include the complex number system, properties of numbers, finite mathematical systems, algebra, geometry, and a comprehensive module on solving word problems.	
<b>MAT 105</b>	<b>COLLEGE ALGEBRA</b> <b>Prerequisite: MAT 100 or placement above MAT 100</b>	<b>3 sem. hrs.</b>
	The course focuses on the real number system; complex numbers; polynomial, rational, exponential, logarithmic functions and their graphs; and systems of equations and inequalities.	
<b>MAT 106</b>	<b>TRIGONOMETRY</b> <b>Prerequisite: MAT 105</b>	<b>3 sem. hrs.</b>
	Topics studied include development and use of trigonometric functions, relations between functions, solution of triangles with practical applications, trigonometric formulas and identities, radian measure, graphical representation of trigonometric functions, inverse trigonometric functions, trigonometric equations, and polar coordinates.	
<b>MAT 110</b>	<b>GEOMETRY</b> <b>Prerequisite: MAT 105</b>	<b>3 sem. hrs.</b>
	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.	
<b>MAT 160</b>	<b>INTRODUCTORY STATISTICS</b> <b>Prerequisite: MAT 105</b>	<b>3 sem. hrs.</b>
	A course in general statistics, including sampling techniques, random variables, the binomial distribution, the normal distribution, decision making, correlation, and regression.	
<b>MAT 215</b>	<b>FINITE MATHEMATICS</b> <b>Prerequisite: MAT 105 or placement above MAT 105</b>	<b>3 sem. hrs.</b>
	A survey course in applied mathematics, emphasizing mathematical 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.	
<b>MAT 217</b>	<b>SPECIAL TOPICS</b> <b>Prerequisite: Varies</b>	<b>1-3 sem. hrs.</b>
	Full title and content vary.	

**MAT 240**                    **APPLIED CALCULUS**                    **3 sem. hrs.**  
**Prerequisite: MAT 105**

Study of limits, continuity, derivatives, and integration of polynomial, rational, and logarithmic functions with applications to life, food sciences, and other disciplines. Credit cannot be received for both MAT 240 and MAT 250.

**MAT 250**                    **CALCULUS I**                    **4 sem. hrs.**  
**Prerequisite: MAT 106**

The fundamentals of differential and integral single variable calculus.

**MAT 301**                    **BUSINESS AND ECONOMIC STATISTICS I**                    **3 sem. hrs.**  
**Prerequisite: MAT 215**

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. (Same as BUS 301)

**MAT 302**                    **BUSINESS AND ECONOMIC STATISTICS II**                    **3 sem. hrs.**  
**Prerequisite: MAT 301**

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. (Same as BUS 302)

**MAT 317**                    **SPECIAL TOPICS**                    **1-3 sem. hrs.**  
**Prerequisite: Permission of the Instructor**

Full title and content vary.

**ARMY ROTC – MILITARY SCIENCE**  
**RESERVE OFFICERS TRAINING CORPS**

**All courses are taught at Tulane University.**

**MIL 101-102**                    **DYNAMICS OF LEADERSHIP I AND II**                    **2, 2 sem. hrs.**  
**Prerequisite: consent of Professor of Military Science (PMS)**

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.

**MIL 201**                    **APPLIED LEADERSHIP**                    **2 sem. hrs.**  
**Prerequisite: consent of Professor of Military Science (PMS)**

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.

**MIL 202                      MANAGEMENT TECHNIQUES                      2 sem. hrs.**  
**Prerequisite: MIL 201**

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.

**MIL 301-302                      LEADERSHIP AND MANAGEMENT                      3, 3 sem. hrs.**  
**PROBLEMS I AND II**  
**Prerequisite: MIL 202 or**  
**consent of Professor of Military Science (PMS)**

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.

**MIL 401                      ETHICS OF LEADERSHIP                      2 sem. hrs.**  
**Prerequisite: MIL 302**

The 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).

**MIL 402                      PROFESSIONALISM OF LEADERSHIP                      2 sem. hrs.**  
**Prerequisite: MIL 401**

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.

**MIL-L                      LEADERSHIP LABORATORY                      0-1 sem. hr.**

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, land navigation, and first aid.

## MUSIC

**These courses in music lead to certification in piano through the Music Teachers National Association and the Louisiana Music Teachers Association.**

**MUS 101                    BASIC MUSICIANSHIP                    3 sem. hrs.**

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 205                    MUSIC APPRECIATION                    3 sem. hrs.**

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 295                    SPECIAL TOPICS IN MUSIC                    3 sem. hrs.**

Study of a selected topic in music history, theory, or composition.

**MUS 303                    MUSIC IN THE CLASSIC PERIOD                    3 sem. hrs.**

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 sem. hrs.**

This course examines the historical contributions of women composers to Classic, Romantic, and Twentieth-Century music (1750-2000) and investigates the reception of women's work by historians, critics, performers, and audiences.

**MUS 305                    TWENTIETH-CENTURY MUSIC                    3 sem. hrs.**

A survey of the diverse currents that characterized art music in the Twentieth Century. Specific works are analyzed with emphasis placed on style characteristics.

**MUS 310                    HISTORY OF ROCK MUSIC                    3 sem. hrs.**

This 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 405                    MUSIC SEMINAR                    3 sem. hrs.**

A study of a selected topic in music history, literature, or theory. This course may be repeated.

**MUS 410                    PIANO LITERATURE                    3 sem. hrs.**

A study of keyboard music from the Eighteenth Century to the present, involving listening, analysis, and performance

## APPLIED MUSIC

### PIANO

MUS 121-122	PIANO I AND II Prerequisite: MUS 101 or equivalent	3, 3 sem. hrs.
MUS 221-222	PIANO III AND IV	3, 3 sem. hrs.
MUS 321-322	PIANO V AND VI	3, 3 sem. hrs.

### CHORUS

MUS 131-132	CHORUS I AND II	1, 1 sem. hr.
MUS 231-232	CHORUS III AND IV	1, 1 sem. hr.
MUS 331-332	CHORUS V AND VI	1, 1 sem. hr.

### VOICE

MUS 141-142	VOICE I AND II	3, 3 sem. hrs.
MUS 241-242	VOICE III AND IV	3, 3 sem. hrs.

## NEURODIAGNOSTIC TECHNOLOGY PROFESSIONAL TRAINING COMPONENT

**NDT 300 EEG IA** **1 sem. hr.**  
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** **2 sem. hrs.**  
Practical application of basic EEG recording principles.

**NDT 305 BIOMEDICAL INSTRUMENTATION AND ELECTRONICS** **4 sem. hrs.**  
Topics covered include basic electrical concepts such as amplitude, voltage, frequency, current, resistance and impedance, basic electrical circuits (AC, DC), electrodes, capacitors, receivers, interference, filters, recording artifacts, characteristics of differential amplifiers, analog/digital instrumentation, ECG and EEG machines, troubleshooting equipment malfunctions, and electrical safety



**NDT 315                    CLINICAL NEUROLOGY                    3 sem. hrs.**

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 sem. hrs.**

Practical applications of advanced EEG recording principles.

**NDT 335                    CLINICAL INTERNSHIP                    3 sem. hrs.**

Performance of EEG studies in a supervised hospital rotation.

**NDT 330                    CORRELATIVE NEUROLOGY                    3 sem. hrs.**

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.

**NDT 340                    EEG III                    3 sem. hrs.**

Guidelines and practice of advanced EEG recordings, transcranial Doppler, and long term and intraoperative monitoring.

**NDT 350                    NERVE CONDUCTION STUDIES, EVOKED  
POTENTIALS, AND POLYSOMNOGRAPHY                    3 sem. hrs.**

Practical application of principles of NCS, EP, and polysomnographic recording.

**NDT 360                    CLINICAL INTERNSHIP II                    3 sem. hrs.**

Performance of EEG and EP studies in a supervised hospital rotation.

