

**OUR LADY OF HOLY CROSS COLLEGE  
NEW ORLEANS, LOUISIANA**

**2012-2013 CATALOG**



Our Lady of Holy Cross College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate, Baccalaureate and Master 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 Our Lady of Holy Cross College.

The Education and School Counseling Programs of Our Lady of Holy Cross College are accredited by the National Council for Accreditation of Teacher Education (2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C., 20036-1023, telephone number 202-466-7496).

The Department of Nursing at Our Lady of Holy Cross College is accredited by the National League for Nursing Accrediting Commission. 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326  
P. 404.975.5000 F. 404.975.5020

The Business Degree Programs of Our Lady of Holy Cross College are accredited by the International Assembly for Collegiate Business Education (11374 Strang Line Road Lenexa, KS 66215  
P. 913-631-3009 F. 913-631-9154).

The Clinical Mental Health Counseling Program (formerly Community Counseling), Marriage and Family Counseling Program, and the School Counseling Program of Our Lady of Holy Cross College are accredited by the Council for Accreditation of Counseling and Related Programs (5999 Stevenson Avenue, Alexandria, VA 22304, Telephone number 703-823-9800, ext. 301).

The Radiologic Technology Programs of Our Lady of Holy Cross College 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)

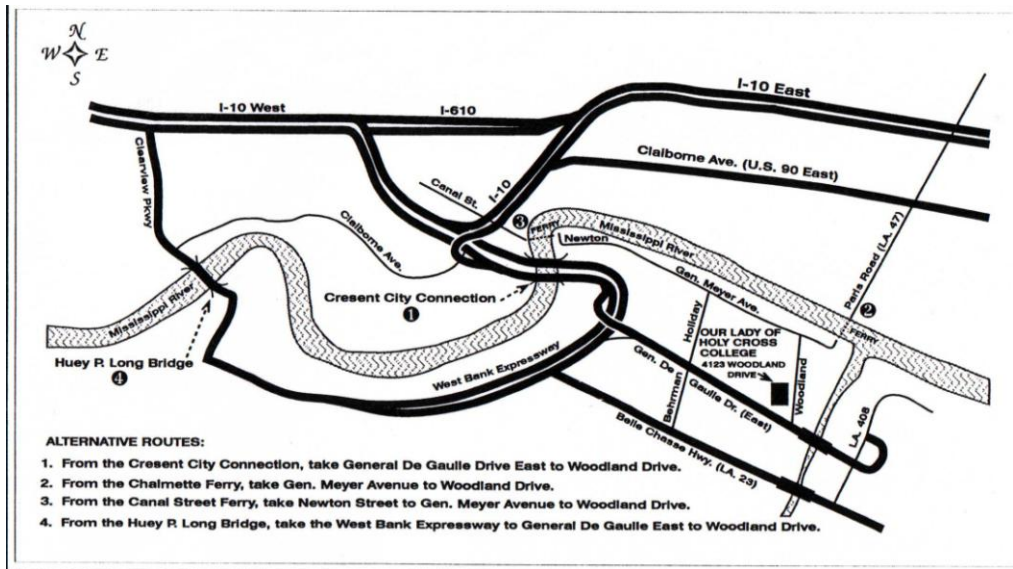
Students must meet all the requirements for a degree outlined in the issue of the College *Catalog* in force during their residence at the College. Students whose residence is interrupted for two regular semesters and those students changing majors or changing from undecided status to a major must abide 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 College reserves the right to change any provision, offering, or requirement at any time within the student's period of study.

Our Lady of Holy Cross College 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 can 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, a parish within easy access, lies just northeast across the Mississippi River and is within a 15-minute ferry ride of the Campus.



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*President's Message*  
*College Catalog 2012-13*

Dear Our Lady of Holy Cross College Community:

The rich Marianite tradition that has guided the College since 1916 is also the deeply scholastic foundation to the education of the mind and the heart that comprises this college catalog. In addition to the Marianite tradition, this catalog contains information about the academic programs, policies, and services offered at the College.

Furthermore, the information that is listed in this catalog is essential for both current and future students. You will notice that there is an emphasis on the quality of our programs, the accessibility of our outstanding faculty and staff and the integration of the Marianite mission with intellectual and practical resources here at the College.

Welcome to a community of people who care for individual students by assisting them in pursuing their dreams. As the new President of OLHCC, I thank you for your interest in our College. Like you, I have come here filled with a vision of hope and lifelong learning.

This College is where “today’s horizons become tomorrow’s environs”—and you will be prepared for the present and the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronald J. Ambrosetti". The signature is fluid and cursive, with a large initial "R" and "A".

Ronald J. Ambrosetti, Ph.D.  
President

## **ACCREDITATIONS**

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  
Council for Academic Library Liaison  
Gulf Coast Research Laboratory  
Louisiana Academic Library Information Network Consortium  
Louisiana Library Network  
Louisiana Universities Marine Consortium  
Southeastern Library Network

## **ARTICULATION**

Delgado Community College  
Fletcher Technical Community College

## **AGREEMENTS**

Loyola University of New Orleans  
Nunez Community College  
St. Francis University  
St. Joseph Seminary College

## **CONSORTIAL**

Service Members Opportunity College Network  
U.S. Army and U.S. Air Force R.O.T.C.

## **CONTRACTUAL AGREEMENTS**

Aquinas Institute  
Notre Dame Seminary  
Ochsner Clinic Foundation School of Allied Health

## **MEMBERSHIPS**

American Association of Colleges of Nursing  
American Association for Marriage and Family Therapy  
American Counseling Association  
American Library 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  
Greater New Orleans Catholic Library Association  
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  
Louisiana Library Association Annual Membership  
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 League for Nursing Accrediting Commission

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 OUR LADY OF HOLY CROSS COLLEGE

Our Lady of Holy Cross College is a privately administered, accredited, coeducational, Catholic college offering undergraduate, graduate, and professional curricula to a student population that reflects the diversity found in Louisiana. The College focuses on teaching, public service, and research.

The College 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 professors/student ratio and in the quality of its diverse programs and services.

Our Lady of Holy Cross College 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 College an environment that nurtures the following core values:

### **a clear Catholic identity and a strong commitment to Gospel principles.**

We relate with and serve others in a spirit of compassion, justice, and selflessness.  
(please refer to the statement on Catholic Intellectual Tradition, page 10)

### **healthy and growth-filled relationships within the College and between the College and the wider community.**

We welcome cultural diversity, and we foster effective communication, fairness, inclusion, respectfulness, and hospitality.

### **student-centeredness.**

We value our students, who are the primary reason for the existence of the College. We respect and treasure their diverse life experiences, their achievements, their contributions to the community, and we reverence their human dignity.