**NURSING**

**NSG 200                    DIMENSIONS OF PROFESSIONAL NURSING                    3 sem. hrs.**

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. **(Fall Only)**

**NSG 202                    PHARMACOLOGY                    3 sem. hrs.**

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. **(Fall only)**

**NSG 203**                      **NURSING I WITH CLINICAL COMPONENT**                      **7 sem. hrs.**

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. **(Spring only)**

**NSG 205**                      **HEALTH ASSESSMENT WITH  
LABORATORY COMPONENT**                      **3 sem. hrs.**

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. **(Spring only)**

**NSG 300**                      **NURSING II WITH CLINICAL COMPONENT**                      **9 sem. hrs.**

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. **(Fall only)**

**NSG 307**                      **EVIDENCE-BASED NURSING PRACTICE**                      **3 sem. hrs.**

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. **(Spring only)**

**NSG 308**                      **NURSING III WITH CLINICAL COMPONENT**                      **7 sem. hrs.**

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. **(Spring only)**

**NSG 400**                      **NURSING IV WITH CLINICAL COMPONENT**                      **9 sem.**

**hrs.** 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. **(Fall only)**

**NSG 401**                      **NURSING LEADERSHIP AND MANAGEMENT.**                      **3 sem. hrs.**

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. **(Fall only)**

**NSG 402                      PERSPECTIVES IN NURSING                      2 sem. hrs.**

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                      2 sem. hrs.**  
**NURSING PRACTICE**

This course focuses on preparation for the practice setting and for the licensing exam. **(Spring only)**

**NSG 420                      NURSING V WITH CLINICAL COMPONENT                      7 sem. hrs.**

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. **(Spring only)**

**Nursing: RN to BSN**

**NSG 355                      CONTEMPORARY NURSING ISSUES FOR RNs                      5 sem. hrs.**

This course focuses on how economic, demographic, social, legal, ethical, and technologic influences affect healthcare and the impact they have on professional nursing practice in a diverse, global society. **(Online only RN to BSN program)**

**NSG 360                      HEALTH ASSESSMENT FOR RNs                      3 sem. hrs.**

This course focuses on the patient as a holistic individual throughout the lifespan, utilizing communication skills and physical assessment skills in performing a systematic health assessment with an evidence-based foundation for interventions. **(Online only RN to BSN program)**

**NSG 370                      PATHOPHYSIOLOGY FOR RNs                      3 sem. hrs.**

This course focuses on understanding disease processes and the effective identification of client risk factors in order to provide holistic health care to the patient undergoing altered health states. **(Online only RN to BSN program)**

**NSG 385                      NURSING RESEARCH AND EVIDENCE-BASED                      3 sem. hrs.**  
**PRACTICE FOR RNs**

This course focuses on nursing research as the vehicle through which theory is developed, tested, and utilized in the application of evidence-based practice to attain quality nursing outcomes and provide the foundation for nursing as a professional practice discipline in a diverse society. **(Online only RN to BSN program)**

**NSG 455**                    **LEADERSHIP AND DECISION MAKING**                    **4 sem. hrs.**  
**IN NSG FOR RNs**

This course focuses on the professional nurse's role in applying principles of leadership and management skills in decision making. Opportunities in problem solving, critical thinking and communication are presented using leadership theories, concepts, and principles of management within varied health care settings. (**Online only RN to BSN program**)

**NSG 471**                    **COMMUNITY HEALTH NURSING OF**                    **5 sem. hrs.**  
**DIVERSE POPULATIONS FOR RNs**

This course focuses on the nursing care of populations within the framework of community health, emphasizing health promotion, illness prevention, and evidence-based practice in a diverse, global society. (**Online only RN to BSN program**)

**NSG 485**                    **RN TO BSN SPECIAL TOPICS FOR RNs**                    **4 sem. hrs.**

The student, with faculty supervision, designs a project to be implemented during the semester, integrating academic and practical knowledge acquired during the previous nursing courses. Students develop outcomes relevant to the project, critique the literature, and present a plan for implementation. (**Online only RN to BSN program**)

**PHILOSOPHY**

**PHI 101**                    **INTRODUCTION TO PHILOSOPHY**                    **3 sem. hrs.**

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 206**                    **HISTORY OF PHILOSOPHY**                    **3 sem. hrs.**

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 AND**                    **3 sem. hrs.**  
**CRITICAL THINKING**

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 231**                    **PHILOSOPHY AND BEING**                    **3 sem. hrs.**

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. (**Same as THE 240**)

**PHI 240**                      **PHILOSOPHY OF HUMAN NATURE**                      **3 sem. hrs.**  
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 sem. hrs.**

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. **(Same as THE 243)**

**PHI 260**                      **PHILOSOPHY OF RELIGION**                      **3 sem. hrs.**

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 sem. hrs.**

An examination of Eastern philosophical thought and themes which have emerged and developed from India, Japan, and China.

**PHI 285**                      **HEALTH CARE ETHICS**                      **3 sem. hrs.**

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. **(Same as THE 285)**

**PHI 290**                      **SPECIAL TOPICS IN PHILOSOPHY**                      **3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

**Prerequisites: PHI 206, PHI 231, or PHI 250**

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. **(Same as THE 310)**

**PHI 320**                      **AMERICAN PHILOSOPHY**                      **3 sem. hrs.**  
**Prerequisite: PHI 101 or PHI 206**

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.

**PHI 330**                      **PHENOMENOLOGY**                      **3 sem. hrs.**  
**Prerequisite: PHI 101 or PHI 206**

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.

**PHI 331**                      **EXISTENTIALISM: LITERATURE AND**                      **3 sem. hrs.**  
**THE PHILOSOPHICAL MOVEMENT**  
**Prerequisite: PHI 101 or PHI 206**

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.

**PHI 380**                      **SPIRITUALITY, PHILOSOPHY, AND THE CINEMA**                      **3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**  
**Prerequisite: PHI/THE 285 or PHI 306**

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 BIO 405 and HSC 405)**

**PHI 450**                      **FOUNDATIONS OF PSYCHOLOGY AND**                      **3 sem. hrs.**  
**PSYCHOTHERAPY**  
**Prerequisites: PHI 101 and PSY 101.**

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 the 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.

**PHI 480**                      **SENIOR SEMINAR**                      **3 sem. hrs.**  
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.

**PHI 490**                      **SPECIAL TOPICS IN PHILOSOPHY**                      **3 sem. hrs.**  
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 sem. hrs.**  
**Prerequisites: PHI 101 and PHI 306**  
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.

### PHYSICS

**PHY 101**                      **PHYSICAL SCIENCE**                      **4 sem. hrs.**  
A one-semester survey course concerning the basic principles of physics, chemistry, earth science, and astronomy. Laboratory experiences are integrated with lecture.

**PHY 151**                      **GENERAL PHYSICS I**                      **4 sem. hrs.**  
**Prerequisite: MAT 105**  
Fundamentals of kinematics, dynamics, mechanics, energy, wave motion, and heat. 3 hours lecture and 3 hours laboratory.

**PHY 151H**                      **GENERAL PHYSICS I HONORS**                      **0 sem. hrs.**  
**Prerequisite: PHY 151 and permission of the Honors Committee**  
A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. It may not be repeated, and the grade is pass/fail.

**PHY 151L**                      **GENERAL PHYSICS LABORATORY I**                      **1 sem. hrs.**  
**Prerequisite: MAT 105, Credit for General Physics I lecture, and permission of Department Chair**  
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.

**PHY 152**                      **GENERAL PHYSICS II**                      **4 sem. hrs.**  
**Prerequisite: PHY 151**  
Fundamental properties of the physical nature of electricity, magnetism, optics, atomic, and nuclear physics. 3 hours lecture and 3 hours laboratory per week.

**PHY 152H**                    **GENERAL PHYSICS II HONORS**                    **0 sem. hrs.**  
**Prerequisite: PHY 152 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biological and Physical Sciences, used to earn honors credits. It may not be repeated, and the grade is pass/fail.

**PHY 152L**                    **GENERAL PHYSICS LABORATORY II**                    **1 sem. hrs.**  
**Prerequisite: Credit for General Physics II lecture and permission of the Department Chair**

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.

**PHY 210**                    **ASTRONOMY**                    **2 sem. hrs.**

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 sem. hr.**  
**Prerequisite: permission of the Department Chair**

Investigations in special areas of physical science.

### **POLITICAL SCIENCE**

**PSC 250**                    **AMERICAN GOVERNMENT**                    **3 sem. hrs.**

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 sem. hrs.**

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)**

**PSC 275**                    **STATE AND LOCAL GOVERNMENT**                    **3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**  
The study of the American judicial process at the federal and state court levels, including a review of landmark court cases. (Same as CJU 375)

**PSC 380**                      **CONSTITUTIONAL LAW**                      **3 sem. hrs.**  
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.

### **PSYCHOLOGY**

**PSY 101 is a required prerequisite for all other psychology courses.**

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

**Students who need a Sociology elective may choose from either COU or SOC classes.**

**PSY 101**                      **GENERAL PSYCHOLOGY**                      **3 sem. hrs.**  
Introductory course dealing with the elementary principles of human behavior. This course includes treatments of motivation, perception, learning, development, cognition, personality, and psychopathology.

**PSY 212**                      **EDUCATIONAL PSYCHOLOGY**                      **3 sem. hrs.**  
A study of educational principles with emphasis on application, personal growth, cognitive development, theories of learning, problem-solving, motivation, accountability, and teacher effectiveness. (Same as EDU 301)

**PSY 300**                      **CHILD PSYCHOLOGY**                      **3 sem. hrs.**  
Physical, mental, social, and emotional growth and development of the individual from birth through the pre-adolescent period.

**PSY 303**                      **ADOLESCENT PSYCHOLOGY**                      **3 sem. hrs.**  
The developmental study of the psychological, physical, social, and emotional factors which affect adolescent youths. This course is designed to provide a background for those who will work with adolescents.

**PSY 307**                      **CRISIS INTERVENTION**                      **3 sem. hrs.**  
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 their significant social orbit.

**PSY 310**                      **SOCIAL PSYCHOLOGY**                      **3 sem. hrs.**  
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.

**PSY 325**                      **ADULT DEVELOPMENT AND AGING**                      **3 sem. hrs.**  
A study of the physical, social, psychological, and spiritual development of adulthood.

**PSY 330**                      **ANIMAL BEHAVIOR**                      **3 sem. hrs.**  
**Prerequisite: BIO 101 and PSY 101**

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. **(Same as BIO 330)**

**PSY 340**                      **HUMAN GROWTH AND DEVELOPMENT**                      **3 sem. hrs.**  
Theories of developmental psychology. Physical, cognitive, and personality perspective. Consideration of major theories of learning. **(Same as EDU 309)**

**PSY 350**                      **PSYCHOLOGY OF LEARNING**                      **3 sem. hrs.**  
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. **(Same as EDU 304A)**

**PSY 360**                      **PSYCHOLOGY OF MOTIVATION**                      **3 sem. hrs.**  
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.

**PSY 400**                      **SPECIAL STUDIES**                      **1-3 sem. hrs.**  
Psychology workshop and special projects.

**PSY 402**                      **PSYCHOLOGY OF HUMAN SEXUALITY**                      **3 sem. hrs.**  
A study of all aspects of human sexuality and intimacy, including the biological, cognitive, socio-cultural, and relational aspects.

**PSY 403**                      **PSYCHOLOGY OF RELIGION**                      **3 sem. hrs.**  
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.

**PSY 405**                      **ABNORMAL PSYCHOLOGY**                      **3 sem. hrs.**  
This course examines the nature of mental and emotional disorders, along with the diagnosis of psychopathology and behavioral pathology.

**PSY 406**                      **PERSONALITY**                      **3 sem. hrs.**  
In this course theories of personality and the development process across the entire human life span are integrated with systems concepts.

**PSY 407                      DEATH AND DYING                      3 sem. hrs.**

The course covers some of the literature on the psychological and sociological aspects of death and dying. Group discussion and exercises help participants encounter cognitively this final task of life.

**PSY 412                      DIRECTED READINGS                      3 sem. hrs.**

The readings for the Special Topics are determined by the student's major in Behavioral Sciences, approved and led by the instructor. **(Same as COU 390 and SOC 390)**

**PSY 413                      HISTORY OF PSYCHOLOGY                      3 sem. hrs.**

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.

**PSY 415                      PSYCHOLOGICAL TESTS AND MEASUREMENTS                      3 sem. hrs.**

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.

**PSY 420                      PSYCHOLOGY OF COMBAT                      3 sem. hrs.**

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.

**PSY 421                      ADVANCED ABNORMAL PSYCHOLOGY                      3 sem. hrs.**

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* (5<sup>th</sup> edition), typically used in the United States to diagnose mental disorders.

**PSY 425                      SPORTS PSYCHOLOGY                      3 sem. hrs.**

This study discusses how to integrate psychological theory and practice with sports and exercise, incorporating issues of cultural and individual diversity.

**PSY 490                      RESEARCH                      3 sem. hrs.**

This course provides the students with the knowledge of research methods and design and the skills needed to implement academic research in an area of the student's major, with the approval of his or her instructor. **(Same as COU 391)**

**RADIOLOGIC TECHNOLOGY**

**RAD 300                      RADIOLOGIC TECHNOLOGY CLINICAL TRAINING I                      15 sem. hrs.**

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, radiologic procedures and pharmacology, and clinical practicum I.

**RAD 310 RADIOLOGIC TECHNOLOGY CLINICAL TRAINING II 15 sem. hrs.**

The study of radiographic film processing, principles of radiographic exposure, radiographic anatomy and physiology II, basic radiographic positioning II, radiographic physics, and clinical practicum II.

**RAD 330 RADIOLOGIC TECHNOLOGY CLINICAL TRAINING III 7 sem. hrs.**

The study of medical terminology, advanced radiographic positioning I, human structure and function in imaging, film critique, computer applications, digital imaging, and clinical practicum III.

**RAD 400 RADIOLOGIC TECHNOLOGY CLINICAL TRAINING IV 12 sem. hrs.**

The study of contrast media, advanced radiographic positioning II, pediatric radiography, medical imaging, film critique, and clinical practicum IV.

**RAD 410 RADIOLOGIC TECHNOLOGY CLINICAL TRAINING V 12 sem. hrs.**

The study of radiographic pathology, principles of radiation biology, quality assurance and control, film critique, registry review, and clinical practicum V.

**READING**

**REA 100 INTRODUCTION TO COLLEGE READING 3 sem. hrs.**

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.

**SPECIAL EDUCATION COURSES**

**SED 320 ASSESSMENT AND EVALUATION OF EXCEPTIONAL LEARNERS 3 sem. hrs.**

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 are 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 sem. hrs.**

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 about available resources and ethical issues with computer use.

**SED 322**                      **SELF-DETERMINATION AND SCHOOL-TO-WORK TRANSITION**                      **3 sem. hrs.**

This course addresses the history of transition and essential components of the transition process of students with various disabilities from the school environment to the 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 key areas to 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 sem. hrs.**

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.

**SED 324**                      **COLLABORATIVE TEAMING**                      **3 sem. hrs.**

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. It includes a field component. **(Fall only)**

**SED 318**                      **BEHAVIORAL INTERVENTIONS WITH EXCEPTIONAL CHILDREN**                      **3 sem. hrs.**

**Prerequisite: EDU 304A**

Studied are methods and procedures in behavioral intervention strategies, including systematic behavioral intervention assessment. It includes a field component. **(Summer only)**

**SED 325                      BEHAVIORAL SUPPORT AND INTERVENTION                      3 sem. hrs.**

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.

**SED 430                      PRACTICUM IN TEACHING                      3 sem. hrs.**  
**MILD/MODERATE STUDENTS**

**Prerequisite: completion of all Special Education courses**

Observing, participating in, and teaching in a mild/moderate classroom for the entire semester. Participation in extracurricular duties and attendance at seminars are required.

**SOCIOLOGY**

**SOC 101 is a required prerequisite for all other sociology courses.**

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

**Students who need a Sociology elective may choose from either COU or SOC classes.**

**SOC 101                      INTRODUCTION TO SOCIOLOGY                      3 sem. hrs.**

This is an introductory course designed to inform students about the study of social behavior in human groups. Basic concepts of sociology with special reference to group life, social institutions, and social processes are explored, along with other socially relevant issues.

**SOC 204                      FOUNDATIONS OF MULTICULTURAL EDUCATION                      3 sem. hrs.**

This course 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 is examined in detail, as well as the importance of developing one's own philosophy of education.