### **excellence in teaching and learning.**

We provide spiritual, intellectual, social, aesthetic, and physical education to develop the total person. We devote a generous share of the financial and technological resources of the College to improve 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 history of Our Lady of Holy Cross College dates to the 1841 founding of the Congregation of the Marianites of Holy Cross by Blessed Basil Anthony Moreau at LeMans, France. Two years after their founding, some of the Sisters were ready to leave LeMans and set up foundations in the New World. In 1848, several Marianites accepted the invitation of Archbishop Antoine Blanc to come to New Orleans to work with the Holy Cross Brothers in administering the St. Mary's Orphan Boys Asylum. Soon the Sisters became disturbed by the plight of the young girls who were homeless and destitute as a result of the yellow fever. In 1851, the Sisters began to build the Immaculate Conception Industrial School to instruct orphan girls. The site of this school was in the Ninth Ward. In 1866, this school evolved into the Academy of Holy Angels, a high school for young girls and the parent school of Our Lady of Holy Cross College.

To prepare teachers for the many schools the Marianites opened in Southern Louisiana, the Louisiana State Board of Education in 1916 granted the Marianites the right to open a Normal School which functioned as Holy Cross Normal. This assured that the young students 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 conferring of the Bachelor of Arts degree. The name of the school was then changed to The College Department of the Academy of Holy Angels, and the first graduation exercises were held in 1942. In 1947, the Ernest B. Norman family presented to the Marianites a gift of forty acres on the West Bank of the Mississippi River to be used for educational and religious purposes.

In the early 1950s, lay women who were teaching in schools administered by the Marianites were admitted to the College. In the spring of 1960, the College moved to its new quarters and changed its name to Our Lady of Holy Cross College. In that year, the first lay student received her degree. In the early 1960s, women from both the public and the Archdiocesan schools began to enroll, and in 1967, the first men were admitted. The College was on its way to growth and expansion with this step into coeducation.

A governing board of lay trustees was organized in the late 1960s according to the requirements of the Southern Association of Colleges and Schools. Until 1969, the office of the President of the College was held by the Provincial of the Marianites. In that year, the two positions were separated, and for the first time the Board of Regents elected the President.

In the spring of 1971, the first status report was submitted and approved by the Southern Association of Colleges and Schools. Between 1971 and 1980, the College grew in student numbers and added many new academic and professional programs to the initial Teacher Education curriculum. During this time the College received accreditation for a ten-year period from the Southern Association of Colleges and Schools. In 1975, Our Lady of Holy Cross awarded its first honorary degree, and in 1991, the College celebrated its 75<sup>th</sup> anniversary. To synthesize the best use of faculties on the West Bank, Our Lady of Holy Cross College and Delgado Community College formed the West Bank Higher Education Union, pledging

cooperation, exchange of faculty, mutual support of programs, with detailed agreements for joint degree programs and joint use of libraries. The affiliation ended in 1993.

The first third of the 1980s saw two new steps taken by the College. In September 1983 the Louisiana State Board of Nursing approved a four-year baccalaureate degree program, which was initiated in the spring of 1984. In the fall of 1984, a Master of Education program was begun. A concentration in Counseling was offered through the Master of Education program until 1998 when a Master of Arts in Counseling was offered. The Thomas E. Chambers Counseling and Training Center was dedicated in 1998.

Today as in the past, the College continues to meet the growing needs of its students, the civic community, and the Marianite community itself. Rich in its past historical experience, the College looks to the future, professing a philosophy of education which seeks to guide the student toward self-realization and the development of the total person.

### **MISSION STATEMENT**

Our Lady of Holy Cross College participates in the teaching mission of the Catholic Church through the heritage and charism of the Marianites of Holy Cross. The administration, staff and faculty educate the minds and hearts of the undergraduate and graduate students through dedicated service and innovative teaching methods. All are challenged to seek truth, goodness and beauty through critical thinking, research and dialogue. Called to be a prophetic presence in an ever-changing world, the College community shares its spiritual, material and educational resources with all.

### **VISION STATEMENT**

Our Lady of Holy Cross College, a ministry of the Marianites of Holy Cross, will be an excellent model of Catholic higher education in the Holy Cross tradition. At the heart of the College education will be an affordable, high quality liberal arts program providing the foundation for its professional and student life programs. These will be enhanced by the Catholic intellectual tradition while appreciating the value and wisdom of other religious traditions.

The College will provide an effective, comprehensive education to a diverse and multicultural student body that primarily resides in the greater New Orleans area. The College's faculty and staff will engage students in a relationship that fosters the intellectual and spiritual growth and development of the person through a combination of personal attention, innovative teaching, technological advances, and service to the community as servant leaders.

## THE CATHOLIC INTELLECTUAL TRADITION AT OUR LADY OF HOLY CROSS COLLEGE

### *We Are Servant Leaders Who Inspire Our Students to Acknowledge Their Dreams*

The Mission of Our Lady of Holy Cross College, an educational community, is steeped in the Catholic Intellectual Tradition (hereinafter referred to as the Tradition). The Tradition reaches back to and is founded upon the person and teachings of Jesus Christ; the teachings and traditions of the Catholic Church, including Sacred Scripture; the contributions of the great minds of the patristic, monastic, and scholastic periods; and the educational charisms and ministries of the various religious orders and congregations. That same tradition is now entrusted to the educational and formational institutions of the present-day Church, guided throughout by the wisdom of the Holy Spirit. At Our Lady of Holy Cross College, we enthusiastically embrace this Tradition, which is framed in the educational and formational servant ministry of the Congregation of Holy Cross in the Marianite tradition as established by its founder, Father Basil Anthony Moreau, C.S.C., and we pass this Tradition on to our College community.

The Tradition houses an enormous intellectual heritage. Among its many facets, we emphasize three centerpiece ideas: truth-seeking and the Catholic educational mission, the relationship of faith and reason in intellectual inquiry, and the dignity of the human person in creation. While these ideas are presented separately, in reality they are interrelated in the Tradition and its practice in the educational community.

#### **Truth-Seeking and the Catholic Educational Mission**

The first centerpiece idea is truth-seeking and the Catholic educational mission. The Mission Statement at Our Lady of Holy Cross College calls us to participate in the teaching mission of the Catholic Church and, specifically, “to seek truth, goodness, and beauty through critical thinking, research, and dialogue.” Thomas Aquinas, an important thinker in the development of the Tradition, taught that God is Truth, Goodness, Beauty, and Holiness which are preeminently revealed in the person of Jesus Christ, whom we believe to be the ultimate revelation of God’s word.