**SOC 301                      SOCIAL PROBLEMS                      3 sem. hrs.**

Topics are the major social problems: population, unemployment, poverty, dependency, family disorganization, juvenile delinquency, and interracial conflict.

**SOC 304                      ETHNIC AND GENDER INEQUALITIES                      3 sem. hrs.**

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.

**SOC 312 THE SOCIOLOGY OF CITIES 3 sem. hrs.**

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.

**SOC 313 THE SOCIOLOGY OF RELIGION 3 sem. hrs.**

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.

**SOC 390 DIRECTED READINGS 3 sem. hrs.**

The readings for this course are determined by the student's major in Behavioral Sciences, approved and led by the instructor. (Same as COU 390 and PSY 412)

**SPANISH**

**SPA 101 ELEMENTARY SPANISH I 3 sem. hrs.**

Basic vocabulary and grammar, pronunciation, written and oral exercises, and reading of elementary texts.

**SPA 102 ELEMENTARY SPANISH II 3 sem. hrs.**

Augmentation of vocabulary, grammar, conversation, and reading skills acquired in SPA 101.

**SPA 104 SPANISH FOR HEALTHCARE PROFESSIONALS 3 sem. hrs.**

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)

**SPA 300 SPECIAL TOPICS IN SPANISH 1-3 sem. hrs.**

Special topics in the Spanish language, history, and/or culture are studied. This course may be taken more than once.

**SPEECH**

**SPE 101 FUNDAMENTALS OF PUBLIC SPEAKING 3 sem. hrs.**

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 102                      ADVANCED PUBLIC SPEAKING                      3 sem. hrs.**  
**Prerequisite: SPE 101**

This course addresses outstanding works of oratory and debate. It is especially valuable for students interested in studying law. The course stresses organization, logic, and debate.

**SPE 105                      PROTECTING YOUR POWERFUL VOICE                      3 sem. hrs.**

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. **(Same as FNA 105)**

**SPE 201                      DEBATE                      3 sem. hrs.**  
**Prerequisite: SPE 101 and SPE 102**

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.

**SPE 202                      READING LITERATURE ALOUD                      3 sem. hrs.**  
**Prerequisite: SPE 101**

This course is designed to give a new approach to the understanding of literature. It focuses on poetry, short stories, and plays. Students read and discuss prominent authors and read their selections aloud to the class. This magnifies the literature and allows for a clearer understanding of it. This course is recommended for English majors.

**SPE 203                      DIRECTING SPEECH ACTIVITIES                      3 sem. hrs.**  
**Prerequisite: SPE 101**

This is a course for the teacher in high school or anyone who wishes to operate a speech program. This course is designed to help those persons who have little experience in directing speech and play activities. It includes the elements needed to recruit students to establish speech contests. Selecting materials and organizing groups are stressed.

**SPE 302                      TELEVISION AND THE MEDIA                      3 sem. hrs.**  
**Prerequisite: SPE 101**

Business majors or anyone interested in learning how to use the media to an advantage will be interested in this course. It includes how to speak persuasively, how to write convincingly, and how to project a winning image to the public. Topics include studies in the use of the media and successful use of the media for business.



**SPE 310**                      **PERSUASION AND DEBATE**                      **3 sem. hrs.**  
**Prerequisite: SPE 101**

Every person uses some kind of persuasion every day. Persuasion goes beyond the simple process of convincing an audience. It is a much more sophisticated formula involving placement of words and ideas. In this course, students learn to use the formula to elicit a response from an audience or to sell an idea. These processes are then integrated into student debates.

**SPE 405**                      **SPECIAL TOPICS IN SPEECH**                      **3-6 sem. hrs.**  
**Prerequisite: SPE 101**

Selected topics in speech communication. This course may be taken more than once.

**SPE 406**                      **COMEDY**                      **3 sem. hrs.**  
**Prerequisite: SPE 101**

A study of humorous plays and actors; actors and literature are researched to give greater insight to the theories of comedy. (Same as FNA 406)

**SPE 407**                      **SPECIAL TOPICS IN THEATRE**                      **3 sem. hrs.**  
**Prerequisite: SPE 101**

Theatre and acting workshops and special projects; topics are set up on an individual basis from varied fields of interest to students. (Same as FNA 407)

## **THEOLOGY**

**THE 100**                      **THEOLOGICAL WORKSHOP**                      **3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 some primary sources 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 sem. hrs.**

An explanation of the meaning of faith, morals, and doctrines in the Catholic tradition is presented through the Nicaean-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. Some designated hybrid and online courses have set times that require virtual participation. **(May be taught concurrently with THE 501)**

**THE 190                      SPECIAL TOPICS IN THEOLOGY/  
RELIGIOUS STUDIES                      1-6 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

This course examines how God's communication is received within the specific context of the receiver and the community in which one 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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

Christians have expressed their relationship with God in 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 sem. hrs.**

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**)

**THE 241                      FAITH AND REASON                      3 sem. hrs.**

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,  
AND TRUTH                      3 sem. hrs.**

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.

**THE 245                      THEOLOGY, PHILOSOPHY, AND SCIENCE                      3 sem. hrs.**

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 280                      CATHOLIC MORAL PRINCIPLES                      3 sem. hrs.**

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                      3 sem. hrs.**  
**IN CHRISTIAN LIFE**

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 view is 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 AND HEALTH CARE ETHICS                      3 sem. hrs.**

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)**

**THE 290                      SPECIAL TOPICS IN THEOLOGY/  
RELIGIOUS STUDIES                      1-6 sem. hrs.**

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 AND METHODS                      3 sem. hrs.**

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.

**THE 307                      THEOLOGY AND THE HUMAN PERSON                      3 sem. hrs.**

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 sem. hrs.**

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, AND PSYCHOLOGY**                      **3 sem. hrs.**

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**                      **3 sem. hrs.**  
**ST. THOMAS AQUINAS**

**Prerequisite: PHI/THE 230/243, or PHI/THE 250/243**

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.

**THE 319**                      **PRINCIPLES OF CATECHESIS**                      **3 sem. hrs.**

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)**

**THE 330**                      **LIFE, DEATH, HEAVEN, HELL**                      **3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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. Some designated hybrid and online courses have set times that require virtual participation. **(May be taught concurrently with THE 550)**

**THE 351                      PATRISTIC AND MEDIEVAL THEOLOGY                      3 sem. hrs.**

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 AND REFORMATION THEOLOGY                      3 sem. hrs.**

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 AND POSTMODERN THEOLOGY                      3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 AND                      3 sem. hrs.**  
**CHRISTIAN SCRIPTURES**

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 sem. hrs.**

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 sem. hrs.**

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**                      **1-6 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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.

**THE 434**                      **SENIOR THEOLOGY PRACTICUM**                      **3 sem. hrs.**

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 sem. hrs.**

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.

**THE 441 PRACTICUM IN TEACHING RELIGION 3 sem. hrs.**  
**Prerequisite: EDU 305 and EDU 310**

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.

**THE 490 SPECIAL TOPICS IN THEOLOGY/  
RELIGIOUS STUDIES 3 sem. hrs.**

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.

**GRADUATE THEOLOGY**

**THE 500 PHILOSOPHY FOR THEOLOGIANs 1-3 sem. hrs.**

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 and epistemology necessary for graduate-level theology. In addition, a survey of philosophy from the Greeks to the Moderns is given. Classes may be taught in an in-class, hybrid, or online format and have set times that require virtual participation.

**THE 501 THE CATHOLIC TRADITION 1-3 sem. hrs.**

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 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 and have set times that require virtual participation. **(May be taught concurrently with THE 103 or THE 104)**

**THE 510 THEOLOGY: ORIGINS AND DEVELOPMENT 3 sem. hrs.**

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, AND HOLY SPIRIT IN ONE GOD 3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 AND RECEPTION**                      **3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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                      3 sem. hrs.**  
**LAW AND RIGHTS**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 624                      CONTEMPORARY MORAL THEOLOGY                      3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

Wisdom literature comprises the Old Testament books of Job, Proverbs, Quohemoth (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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

Many of the world's greatest authors were formed by the Christian tradition, many of the most recognized literary forms derive 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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 AND SACRAMENTS 3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 are 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 sem. hrs.**

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 sem. hrs.**

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.

**THE 674 THEOLOGY AFTER VATICAN II 3 sem. hrs.**

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                      SPECIAL TOPICS                      3 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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 sem. hrs.**

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.

**2016– 2017**

**PRESIDENT’S CABINET**

**Dr. David M. “Buck” Landry**

University President

B.A., Tulane University; M.A., American University; Ph.D., University of Notre Dame

**Kenneth F. Tedesco**

Executive Vice President for Advancement

B.A., St. Edward's University; M.Ed., University of New Orleans;  
Ed.S., Louisiana State University

**Dr. Victoria M. Dahmes**

Provost and Vice President for Academic Affairs; Professor of Education; SACSCOC Liaison

B.S., Western Michigan University; M.Ed., Loyola University; Ph.D., University of New Orleans; Post-graduate training: John F. Kennedy School of Government, Harvard University

**David M. Catherman**

Vice President for Philanthropy and Marketing

B.A., Eisenhower College of the Rochester Institute of Technology

**Sister Rochelle Perrier, MSC**

Vice President for Mission Integration

B.S.; Our Lady of Holy Cross College; M.A., St. Mary’s University

**Meredith Reed**

Vice President for Student Engagement and Advising

Director of the Center for Teaching and Learning

B.S., Howard University; M.Ed., University of New Orleans; NCC

**Kobi Sloane**

Vice President for Enrollment Management

B.A., Texas A & M University at Corpus Christi; M.H.R., University of Oklahoma

**Wehle, Arlean**

Vice President for Finance and Operations; Treasurer

B.S., Louisiana State University; C.P.A., C.F.E, C.G.M.A.

## **CHIEF ACADEMIC ADMINISTRATOR**

### **Dr. Victoria M. Dahmes**

Provost and Vice President for Academic Affairs; Professor of Education; SACSCOC Liaison  
B.S., Western Michigan University; M.Ed., Loyola University; Ph.D., University of New Orleans; Post-graduate training: John F. Kennedy School of Government, Harvard University

## **FULL-TIME FACULTY**

### **Anita D. Althans**

Associate Professor of Nursing  
B.S.N., The University of Texas at Arlington;  
M.S.N., The University of Texas Health Science Center at San Antonio

### **Todd Amick**

Visiting Assistant Professor of Theology  
B.S., University of New Orleans; J.D., Loyola University;  
M.A., Our Lady of Holy Cross College; M.A., University of St. Mary of the Lake

### **Valerie Anderson**

Assistant Professor of Nursing  
B.S.N., Our Lady of Holy Cross College; M.S.N., Louisiana Health Sciences Center

### **Janaé L. Arcement**

Assistant Professor of Nursing  
B.S.N., Our Lady of Holy Cross College; M.S.N., P.N.P., Vanderbilt University

### **Dr. Lawrence S. Audler**

Assistant Professor of Business Administration  
B.A., Louisiana State University; M.B.A., Tulane University;  
D.B.A., Ecole de Management, Grenoble, France

### **Dr. Craig A. Bauer**

Professor of History; Coordinator of History and Social Sciences  
B.A., M.A., Southeastern Louisiana University; Ph.D., University of Southern Mississippi

### **Dr. Donald R. Batiste**

Professor of Education; Coordinator of Executive Leadership  
B.A., Nicholls State University; M.Ed., Southeastern Louisiana University;  
Ph.D., University of New Orleans

**Mary C. Briscoe**

Assistant Professor of Chemistry

B.S., Southern University of New Orleans; M.S., Southern University and A&M College

**Dr. Joshua Brumfield**

Assistant Professor of Theology

B.S., Tulane University; M.A., Our Lady of Holy Cross College;

Ph.D., The Catholic University of America

**Dr. Claudia M. Champagne**

Professor of English; Chair of Humanities; QEP Director;

Coordinator of English, Fine Arts, Foreign Languages, Liberal Arts, and Speech

B.A., Loyola University; M.A., Ph.D., Tulane University

**Jennifer Feltner Creevy**

Instructor of Library Services

B.A., Louisiana Scholars College at Northwestern State University;

M.L.I.S., Louisiana State University

**Dr. David Delio**

Associate Professor of Theology; Chair of Theology

B.A., M.A.T., Trinity University; M.T.S., Weston Jesuit School of Theology;

Ph.D., The Catholic University of America

**Kathleen DiMaggio**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., Loyola University

**Dr. Lehman L. Ellis**

Professor of Biology and Chemistry; Chair of Biological and Physical Sciences

B.S., University of Texas at Arlington; Ph.D., University of South Carolina

**Raquel B. Engolio**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., University of South Alabama

**Joan M. Fischer**

Director of The Thomas E. Chambers Counseling and Training Center

B.A., M.Ed., University of Missouri; M.A., Our Lady of Holy Cross College;

NCC, LPC-S, LMFT-S

**Dr. Thomas Fonseca**

Associate Professor of Counseling

B.A., Loyola University; M.Ed., University of New Orleans;

Ph.D., Mississippi State University; NCC, LPC-S, LMFT

**Theresa Foret**

Assistant Professor of Education

B.S., University of Louisiana; M.Ed., University of New Orleans

**Dr. Ouida Frazier-Smith**

Assistant Professor of Counseling and Behavioral Sciences

B.S., Alcorn State University; M.A., Our Lady of Holy Cross College;

Ph.D., University of Holy Cross; LPC, NCC.

**Dr. Caitlin Smith Gilson**

Associate Professor of Philosophy

B.A., St. Francis College; Ph.D., Pontifical University of the Holy Cross, Rome, Italy

**Lillian Grose**

Assistant Professor of Business Administration

B.S., University of New Orleans; M.B.A., Tulane University; CPA;

Virtual Classroom Certification, Fielding Graduate University

**Amy Hebert**

Assistant Professor of Nursing

B.S.N., Nicholls State University

**Dr. Obie Cleveland Hill**

Associate Professor of Education; Coordinator of Educational Leadership

B.A., M.Ed., Nicholls State University; Ed.D., University of New Orleans

**Dr. Darryl Holliday**

Assistant Professor of Food Science

B.S., Nicholls State University; M.S., Ph.D., Louisiana State University

**Dr. Christine Collins Hypolite**

Associate Professor of Education; Coordinator of Certification-Only Programs

B.A., M.Ed., Nicholls State University; Ph.D., Louisiana State University

**Juyanne James**

Assistant Professor of English

B.A., University of New Orleans; M.A., University of New Orleans;

M.F.A., Spalding University

**Dr. Antoinette M. Jefferson**

Associate Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., Loyola University;

Ph.D., Hampton University

**Dr. Monica L. Johnson**

Associate Professor of Nursing

A.S.N., Delgado Community College; B.S.N., M.S.N., University of Phoenix;  
D.N.P., Loyola University

**Michelina M. Kite**

Associate Professor of Nursing

B.S.N., Northwestern State University; M.N., Louisiana State University

**Dr. Mark D. Kuss**

Professor of History

B.A., M.A., University of New Orleans; J.D., Tulane University;  
Ph.D., Louisiana State University

**Dr. Michael F. Labranche**

Professor of Mathematics; Dean of Liberal Arts and Sciences;

Chair of History, Social Sciences, and Mathematics

B.S., Loyola University; M.S., University of New Orleans;  
Ph.D., Louisiana State University Medical Center

**Glenn Landry**

Associate Professor of Nursing

B.S., University of Southern Mississippi; M.S.N., University of South Alabama

**Dr. Delinda Martin**

Associate Professor of Nursing

B.S.N., Loyola University; M.S.N., University of Southern Mississippi;  
D.N.P., University of South Alabama

**Dr. Dorothy Martin**

Assistant Professor of Counseling

B.S., M.A., Our Lady of Holy Cross College; Ph.D., University of New Orleans;  
LPC-S, NCC

**Marie L. McGregor**

Assistant Professor of Nursing

B.S.N., Northwestern State University; M.S.N., University of Alabama at Birmingham

**Dr. Kevin Mis Solval**

Assistant Professor of Biology and Physical Sciences

B.S., Pan-American Agricultural School; M.S., Ph.D., Louisiana State University

**Dr. Faye Mitchell**

Associate Professor of Nursing

B.S.N., University of Texas in Austin; M.N., Louisiana State University Medical Center;  
Ph.D., University of Southern Mississippi