The Tradition is founded upon the belief that the pursuit of these transcendental properties of Truth, Goodness, Beauty, and Holiness is a spiritual compass that can lead one closer to God. These divine attributes of God are not differentiated in God Himself; however, because of the finite, created nature of humankind, they are perceived and understood as distinct by the different human faculties--intellect, will, reason, and aesthetics. Thus, intellect and will respectively value and desire what is good; reason affirms what is true; the aesthetical senses appreciate beauty; and the human soul yearns for holiness.

Scripture teaches that God created humanity in His own image and likeness and endowed it with both intelligence and free will. Thomas Aquinas held that each person was created to know God, and to know God is to know truth and vice versa. In the end, all human attempts to discover the truth lead toward God. In his writings, Pope Benedict XVI reminds all Christians of their obligation to seek and to teach love in truth (*caritas in veritate*). The discovery of truth leads

one closer to God who is absolute truth. Hence, the Tradition becomes engaged wherever there is a genuine search for truth, regardless of the specific academic discipline studied or the student life program exercised, as a unified intellectual and spiritual endeavor. The journey of truth-seeking is deeply satisfying and yields a spiritual experience of human introspection and self-awareness of the presence of God within oneself and all creation.

John Henry Cardinal Newman in *The Idea of a University* highlights the supremacy of the search for truth as the goal of all intellectual pursuits. He says that truth has two attributes: “useful knowledge,” which is the possession of truth as power, and “liberal knowledge,” which is the apprehension of truth as beautiful. According to Newman, while the pursuit of truth as power might be the purpose of a “business school,” the apprehension of the truth as beautiful is the *raison d’être* of a University. This is the reason for seeking a balance of the liberal arts and sciences with the professional studies at Our Lady of Holy Cross College. For Newman, all branches of knowledge are connected “because the subject matter of knowledge is intimately united in itself, as being the acts and the work of the Creator.” After our other physical needs have been satisfied, knowledge remains the search for truth, which is best achieved, Newman believes, in the study of theology.

Pope John Paul II quoted Newman’s work extensively, especially in the higher education document *Ex Corde Ecclesiae*. John Paul II speaks about the “crisis of truth and alienation” in modern technological society, where the ethical is subordinated to the technical and the spiritual to the material. The goal of the University is to ensure that truth be sought and upheld. The University is to be a “living unity” of individual organisms dedicated to research into truth. While Newman speaks about “teaching the truth,” John Paul II speaks about “research into truth.”

### **Faith, Reason, and Intellectual Inquiry**

The second centerpiece idea of the Tradition at Our Lady of Holy Cross College is faith, reason, and intellectual inquiry. Because our faith informs us to accept that God is truth, we are confident that our reason, if it diligently seeks the truth, always leads us toward God. The Tradition teaches that faith and reason are not in opposition to one another. They coexist in a creative tension that is part of intellectual inquiry. In this process, this tension between faith and reason both challenges and strengthens the person. St. Anselm, in the eleventh century, sought to understand the intelligible truths of Christian belief through reason. In his *De Veritate* (of the truth), he asserts the existence of an “absolute truth” in which all other truths participate. This absolute truth for Anselm is God, the ultimate ground or principle of both things and thought. This concept of God formed the basis of Anselm’s theory and much of subsequent Western theology. His argument *credo ut intelligam* (I believe that I may understand) means that faith empowers reason to comprehend the truth of what is believed.

The Catholic Church has founded its colleges and universities in order to cultivate intellectual inquiry and identity. It establishes other institutions for a variety of reasons, such as worship, religious instruction, and caring for the sick. Margaret O’Brien Steinfelds stresses that “Catholic intellectual life is central to Catholic identity.” Thus, colleges and universities cannot claim to be Catholic if the Tradition is not part of their core understanding. The Tradition cannot survive if the colleges and universities do not nourish it and pass it on. In this way it fulfills its religious

mission and lives up to its Catholic identity. Theologian Michael Buckley acknowledges that the Church must nurture honest intellectual inquiry because it creates a passion for truth and raises serious questions about ultimacy. Such beliefs lead to the conclusion that a faith that is not fed by intellectual tradition and inquiry is a faith diminished and that feeding one's faith becomes the rationale for our intellectual spirit and one basis for the Catholic Intellectual Tradition.

There are some who, when discussing Catholic Intellectual Tradition, will focus on the word "tradition." Indeed, the Catholic Church has a profound and complex history that stretches across more than twenty centuries. Some may believe that Catholic tradition is allegiance to that which has gone before. Though this is not entirely incorrect, it is certainly more limited and less dynamic than the concept of the Church's working harmony between faith and reason. Having respect for and loyalty to the Church's traditions does not mean that modern-day scholars can only support what has already been promulgated. Rather, respect for the cumulative wisdom of their predecessors engenders humility about their own findings and willingness to listen and learn; for we cannot learn anything if we believe we already know everything. Thomas Aquinas never lost confidence in the harmony of faith and reason. Though steeped in the traditions of the Church of his day, he was fearless in considering the ideas and arguments of other cultures. By engaging the works of Christian, Greek, and Muslim philosophers, he became an innovator in theology and philosophy and a dominant figure in the Tradition. But today's Catholic scholar is not limited to the religious and secular issues of the thirteenth century. A contemporary Catholic scholar formulating teachings for students of the twenty-first century can imitate the questioning intellect, boldness, and fearlessness of Aquinas and nurture honest intellectual inquiry without deviating from the Catholic Intellectual Tradition.

### **Human Dignity in the Created World**

The third centerpiece idea of the Tradition is the importance of human dignity for all in the created world. The Tradition holds that God's presence is mirrored in His creation and thus recognizes the dignity of each person in humanity. This part of the Tradition is particularly applicable to the Marianite and Holy Cross roots, which have always stressed the value and dignity of the human person and the sanctity of the created world. The Marianite philosophy of education and the mission of the College emphasize the obligation to be present to one another through compassion and service, since everything in nature – including the cultures and subcultures of humanity – carries the sign of the Creator. By studying all aspects of the natural order, the mind maintains its relationship with the realm of the divine and continues its journey toward truth and thereby toward God. The Tradition assumes that the seeds of truth can be found in every facet of God's creations and that these truths bring about a greater understanding of what it means to be human and open to God.

The contemporary Catholic Church truly personifies the universal meaning of the word "catholic." With more than a billion believers spread across the globe, the Church is racially, socially, and culturally diverse. The inclusive nature of the modern Church and its institutions does not undermine its intellectual tradition. Though historically the Catholic Intellectual Tradition was dominated by Western European scholars, in modern times the Church has embraced its global character, its Eastern and Western Christian heritages, and its role in both the developed and underdeveloped worlds. Hence, the Tradition must also continue to grow and to be as inclusive and diverse as the global Catholic Church.