**Dr. Matthew T. Morris**

Associate Professor of Counseling; Coordinator of Marriage, Couple, and Family Counseling  
B.S., Wayland Baptist University; M.A., New Orleans Baptist Theological Seminary;  
Ph.D., Virginia Tech; LPC-S, LMFT-S

**Dr. Brooke Muntean**

Assistant Professor of Education; Coordinator of Teaching and Learning  
B.A., San Francisco State University; M.A., New College of California;  
Ph.D., University of New Orleans

**Dr. Nicole Ortloff**

Assistant Professor of Business  
B.A., Southeastern Louisiana University; M.B.A., University of Phoenix;  
D.B.A., Ecole de Management, Grenoble, France

**Dr. Robert M. Pinner**

Associate Professor of Biology  
M.D., Tulane University

**Chimene C. Pitre**

Associate Professor of Health Sciences  
B.S., M.S., University of St. Francis;  
Certificate in Radiologic Technology, Charity Hospital of New Orleans

**Dr. Patricia M. Prechter**

Professor of Nursing; Dean of Nursing and Allied Health; Chair of Nursing  
B.S.N., University of Mississippi; M.S.N., P.N.P., University of Alabama at Birmingham;  
Ed.D., University of New Orleans

**Alfred J. Randazza**

Instructor of Mathematics  
B.A., Louisiana State University in New Orleans; M.S., University of New Orleans

**Dr. Lillian M. Range**

Professor of Psychology  
B.S., East Tennessee State University; M.A., Georgia State University;  
Ph.D., Georgia State University

**Samuel N. Readman**

Instructor of Library Services  
B.A., M.L.S., University of Southern Mississippi

**Dr. Theodore P. Remley, Jr.**

Professor of Counseling  
B.A., M.Ed., Ed.S., Ph.D., University of Florida;  
J.D., The Catholic University of America; LPC-S, LMFT, NCC

**Katharine E. Rubin**

Assistant Professor of Library Services

B.A., University of New Orleans; M.L.I.S, Louisiana State University

**Dr. Roy A. Salgado**

Associate Professor of Counseling

B.S., Tulane University; M.Ed., Ph.D., University of New Orleans; NCC, LPC-S, LMFT

**Diana M. Schaubhut**

Associate Professor of Library Services; Director of Library Services

B.A., M.A., University of New Orleans; M.A. L.I.S., University College London

**Carol Scott**

Professor of Art

B.A., M.F.A., University of New Orleans

**Dr. Armine Shahoyan**

Professor of Business Administration; Chair of Business Administration

B.S., M.S., State Engineering University of Armenia;

Ph.D., Higher Certifying Committee of Russian Federation

**Amanda R. Smith**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., Loyola University

**Sharon Smith**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., University of South Alabama

**Kristy Solis**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., Loyola University

**Toni Tusa Spahn**

Assistant Professor of Mathematics

B.S., University of New Orleans; M.S. Tulane University

**Eileen H. Stoll**

Assistant Professor of Nursing

B.S.N., M.S.N., University of South Alabama

**Dr. Lisa M. Sullivan**

Professor of Education; Chair of Education

B.S., Our Lady of Holy Cross College; M.S.T., Loyola University;

Ph.D., University of New Orleans

**Dr. Patricia Thomas**

Assistant Professor of Counseling

B.S., Webster University; M.A., University of Colorado;  
Ph.D., University of New Orleans. LPC-S, NCC

**Dr. Susan O. van Loon**

Professor of Public Health; Chair of Allied Health

B.S., M.S., Louisiana State University; M.P.H., Dr.P.H., Tulane University

**Dr. Carolyn C. White**

Professor of Counseling; Dean of Counseling, Education, and Business;

Chair of Counseling and Behavioral Sciences; Director of Graduate Counseling Programs

B.G.S., M.Ed., Ph.D., University of New Orleans; LPC-S, LMFT, NCC

**Penny M. Winfield**

Assistant Professor of Nursing

B.S.N., William Carey College; M.S.N., University of Phoenix

**Dr. Barbara Wizer**

Assistant Professor of Biology and Health Science

B.S., B.A., University of New Orleans; M.S., M.D. Tulane University

**Dr. Peter H. Yaukey**

Professor of Biological and Physical Sciences

B.S., University of Virginia; M.A., University of Colorado; Ph.D., University of Georgia

**James Yeargain**

Assistant Professor of Speech and Dramatic Arts

B.F.A., New York University, Tisch School of Acting; M.F.A., University of New Orleans

**PART-TIME FACULTY**

**Rev. Dr. Jay Alexius**

Lecturer of Theology

B.S., Nicholls State University; M.D., Louisiana State University Medical Center;  
M.Div., Mount St. Mary University

**Mandy Barrett**

Lecturer of Counseling and Behavioral Sciences

B.S., University of Texas at Austin; M.Ed., Southeastern Louisiana University; LPC, NCC

**Dr. Thomas Becker**

Lecturer of Education and English

B.S., Loyola University; M.A., Louisiana State University;  
Ph.D., University of New Orleans

**Elizabeth Berger**

Lecturer of Counseling and Behavioral Sciences

B.S., M.A., Our Lady of Holy Cross College; LPC, NCC

**Geoffrey F. Brazda**

Lecturer of Counseling and Behavioral Sciences

B.A., Loyola University at New Orleans; M.A., Southeastern Louisiana University;  
M.A., Our Lady of Holy Cross College; LPC, NCC

**Dr. Katherine E. Brooks**

Adjunct Associate Professor of Biology

B.S., Texas A & M University; M.A., University of Nebraska-Lincoln;  
Ph.D., Louisiana State University

**Ashley M. Brumfield**

B.A., Tulane University; M.A., Our Lady of Holy Cross College

**Rev. Ruben Buller**

Lecturer of Theology

B.A., St. Joseph Seminary College; M.Div., Notre Dame Seminary;  
M.A., University of Saint Mary of the Lake

**Jennifer S. Campbell**

Lecturer of Education

B.S., Louisiana State University; M.Ed., University of New Orleans

**Nicole Cannaliato**

Lecturer of Education

B.S., M.Ed., Our Lady of Holy Cross College

**Dr. Mark Carson**

Lecturer of History and Fine Arts

B.B.A, Loyola University; M.A., University of New Orleans;  
Ph.D., Louisiana State University

**Donald Robert Casares, Jr.**

Lecturer of Counseling and Behavioral Sciences

B.S., Barry University; M.A., Our Lady of Holy Cross College; LPC, NCC

**Christy Chauvin**

Lecturer of Business Administration

B.S., M.S.A., University of New Orleans

**Shelita Clark**

Lecturer of Mathematics

B.S., Southern University at New Orleans; M.S., Troy State University

**Dr. GERALYN L. DELL**

Adjunct Assistant Professor of Education

B.A., Louisiana State University in New Orleans; M.Ed., Ph.D., University of New Orleans

**Peggy D. Doré**

Lecturer of Education

B.A., Nicholls State University; M.Ed., University of New Orleans

**Karen duPlantier**

Lecturer of Counseling and Behavioral Sciences

B.S., M.A., Our Lady of Holy Cross College; LPC, NCC

**Jennifer Duran**

Lecturer of Biology

B.S., Louisiana State University; M.S., Mississippi State University

**Kathleen Faherty**

Lecturer of Education

B.A., Loyola University; M.Ed., University of New Orleans

**Yelani Reyes Feldman**

Lecturer of Spanish

B. S., National University of Computer Sciences, Havana, Cuba;

M.A., Roviri i Virgili University, Tarragona, Spain

**Nicole Ferrer**

Lecturer of Counseling and Behavioral Sciences

B.S.; M.A., Our Lady of Holy Cross College; LPC, NCC

**Dr. John D. Fitzmorris, III**

Lecturer of History

B.A., Louisiana State University; M.A., Loyola University;

M.A., University of New Orleans; Ph.D., University of Southern Mississippi

**Melissa Gelpi**

Lecturer of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., University of South Alabama