The Church's long and proud intellectual tradition gives us much with which to promote our faith, but it also shows us the importance of turning outward to receive others as Christ did, to engage them in dialogue, to be honestly open to learning from others, and when appropriate, to being critical of ourselves. Faithfulness demands that even truth be vigorously pursued, on personal and societal levels. The Church's academic institutions, true to the Catholic Intellectual Tradition, support the cultivation of a rigorous intellectual honesty, critical self-examination, and humility.

The long history of the Catholic Intellectual Tradition has brought much strength and integrity to the Church and its members. Yet the Church continues to learn much from the cultures in which it lives. It is the privilege and responsibility of the contemporary Catholic college not only to be the heir of the Church's intellectual tradition but also to be a solid base upon which the Tradition will continue to grow and to be a witness to the truth which is Christ, the incarnation of the God of Truth, Beauty, and Goodness. Catholic Intellectual Tradition is not some museum piece to be curated, to be preserved on a shelf or behind glass, or to be frozen in the past tense. Rather, it is a living heritage which we proudly accept from those who have gone before us in the Catholic faith and which we proudly pass on, with our own contributions included, to generations to come.

### **Conclusion**

The Tradition and the discoveries of truth which it brings will help us to reflect upon those truths, leading us not only to a deeper personal relationship with God but also to more virtuous lives of faith, hope, and charity. In this regard, the abstractions and conclusions of the Tradition are transformed into Christian lives of action, living out the charism of the Marianite foundations in social justice with its roots in the Congregation of Holy Cross. The pursuit of truth ultimately leads us to God and to lives of generous service.

The Catholic Intellectual Tradition is always cognizant of the need to educate the whole person. Father Basil Anthony Moreau, C.S.C. expressed his vision of carrying out the Tradition in terms of cultivating the mind, but never at the expense of the heart. This is also the mission of Our Lady of Holy Cross College: to keep together the notions of mind and heart, reason and faith, and knowledge and belief, in an effort to educate the entire person in truth and in love.

## **ADMISSION TO THE COLLEGE**

Our Lady of Holy Cross College 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 to the College. Academic departments and specific programs, in many cases, have additional requirements. Please refer to the appropriate section of the Catalog to obtain applicable information.

The College requires a non-refundable application processing fee of all new applicants (students not previously enrolled at Our Lady of Holy Cross College). The fee is payable when the application is submitted to the Office of Admissions. 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. An additional, non-refundable, late application fee is charged for all applications received after the listed deadlines.

Students who have not attended another college or university, and who 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 Our Lady of Holy Cross College Placement Examination prior to registering for classes. The examination scores are used for placement of students in the correct English, reading, and mathematics courses. The placement examination(s) are offered by appointment by calling the Assistant Director of the Center for Teaching and Learning at (504) 398-2236.

### **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, recognized home school program, or have received a general education development diploma.

#### *Admission Requirements*

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

- Completion of a high school diploma or a General Education Development program (GED).
- High school grade point average of 2.5 or higher; and
- ACT composite score of 20 or higher or ACT COMPASS Placement Test equivalent; and

- ACT subtest scores are not less than 16 or its ACT COMPASS Placement Test equivalent;
- 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 will be granted to any entering freshman who meets the following criteria:

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

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

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

If both these conditions are not met, the student will be 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/her designee.

*Note:* Any applicant who does not meet the above requirements will be 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 college.

### *Application Procedures*

In addition to a completed application form and fee, the following items need to be received by the College 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 from the ACT;
- complete immunization requirement;

### **Transfer Admission**

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



Transfer students with less than 12 credit hours of completed college level credit will be 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 of 2.0 or higher from their previous institution will be granted admission to the College. If a student has not taken English and/or mathematics, with a “C” or better, at the previous institution a placement test will be required prior to registration.

Transfer students with 12 or more credit hours of complete college level credit and who have attained a grade-point average of 1.75-1.99 at their previous institution may be granted conditional admission to the College. If conditionally admitted the students will be allowed to take courses according to their individual abilities and needs as specified by the College; this may include a lesser course load, approval for online course registration, and required advising sessions, among other requirements.

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

*Note:* Any applicant who does not meet the above requirements will be 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 college.

### **Experiential Learning Credits Policy**

Our Lady of Holy Cross College will consider 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), articulation agreements, and life experience credits, 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 can be earned through this option.
5. Credits are not awarded in a course that the student has completed or enrolled in at any institution of higher education.

6. The student cannot 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 (The College is an authorized CLEP Center; testing is available by appointment in the Center for Teaching and Learning) 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 OLHCC 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 in 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/her career at OLHCC.

The Registrar will forward applications for experiential learning credits, which are to include a letter of request and the documents described above, to a three person committee comprised of the Assistant Director of the Center for Teaching and Learning, the chair of the faculty department appropriate to the request for credits, and an additional faculty member of the department chair's choosing. Each member of the committee will receive copies of the documents submitted, assess them using a rubric collaboratively developed by the department, and jointly make a recommendation, through the Registrar, to the Chief Academic Officer or his/her designee, who will make the final decision. The Registrar will notify the student of the Chief Academic Officer's decision.

### **International Student Admission**

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

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

- a completed application for admission and the application fee;

- official transcripts from each secondary and post-secondary institution attended (Note: transcripts must be translated by an evaluation agency, see Office of Admissions for list of companies, and sent directly by the company to OLHCC);
- acceptable scores from the ACT;
- official scores from the *Test of English as a Foreign Language* (TOEFL) with a minimum paper-based TOEFL score of 500 (the conditions of admission, as stated elsewhere in the *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 the immunization requirement.

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

### **NON-DEGREE SEEKING ADMISSION**

Applicants who desire to enroll in courses offered by Our Lady of Holy Cross College but who do not intend to have their course work credited toward a degree or certification program offered by the College 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 Our Lady of Holy Cross College. Non-degree seeking students are not eligible to receive any form of financial aid administered by the College. 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 Our Lady of Holy Cross College. The visiting student should complete an application for admission, submit an application fee, and request to have a letter of good standing sent from the home institution. Visiting students are advised to obtain written permission to take specific courses offered by Our Lady of Holy Cross College which 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 of admission and submit the application fee.

## **HIGH SCHOOL SCHOLARS OUTREACH PROGRAM ADMISSION**

High school students who have completed the sophomore year and who desire to begin college-level course work may, with the written permission of their principals, be admitted as special students. Credit for successfully completed courses will be given only when the student is granted admission to Our Lady of Holy Cross College or another regionally accredited institution of higher learning.

## **ALTERNATIVE CERTIFICATION**

Applicants who have already earned the baccalaureate degree and desire to pursue teacher certification must meet the state requirements as outlined in the Alternative Certification section in the Department of Education.

## **GRADUATE ADMISSION**

See Graduate Programs in the Departments of Counseling, and Education.

## **READMISSION TO THE COLLEGE**

Students who seek readmission to the College must submit another application for admission. There is no fee for readmission. Students applying for readmission are not automatically guaranteed admission to the College. 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 under the section entitled Undergraduate Transfer Admission will apply.

Students who seek readmission to the College after being academically suspended may be readmitted only when they have satisfied the conditions of suspension described in the section 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 our website at <http://olhcc.edu/financial-aid/tuition-2012-2013.html>.

## **REFUNDS**

**All computations for refunds will be 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 on tuition only. Fees are not refundable (unless indicated). FAILURE TO ATTEND CLASSES DOES NOT CONSTITUTE A WITHDRAWAL.**

Refund checks on accounts paid by personal check will be made only after the initial payment has been credited to Our Lady of Holy Cross College by the issuing bank. Refunds on accounts paid by cash or guaranteed financial assistance will be 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 school, the withdrawal date as determined by Our Lady of Holy Cross College is the date the student notifies the Registrar's office, in writing, of his/her intent to withdraw.

If a student takes a leave of absence that does not meet the requirements of a Title IV approved leave of absence, the date that 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 mid-point of the payment period of enrollment 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 which prevented the student from withdrawing officially, is also 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 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 providing notification to the student (or parent, in the case of Parent Plus loans) and disbursing or returning funds. If any standing 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 this 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 does not need to make follow-up contact, and returns 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 first in an order that gives highest priority for repayment to higher cost loans (unsubsidized) and lastly to Perkins loans. Section 668.22(i), the regulations will 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 percent 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 Our Lady of Holy Cross College is to assist students in pursuing a post-secondary education. To this end, financial aid assistance at Our Lady of Holy Cross College is designed to supplement what the student and his/her family is able to contribute toward his/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. Our Lady of Holy Cross College 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. Audits do 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. Our Lady of Holy Cross College cannot process your financial aid until it has all of the necessary documents;
5. return your signed award letter.

Once these steps are completed, the student will be considered for all financial aid sources available at Our Lady of Holy Cross College. 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 re-apply every year. Every award year is based on tax information, thus a student should never assume that financial aid amounts will be 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/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**

1. Apply for admission to Our Lady of Holy Cross College.
2. Begin the Financial Aid process in January of the year you plan to enter the college:
  - a. Complete the FAFSA form online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Be sure to include the Our Lady of Holy Cross College's SCHOOL CODE, 002023, on the FAFSA form.
  - b. Read any letter Our Lady of Holy Cross sends and return the letter or any forms that is requested.
3. Read your award letter carefully. Follow the directions on the letter and turn it in to the Office of Student Financial Aid by the designated date.
4. If you are taking out a loan, be sure to attend an Entrance Interview online. The College cannot release a loan to anyone who does not have an Entrance Interview on file. You must also complete a master promissory note (MPN). This can be completed at <http://www.studentloans.gov>.
5. In order for aid to be processed, your admission paperwork must be completed (i.e., academic transcripts and immunization).

## **Transfer Students**

1. Apply for admission to Our Lady of Holy Cross College.
2. Cancel the financial aid at the school you are transferring from. (Financial aid is not transferable.) If Our Lady of Holy Cross College processes a loan for you, Our Lady of Holy Cross College will not be able to get 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 not already completed. Be sure to include the Our Lady of Holy Cross College's SCHOOL CODE, 002023, on the FAFSA form in whether you are making a correction or completing a new FAFSA.
4. Wait to receive a letter from Our Lady of Holy Cross College, read the letter carefully, and return the signed letter and any forms requested in the letter.
5. Read your award letter carefully. Follow the directions on the letter and turn it in to the Office of Student Financial Aid by the designated date.
6. If taking out a loan for the first time, you must be sure to complete an Entrance Interview and MPN.
7. In order for aid to be processed, the admission paperwork must be completed (i.e. academic transcripts and immunization).

## **Financial Aid Award Letter**

After the application for assistance has been received, a Financial Aid Award Letter describing the aid package will be 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 will constitute acceptance of the award as written. Award Letters not returned by the specified deadline will be considered declined, and those funds may be reallocated to other applicants.

Students not eligible for assistance will be 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 in before a student's loan application can be certified. Master Promissory Notes for Stafford Loans are available online on the U.S. Dept. of Ed's webpage at <http://www.studentsloans.gov>. You will need your 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.

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



## Federal Direct Loans Limits

The following table outlines the limits in which undergraduate and graduate students can borrow Federal Direct Loans in 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 Coursework	\$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 Coursework	\$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 met 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 PLUS loan is subject to a credit check by the U.S. Dept. of Education and final loan certification by the Office of Student Financial Aid.

## **Grants**

The grants received by Our Lady of Holy Cross College students are the Federal Pell, SEOG, ACG, SMART, LEAP/SLEAP, TOPS and the Louisiana GOGrant.

## **SCHOLARSHIPS**

Please check the Our Lady of Holy Cross website for a listing of available scholarships, <http://olhcc.edu/financial-aid/olhcc-scholarships.html>

## **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.

It is in concert with academics that the Department of Admissions and Student Affairs seeks to improve the overall quality of student life and, in turn, increase the likelihood of individual success and growth.

The College 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.

The office maintains an open-door policy and welcomes suggestions for the improvement of student life.

### **PROGRAMS AND SERVICES**

#### **Textbooks and Gift Shop**

Our Lady of Holy Cross College 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/olhcc](http://www.ecampus.com/olhcc).

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

#### **Bulletin Boards**

Bulletin boards are a means of communicating with the College 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 will be 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 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

through the fall and spring semesters. Job postings, career services information, and resources are made available through the Our Lady of Holy Cross College website. For more information, contact the Office of Student Affairs at [jtubwell@olhcc.edu](mailto:jtubwell@olhcc.edu) or (504)398-2110.

### **Counseling Services**

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

### **Health Services**

Our Lady of Holy Cross College provides an Office of Student Health Services. Limited routine health care checkups are provided free of charge to students. 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 College will utilize 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, access to OLHCCNet (wireless Internet access), as well as various recreational games. The courtyard provides additional seating outdoors. The Hurricane Café is your one-stop-shop for all your food services needs, including beverages, 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 college 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 St. Andre Bessette Center immediately to obtain a replacement and to deactivate the missing card. The College 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 at (504) 394-7744.

## **New Student Orientation**

New student orientation is offered in the fall and spring semesters to all new students and their families. The program is designed to help foster a smooth transition to the OLHCC experience. All new students are strongly encouraged to attend, as orientation provides a valuable opportunity to learn about college 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 Student Affairs at (504) 398-2110 or [jtubwell@olhcc.edu](mailto:jtubwell@olhcc.edu) or the Department of Admissions and Student Affairs 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 College may park in the visitor parking spaces. Vehicles parked in unauthorized areas are subject to a fine. The parking rules and regulations are 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 through the Library.