**David Goldberg**

Lecturer of History

B.A., Columbia University; M.A., University of North Carolina

**Dr. Michael Mary Gutowski, R.S.M**

Adjunct Associate Professor of Counseling and Behavioral Sciences

B.S.N., Marillac College; M.A., Our Lady of Holy Cross College;

M.N., D.N.S., Louisiana State University Health Sciences Center

**Dr. Daniel R. Hogan, Jr.**

Lecturer of Business Administration

B.S., M.B.A., University of New Orleans; Ph.D., Warren National University

**Dr. Raenell B. Houston**

Adjunct Assistant Professor of Education

B.S., M.A., Louisiana State University; Ph.D., University of New Orleans

**Dr. Edward R. Johnson**

Adjunct Professor of Philosophy

B.A., University of Nebraska; M.A., Ph.D., Princeton University

**Ronald J. Jung**

Lecturer of Business Administration

B.B.A., M.B.A., J.D., Loyola University

**Rev. Dr. Simon C. Kim**

Adjunct Assistant Professor of Theology;

B.A., University of Washington; M.A, M.Div., St. John's Seminary;

Ph.D., The Catholic University of America

**Philippe Lannelongue**

Lecturer of Business Administration

B.S., Toulouse Business School, France; M.B.A, M.S., University of New Orleans

**Dr. Gloria Lanoux**

Lecturer of Counseling and Behavioral Sciences

B.S., M.A., Our Lady of Holy Cross College;

Ph.D., University of Louisiana at Monroe; LPC, NCC

**Dr. Georganna Leavesley**

Lecturer of Nursing

B.S.N., Texas Christian University; M.S.N., University of Texas at Austin;

M.A., Ph.D., University of Houston

**Dr. Gerard LeBlanc**

Lecturer of Education

B.S., M.Ed., Ph.D., University of New Orleans

**June L. Leopold**

Lecturer of Behavioral Sciences

B.A., Loyola University; M.A., University of New Orleans

**Jerome W. Matthews**

Lecturer of Political Science and Criminal Justice

B.A., Tulane University; J.D., University of California at Berkeley

**Melissa McDowell**

Lecturer of Radiologic Technology

B.S., Valencia Community College; B.A., Ashford University

**Mark McLean**

Lecturer of Business Administration

B.S., University of Pittsburg at Greensburg; M.B.A., Loyola University

**Dr. Margaret McKinnon**

Adjunct Assistant Professor of Theology

B.A., M.A., Emmanuel College; M.A., Seminary of the Immaculate Conception;

D.Min., Ph.D., Graduate Theological Foundation

**Karen Menge**

Lecturer of Physical Sciences

B.S., University of New Orleans; M.S., Tulane University

**Brenda O. Miller**

Lecturer of Theology

B.S., M.A., Loyola University

**Gail G. Murphy**

Lecturer of Education

B.A., Our Lady of Holy Cross College; M.Ed., University of Our Lady of the Lake

**Alycee M. Naquin**

Lecturer of Counseling and Behavioral Sciences

B.S., M.A., Our Lady of Holy Cross College; LPC, NCC

**Jacqueline Nguyen**

Lecturer of Counseling and Behavioral Sciences

B.S., M.A., Our Lady of Holy Cross College; LPC, NCC

**Dr. Teresa M. O'Neill**

Adjunct Professor of Health Sciences; Coordinator of Distance Education

B.S.N., Boston College; M.N., Louisiana State University Health Sciences Center;

Ph.D., University of Miami

**Matthew Orillion**

Lecturer of Theology

B.S., University of New Orleans; M.A., Our Lady of Holy Cross College

**Dr. Elaine Orr**

Lecturer of Biology, Health Sciences, and Philosophy

B.A., M.Ed., Ph.D., University of New Orleans

**Dr. Stephen L. Pearce**

Lecturer of English and Foreign Languages

B.A., Oakland University; M.A., Tulane University; Ph.D., University of New Orleans

**Alfonso Perez**

Lecturer of Business Administration

B.S., Universidad de San Pedro Sula, Honduras; M.B.A, University of Southern Mississippi

**Vietquynh Pham**

Lecturer of Mathematics

B.S., Indiana University—South Bend; M.A., University of New Orleans

**Salvador J. Provenzano**

Lecturer of Business Administration

B.S., M.B.A., University of New Orleans

**Chelsey Ragas**

Lecturer of Counseling and Behavioral Sciences

B.S., M.A., Our Lady of Holy Cross College; PLPC, NCC

**Catherine P. Randall**

Lecturer of Education

B.S., M.Ed., Our Lady of Holy Cross College

**Michael B. Redmann**

Lecturer of Criminal Justice and Political Science

B.A., Washington University at St. Louis; J.D., Louisiana State University

**Phyllis D. Robert**

Lecturer of English

B.A., St. Mary's Dominican College; M.A., University of New Orleans

**Amy Romagosa**

Lecturer of Radiologic Technology

B.S., Our Lady of Holy Cross College

**Amanda Rochelle Salgado**

Lecturer of Counseling and Behavioral Sciences

B.S., Middle Tennessee State University; M.S., North Carolina A & T State University;  
PLPC, NCC

**Dr. Robert Schmidt**

Lecturer of Counseling and Behavioral Sciences

B.A., Loyola University; M.Th., Notre Dame Seminary;

M.A., Our Lady of Holy Cross College;

Ph.D., University of Louisiana at Monroe; LPC, NCC



**Francis Scully**

Lecturer of Music

B.M., The Catholic University of America; M.M., Peabody Conservatory

**Erica Dale Smith**

Lecturer of Business Administration

B.S., M.A., University of Florida—Gainesville; C.P.A., C.F.E.

**Noretta S. Stackel**

Lecturer of Education

B.A., Nicholls State University; M.Ed., University of Southern Mississippi

**Dr. Mark Taliancich**

Lecturer of Counseling and Behavioral Science

B.A., University of North Texas; M.A., Our Lady of Holy Cross College;

Ph.D., University of Holy Cross; LPC, NCC

**Dr. Vladimir Thomas**

Adjunct Associate Professor of Philosophy

B.A, M.A, Louisiana State University; M.B.A., Herzing University;

Ph.D., University of Banja Luka, Bosnia.

**John P. Travis**

Lecturer of English

B.A., University of West Georgia; M.A., Northeastern University

**Denise T. Vedros**

Lecturer of Mathematics

B.S., Southeastern Louisiana University; M.S.T., Loyola University

**Dr. Melanie B. Verges**

Lecturer of Education

B.A., Loyola University; M.Ed., University of New Orleans;

Ed.D., San Francisco University

**Mary Catherine Waguespack**

Lecturer of Counseling and Behavioral Sciences

B.S., M.A., Our Lady of Holy Cross College; PLPC, NCC

**Dr. Kevin Walgamotte**

Lecturer of Nursing

B.A., University of New Orleans; M.S., Tulane University; D.Ph., Xavier University

**Andrew M. Watley**

Lecturer of Counseling and Behavioral Sciences  
B.A., Franciscan University of Steubenville;  
M.A., Our Lady of Holy Cross College; PLPC, NCC

**Judy L. Weekley**

Lecturer of Special Education  
B.A., M.Ed., Southeastern Louisiana University

**Dr. Ryan P. White**

Lecturer of Counseling and Behavioral Sciences  
B.S., M.A., Our Lady of Holy Cross College; Ph.D., University of Holy Cross; LPC, NCC

**Talmadge White**

Lecturer of Counseling and Behavioral Science  
B.S., M.S., Loyola University; LPC-S, LMFT

**Jane F. Wilson**

Lecturer of Education  
B.A., St. Mary's Dominican College; M.Ed., Loyola University

**James A. Zeller**

Lecturer of Business Administration  
B.S., M.B.A., University of New Orleans

**PROFESSORS EMERITI**

**Jane O. Baker**

Professor Emerita of Education  
B.S., M.Ed., Louisiana State University; M.Ed., University of Southern Mississippi

**Dr. St. John A. Bargas (deceased)**

Professor Emeritus of Social Sciences  
B.A., University of Southwestern Louisiana; M.A., Louisiana State University;  
Ph.D., University of New Orleans

**William A. Bischoff**

Professor Emeritus of Philosophy  
B.A., M.A., Aquinas Institute; M.S.W., Tulane University