## **Campus Security**

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

## **Student Handbook**

This publication contains information on the non-instructional aspects of campus life. College regulations and policies on student conduct are referenced in the *Student Handbook* and require compliance from all students.

## **ACTIVITIES AND ORGANIZATIONS**

At Our Lady of Holy Cross College, 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 for the students at Our Lady of Holy Cross College. 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 College 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 Association of Graduate Students in Counseling (AGSC); Student Nurses Association (SNA); Pre-Dental Society; Literary Club (Liberal Arts and Humanities); Association of Psychology Students (Psychology); and the Associated Professional Educators of Louisiana (A+PEL); 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 Office of Student Life at (504) 398-2110.

### **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. Being involved enables students to balance academic and social responsibilities and achievements.

All Our Lady of Holy Cross College 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, Our Lady of Holy Cross College 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 for which the student wishes to receive service. The process for requesting an accommodation is:

- The student should contact the Disability Services Coordinator to provide appropriate documentation regarding the disability.
- The Disability Services Coordinator will provide a letter of accommodation, which must be signed by the student prior to its being distributed to faculty.
- The student must submit his/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 will notify 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/her accommodation(s) may be met within each course.

Our Lady of Holy Cross College will attempt 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 pose 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 Office of Student Affairs or the Disability Services Coordinator at (504) 398-2110.

## ACADEMIC POLICIES

Students must meet all the requirements for a degree outlined in the current version of the *College Catalog* upon admission to the college. 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.

### 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 degree are required to complete the 28 hour core curriculum within the 54 hour general education requirements with a cumulative grade-point average of at least 2.0, before they may continue their studies for a major in any discipline. When a major is declared, the student will be assigned an academic advisor within the major discipline. Students seeking the associate degree and those without a declared major will also be 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 of 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, to certification, or to the awarding of financial aid.

### COURSE LOAD LIMIT

#### Enrollment Status

The maximum course load for full-time undergraduate students in a regular semester is 18 credit hours. Students need the Department Chair permission to register for 19 to 21 credit hours. Students are recommended to have earned a grade-point average 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 Departmental Chair. Students who are currently enrolled in two or more developmental courses will be 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 and complete a minimum of 6 semester hours.

## **Candidates for Graduation**

A candidate for graduation may 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 Our Lady of Holy Cross College. 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 in the schedule.

## **STUDENT ADVISING**

Each new student, first-time or transfer, is assigned an academic advisor who will help the student plan his/her program, explore career alternatives, and aid in any academic problems. Transfer students whose records have been received will be processed by the Registrar, prior to priority registration for the following semester. Copies of their academic plan will be available via Self Service.

Students who apply on registration day are directed to an advisor through the Office of Admissions and Student Affairs. 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 toward 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 will be 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 at 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 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 semester narrative which is published on the College's website at [www.olhcc.edu](http://www.olhcc.edu). These procedures may change during the catalog life.

## **DUAL ENROLLMENT**

A student enrolled in a degree program at the College may be given permission, under certain circumstances, to enroll at another college. The student must submit the completed form (Request to Pursuit Courses at Another Institution) to the Office of the Registrar. Unless this completed form is in the student's file, no credit will be given for courses taken elsewhere.

A student must have earned a minimum of 18 hours at Our Lady of Holy Cross College and be in good academic standing with at least a 2.0 semester average before being allowed to take course(s) elsewhere. Upon completion of the course(s) taken, the student is responsible for assuring that an official transcript is sent to the Office of the Registrar at Our Lady of Holy Cross College 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 will make the final decision in consultation with the appropriate Department Chair.

## **TRANSFER OF CREDIT POLICY**

The Admissions Office will perform the initial evaluation of credits for all course work completed from a regionally accredited college or university. The review will be conducted in accordance with courses of study and requirements for graduation at Our Lady of Holy Cross College (OLHCC). Courses taken at a regionally accredited college or university in which a grade of D or below was earned are not accepted for transfer credit. Only sixty-six semester hours of credit are transferable from an accredited college or university, unless otherwise stated for a particular course of study. Accepted transferrable courses will be calculated into the

students' OLHCC cumulative GPA. The Registrar or his/her designee is responsible for the final evaluation of credits.

Transfer students who have not successfully completed (minimum grade of P or C) a course equivalent to the College Algebra course (MAT 105) offered at the College, or who have not successfully completed (minimum grade of P or C) a developmental mathematics course in three or more years will be required to take the mathematics placement test administered by Our Lady of Holy Cross College. If placement test results indicate that a developmental course(s) is needed (according to the matrix used by the College) successful completion of that course(s) (minimum grade of P or C), within the first two regular semesters on campus, will become a requirement.

Credit earned while on suspension from another college or university will not be accepted and applied toward a degree at OLHCC.

### **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.

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 points, passing but showing deficiency in either ability or application. 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 (audit 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 will receive the grade of P. This grade will not be 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 symbols 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 into the students GPA in the same manner as an F.
  
- 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 to complete the course requirements. The grade of I is not an automatic extension. It is the responsibility of the student who has completed the work to remove the grade of I to make sure that the grade change has been recorded. All changes of I grades must be indicated on a Change of Student Record form, signed by the instructor and given to the Registrar. **Failure of the student to submit the work by the end of the 6<sup>th</sup> week of the following semester (excluding summer) will result in a grade of F being recorded for that course.**
  
- NC - In a developmental course 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 of 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(s) are finished within the term's calendar dates before he or she requests a Medical Withdrawal, those courses will be considered completed and an appropriate final grade other than WM will be 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**

Mid-term and final grades are posted on Self Service. Mid-term grades are given for all courses listed as 099-299 level courses. Mid-term 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. Instructors will notify students and their advisors when grades and attendance are unsatisfactory at mid-term. Unsatisfactory is defined as a mid-term grade below a C or P and/or three absences and/or late arrivals/early departures from class.

## **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 will be 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 10 days of the beginning of the following semester, inclusive of summer semester. The student should:

- 1) First 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 to the instructor and chair. After meeting with the student and the instructor, the Chief Academic Officer will consider 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 will result 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 will be 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 semester hours attempted and hours accepted in transfer into the total number of quality points. Grades of P, W, WAD, WM, I, and NC are not included in the calculation of the cumulative grade point average.

## **SEMESTER HONORS**

President's List and 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 are not considered for President's or Dean's List. Semester honors are not awarded during a semester in which a student is registered for a developmental studies course. Semester honors will be noted on the grade report and transcript.

## **GRADUATION HONORS**

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

- Required grade-point average:
  - A cumulative grade-point average of at least 3.70 CUM LAUDE
  - A cumulative grade-point average of at least 3.80 MAGNA CUM LAUDE
  - A cumulative grade-point average of at least 3.90 SUMMA CUM LAUDE
- No grade of D or F

Graduation with honors will be considered for transfer students who complete 50% or more of their total semester hours at Our Lady of Holy Cross College.

## **REPEATING COURSES**

When a student repeats a course, only the highest grade and credits earned will be used in computing the grade point average. However, no grade or course is erased from the Our Lady of Holy Cross College transcript.

## **SCHOLASTIC PROBATION, SUSPENSION, AND READMISSION**

All full-time or part-time students who fail to earn at least a C average (2.0) on all hours pursued during a semester will be 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 grade point average 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 split over a period of no more than two semesters consecutive.

Students who do not make a C (2.0) on all hours as required will be suspended for one full semester and be 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 College for at least one calendar year. In addition, after two semesters in a developmental course, if a student attains a grade of NC, then the student is suspended from the College 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 will be entered on the student's transcript.

### **PROCEDURE FOR FORMAL APPEAL OF ACADEMIC SUSPENSION**

A student may initiate a formal appeal of academic suspension within 30 days of receipt of the suspension. The student must submit a written appeal to the chair, director or coordinator of their specific department and include in it:

- 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 their information and documentation presented to be reviewed with an unbiased opinion on the part of the reviewers, regardless of any unrelated discrepancies of the student's past academic performance.

### **SCHEDULE CHANGES**

Dropping or adding courses or changing to audit status must be done within the dates assigned in the semester narrative. 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 will be 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 and Student Affairs. Students who change their majors must follow the *Catalog* in effect at the time of the change.

### **WITHDRAWAL FROM COLLEGE**

Students who wish to withdraw from the College during the semester must obtain the appropriate form from the Office of the Registrar and follow the instructions thereon. All signatures of

individuals listed on the withdrawal form must be obtained before the withdrawal is processed. Dates for withdrawal are listed in the semester narrative. Students who withdraw from the College will receive a grade of W or WM in each course.

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

## **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 College 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. Ascertaining by conference with the Advisor that his or her academic record is accurate and complete no later than the semester prior to the one during which the student expects to complete degree requirements.
4. Payment of all financial indebtedness, including library, traffic obligations, and graduation fees to the College.
5. Submission of an application for degree the semester prior to the graduation semester. The deadline is stipulated in the Bulletin. The form can be obtained in the Office of the Registrar.
6. Completion of a graduation clearance from 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 will be released only to students who have discharged their financial, administrative, and library obligations to the College.

## **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 Departmental 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 take a special examination only upon recommendation of the Department Chair and with the agreement of the instructor involved.

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

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

### **Advanced Placement**

Our Lady of Holy Cross College participates in the Advance Placement (AP) Program of the College Board. In most cases, the College grants advanced placement and/or credit to students who score 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 Our Lady of Holy Cross College 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 re-evaluation. 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 Our Lady of Holy Cross College 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 will be deleted from their records.

AP credits are accepted and recorded as transfer credits counting toward the minimum graduation requirements of 120 credits. Letter grades are not assigned or calculated into the cumulative grade point average at Our Lady of Holy Cross College. AP exams may not be taken once students have enrolled at Our Lady of Holy Cross College. In addition, AP credits do not count towards residency requirements.

### **ACT Advanced Placement**

Students who score 24 or above on the English section of the ACT will be placed in ENG 102 (English Composition II). A grade of P and three credits for ENG 101 (English Composition I) will be recorded on the transcript. A grade of P is not used in determining the cumulative grade point average (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. Credit for ENG 101 and Eng 102 will be given to a student who scores 30 or above on the ACT. This will not replace, however, the nursing requirement for the reading 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) will be recorded on the transcript. A grade of P is not utilized in determining the cumulative grade point average (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/Proficiency Examination Program (PEP)**

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 grade-point average 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 on 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 grade-point average. 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 College 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 measures knowledge a student has attained outside a formal educational setting and offers the student the chance to obtain college credit by examination.

Students who achieve a score at the fiftieth (50<sup>th</sup>) percentile level or higher on the CLEP General or DANTES College GED examination, CLEP or DANTES subject examinations may gain college credit for subjects related to those portions of the test on which the 50<sup>th</sup> percentile score is reached. The Chief Academic Officer will determine 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 College for a degree.

Our Lady of Holy Cross College is now a CLEP Testing Center. Please contact the Center for Teaching and Learning at 398-2123 for information on subject and time availability.

### **Students in the Military**

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 for service members and their families. SOC is cosponsored 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 DOD Forms DD-295 and/or DD-2586 for evaluation of military education and training in terms of academic credit. The Registrar will determine college credit earned through military education.

### **Extension and Correspondence**

Credit earned through accredited extension or correspondence courses will be recognized. Written permission of the Departmental 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 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 will be 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 College have been met.

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

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, Our Lady of Holy Cross College 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, Our Lady of Holy Cross College, 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 address and telephone number, 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 the College withhold disclosure of any category of information under the act by requesting, in writing, that their personal information not be disclosed. 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 the educational information:

1. to school officials who have "legitimate educational interests";
2. to schools in which a student seeks to enroll;
3. Federal, State, and local authorities involving an audit or evaluation of compliance with education programs;
4. in connection with financial aid;
5. to accrediting organizations;
6. to comply with a judicial order or subpoena;
7. 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 a person employed by the college in an administrative, supervisory, academic or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor or collection agent); a person serving on the Board of Regents or a member of the Marianite Congregation Leadership; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing her/his tasks.

Requests to disclose educational information will always be handled with caution and approached on a case-by-case basis.

Students who believe their education 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 after receiving the request, will inform the student of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised. The hearing officer who will adjudicate such challenges will be 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 will be 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/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 will be placed in the educational records, maintained as part of the student's records, and released whenever the records in question are disclosed. Please contact the Registrar's Office with your questions.

**Office of the Registrar**  
Our Lady of Holy Cross College  
4123 Woodland Drive  
New Orleans, LA 70131  
Phone: (504) 398-2235  
FAX: (504) 392-9460  
Email: [registrar@lhcc.edu](mailto:registrar@lhcc.edu)

## **STATEMENT ON OTHER POLICIES**

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

## COLLEGE OFFERINGS

With the intention of enabling its students to gain insight into human existence and into the natural world, Our Lady of Holy Cross College 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 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 College Algebra or Finite Mathematics.

### DEGREES OFFERED

#### Masters Degrees

##### Counseling

Clinical Mental Health Counseling (M.A.)  
Marriage and Family Counseling (M.A.)  
School Counseling (M.A.)  
Early Entry Program (B.S./M.A.)