**Harvey R. Brooks (deceased)**

Professor Emeritus of Drama and Speech  
B.A., University of Arkansas; M.A., Tulane University; M.F.A., University of New Orleans

**Dr. Floyd M. Clay** (deceased)

Professor Emeritus of History

B.A., McNeese State University; M.A., Louisiana State University;  
Ph.D., University of Mississippi

**Dr. Gerald F. DeLuca**

Professor Emeritus of Education

B.A., Our Lady of Holy Cross College; M.Ed., Louisiana State University;  
Ed.D., University of New Orleans

**Kathleen G. Devitt**

Professor Emerita of Library Services

B.S., M.Ed, University of New Orleans

**Sr. Helen Fontenot, MSC**

Professor Emerita of Library Services

B.A., Our Lady of Holy Cross College; M.S., Our Lady of the Lake University;  
Ed.S., McNeese State University

**Dr. Michael Mary Gutowski, R.S.M**

Professor Emerita of Nursing

B.S.N., Marillac College; M.A., Our Lady of Holy Cross College;  
M.N., D.N.S., Louisiana State University Health Sciences Center

**Dr. George N. Hay**

Professor Emeritus of Counseling

B.A. Stetson University; B.D. New Orleans Baptist Theological Seminary;  
D.Min., Drew University; LPC-S, LMFT-S.

**Sr. Bernardine Hill, M.S.C.** (deceased)

Professor Emerita of Education

B.A., Our Lady of Holy Cross College; M.A., University of Notre Dame;  
Ed.D., Louisiana State University

**Dr. Jules E. LeBon**

Professor Emeritus of Business Administration

B.S., Loyola University; Ph.D., Tulane University

**Dr. Joseph N. Macaluso**

Professor Emeritus of Education

B.M.Ed., M.Ed., Loyola University; Ph.D., University of Southern Mississippi; LP

**Dr. Judith G. Miranti**

Professor Emerita of Education

B.A., Our Lady of Holy Cross College; M.Ed., Our Lady of the Lake University;  
Ed.D., University of Nevada

**Alvin G. Montgomery**

Professor Emeritus of Behavioral Sciences and Counseling

B.A., M.A., Southeastern Louisiana University; LPC-S, LAC

**Dr. Teresa M. O'Neill**

Professor Emerita of Nursing

B.S.N., Boston College; M.N., Louisiana State University Health Sciences Center;

Ph.D., University of Miami

**James A. Rabalais, Jr. (deceased)**

Professor Emeritus of Business Administration

B.B.A., M.B.A., Loyola University

**Linda G. Schexnaydre**

Professor Emerita of Nursing

B.S.N., University of the State of New York; M.S.N., University of South Alabama

**Dr. Myles M. Seghers**

Professor Emeritus of Education

B.A., M.Ed., Southeastern Louisiana University; Ph.D. University of New Orleans

**Dr. Margaret T. Shannon**

Professor Emerita of Nursing

B.S., St. Louis University; B.S.N., Northwestern State University of Louisiana;

M.S., St. Louis University; M.A.T., St. Mary's College; M.N., Louisiana State University

Health Sciences Center; Ph.D., University of New Orleans

**ADMINISTRATIVE AND PROFESSIONAL SUPPORT STAFF**

**Kelly Allemand**

Administrative Assistant, Education Department

**Patrick Bei**

Engineer

**Elizabeth Berger**

Administrative Assistant for Counseling and Business

B.S., M.A., Our Lady of Holy Cross College

**Peggy Bourgeois**

Executive Assistant to the President

**Jessie Brown**

Hurricane Café Kitchen Supervisor

**Nicole Brown**

Hurricane Café Catering Supervisor

**Chris Bundick**

Controller

B.S., Louisiana College; M. Div., New Orleans Baptist Theological Seminary

**Sr. Keri Burke, M.S.C.**

Campus Minister

B.S., Louisiana Technical University; M.P.S., Loyola University in New Orleans;  
M.A., St. Edward's University

**Dana Butler**

Web Services Coordinator

B.S., Dillard University

**André Carpenter**

Director of Student Life

B.A., Wayne State University

**Rosalind Chester**

Director of Information Technology

B.A., University of New Orleans; M.A., George Washington University

**Audrey B. Clements**

Senior Database Administrator

B.A., Dillard University; M.S., University of New Orleans

**Jacques Detiege**

Director of Institutional Research

B.A., M.Ed., University of New Orleans

**Jared DiMartino**

Technical Support and Web Content Manager

**Tiffany Divinity**

Receptionist, Academic Affairs

B.S., Our Lady of Holy Cross College

**Nicole Ferrer**

Office Manager, Thomas E. Chambers Counseling and Training Center

B.S., M.A., Our Lady of Holy Cross College

**Lindsey Gros**

First Time Freshman Admissions Counselor II

B.A., Southeastern Louisiana University

**Kelsey Guidry**

Data Processor for Finance Office

**Trinette Harris**

Coordinator of Admissions II and Office Manager

B.S., Our Lady of Holy Cross College

**Adam Heine**

Campus Technology Technician

B.S., Louisiana State University

**April Holliday**

Hurricane Café Manager

B.A., Louisiana State University

**Courtney Johnson**

Financial Aid Counselor

B.S.M., M.B.A., University of Phoenix

**Leslie Johnson**

Executive Assistant to the Provost and Vice President for Academic Affairs

B.A., Ashford University

**RaeMonique Kenny**

Hurricane Café Cashier

**Mary Khouri**

Freshman Admissions Counselor I

B.S., Our Lady of Holy Cross College

**Victor LaRose**

Maintenance Worker

**Gene Law**

Security

Police Academy (Thibodaux, Louisiana)

**Pamela W. Lopez**

Administrative Assistant, Office of Philanthropy and Stewardship

**Alora Madere**

Executive Assistant to the Vice President for Finance and Operations

**Cynthia Madere**

Office Manager, Center for Teaching and Learning

**Donyelle Marigny**  
Student Health and Wellness Coordinator  
L.P.N, Charity Delgado Community College

**Ashley Maxwell**  
Copy Center Receptionist  
B.S., University of Holy Cross

**Steve Morgan**  
Coordinator of Alumni Relations  
B.S., University of Louisiana at Lafayette

**Allison Marrero**  
Associate Registrar  
B.S., Our Lady of Holy Cross College

**Jessica Naquin**  
Associate Bursar  
B.S., University of Phoenix

**Eric Nash**  
IT Help Desk Technician  
B.A., Herzing University

**Bernard Nelson**  
Director of Security

**Brandy Ortego**  
Executive Assistant to the Dean of the College of Nursing and Allied Health  
B.A., Ashford University; M.S., Southern New Hampshire University

**Traci Rees**  
Registrar  
B.A., University of North Carolina at Pembroke; M.A., Liberty University

**Lisa Reynolds**  
Data Processor for Admissions Office  
B.S., Our Lady of Holy Cross College

**Mandy Rogers**  
Senior Accountant  
B.S., Our Lady of Holy Cross College

**Lela Santiago**  
Accounts Payable Clerk

**Shondra Sears**

Administrative Assistant, Registrar's Office

B.A., Dillard University; M.S., University of New Orleans

**Jane Simoneaux**

Administrative Assistant to the Dean of Liberal Arts and Sciences

**Erica Stephens**

Hurricane Café Cook

**Tara Subaiya**

Transfer Admissions Counselor

B.A., Emory University; M.B.A., Loyola University

**Erin Sullivan**

Coordinator of Public Relations

B.A., Loyola University

**Dr. Fawn T. Ukpolo**

Director of Grant Initiatives

B.A., M.Ed., Ed.S., Austin Peay University; Ed.D., Tennessee State University

**Felipe Varela**

Maintenance

**Jose Varela**

Facilities Manager

**Anna Vaughn**

Financial Aid Coordinator

B.S., Our Lady of Holy Cross College

**Hayden Wagar**

Manager of Operations for the Office of Financial Aid

B.S., Our Lady of Holy Cross College

**Cathy Waguespack**

Director of Human Resources Management

B.S., Our Lady of Holy Cross College; M.A., University of Holy Cross

**Megan Waite**

Interim Director of Admissions

B.S., Northern Kentucky University