##### Education

Educational Leadership (M.Ed.)

#### Bachelor's Degrees

##### Bachelor of Arts

Elementary Education (B.A./B.S.)  
English  
History  
Liberal Arts (A.A./B.A.)  
Social Sciences  
Social Sciences with a Concentration in:  
Legal Studies  
Theology  
Theology with a Concentration in Religious Education

##### Bachelor of Science

Addiction Counseling

Applied Behavioral Sciences  
Biology  
Biology with Concentration in:  
Cell Biology  
Pre Dentistry  
Pre Physical Therapy  
Pre Medicine  
Pre Pharmacy  
Pre Veterinary Medicine  
Pre Optometry

General Studies  
Concentrations in:  
Business  
Humanities  
Natural Sciences  
Social Sciences

Business Administration  
Concentrations in:  
Accounting  
Management  
Marketing  
Organizational Management (non-traditional students)

Elementary Education\*  
Health Sciences  
Nursing  
Psychology  
Radiologic Technology  
Respiratory Care  
Social Counseling

\*A Bachelor of Arts degree may be awarded when a student has completed six semester hours in a foreign language.

**Associate Degrees**

**Associate of Arts**

Liberal Arts

**Associate of Science**

Addiction Counseling  
Juvenile Counseling  
Radiologic Technology

## CORE REQUIREMENTS IN GENERAL EDUCATION

During the first 60 hours of study, all students are required 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

\*Of these 6 semester hours 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 (Music, Art, Drama)	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>

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



## GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE PROGRAMS

The following courses form the general education requirements for all associate programs.

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

Students wishing to register for a 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 30 hours in a discipline, 24 of which must be Level 300 or Level 400 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 18 hours in a discipline, nine of which must be Level 300 or Level 400 courses. The courses in the minor may not be used to fulfill the core or general education requirements.

### AFFILIATIONS

Our Lady of Holy Cross College, 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, to French studies.

**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, New Orleans Baptist Theological Seminary, Notre Dame Seminary, Nunez Community College, Our Lady of Holy Cross College, Southern University at New Orleans, Tulane University, University of New Orleans and Xavier University). Our Lady of Holy Cross College 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.

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

**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. Our Lady of Holy Cross College 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.

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

**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.

## **ARTICULATION AGREEMENTS**

Our Lady of Holy Cross College has official articulation agreements with Delgado Community College, Loyola University, New Orleans, Nunez Community College, St. Francis University and St. Joseph Seminary College.

## **CONSORTIUM ARRANGEMENTS**

Our Lady of Holy Cross College 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, Our Lady of Holy Cross College is committed to supporting and complying fully with SOC principles and criteria.

## **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 5 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 college 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 3 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 in the areas of written communication, human behavior, military history, computer literacy, and math 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 will satisfy the requirements for a minor in any degree program.

## **CONTRACTUAL AGREEMENTS**

**Aquinas Institute of Theology and Catholic Studies** is an agency of the Diocese of Lafayette. Although the Institute offers courses for academic credit through Our Lady of Holy Cross College in New Orleans, the Aquinas Institute is not presently a degree program.

**Ochsner Clinical Foundation School of Allied Health Sciences** provides professional training in selected health sciences.

**The Notre Dame Seminary and Our Lady of Holy Cross College Consortium** is a unique cooperative effort between two private, Catholic colleges. Through this effort seminarians from Notre Dame Seminary may avail themselves of selected offerings at Our Lady of Holy Cross College.

## **OUR LADY OF HOLY CROSS COLLEGE ASSESSMENT PROGRAM**

### **INTRODUCTION**

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

The purpose of assessing student achievement is 1) to determine the students' readiness for entrance into the College 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 achievement in their chosen degree program.

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

### **ASSESSMENT OF STUDENT ACHIEVEMENT**

#### **Assessment for Entrance and for Placement**

Our Lady of Holy Cross College 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 to the College, 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 appropriate level course work. Additionally, Our Lady of Holy Cross College administers placement tests for mathematics, English, and reading to all students who do not have a current ACT score 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 College 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 into the teacher education program. The Test for Essential Academic Skills (TEAS) is required for admission into 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 and Student Affairs, or from the appropriate Departmental Chair.

### **Assessment for Baccalaureate Achievement**

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

Standardized tests appropriate to the degree are required for all students seeking a degree in Education, Nursing or Health Sciences. All parts of the PRAXIS must be successfully completed prior to student teaching. For students in Theology: Education and Humanities Interdisciplinary: Education Programs, students are required to take all parts of the PRAXIS before completing their student teaching (i.e., EDU 305 and EDU 310). In order to graduate from the College, 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 and Student Affairs, or from the Director of Allied Health.

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 division 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 College. 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 in 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 feel they have been prepared for a chosen profession. The surveys are mandatory for each graduating student. Candidates for graduation obtain the *Survey of Graduating Seniors* from the Office of the Registrar at the same time they acquire the *Graduation Application*. These two documents are available the semester prior to the semester of anticipated graduation. A filing date for graduation 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 Our Lady of Holy Cross College, some departments survey employers of recent graduates. Obtaining information about graduates' job performance, especially in comparison with that of employees with similar preparation, enables the Departmental Chairs 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, staff, and administrators of Our Lady of Holy Cross College. Professional librarians are available at all times to assist in serving the needs of the patrons. Bibliographic instruction, conducted by the librarians, is provided to individuals as requested and to groups and classes by appointment.

The fully automated library has a comprehensive collection of print and electronic books, periodicals, and audiovisual materials, which totals nearly half a million items. The library houses integrated media areas containing software, viewing, and listening equipment. In cooperation with LOUIS: The Louisiana Library Network, general and specialized databases and the LOUISiana Digital Library are provided. Remote access to the library catalog, KERNAC, and the electronic databases is available twenty-four hours a day, seven days a week. The Blaine S. Kern Library is a selective depository for federal government documents in the second congressional district. It provides free government information, including electronic sources, to the general public, students, faculty, staff, and administrators. Special collections are the Sidney Villere Genealogy Collection, the Reverend Thomas E. Ellerman International Streetcar Collection, and the papers of Tom Fox and Richard Dixon.

An interlibrary loan service is provided to all students and faculty to borrow materials not owned by the library. Graduate students and faculty are eligible for a Council for Academic Library

Liaison (CALL) Card, which entitles them to library privileges at colleges and universities in the New Orleans area. Louisiana Academic Library Information Consortium (LALINC) provides faculty with library privileges in academic libraries throughout the state.

Computers with printing capabilities are provided. A coin-operated microform reader/printer and photocopy machines are available.

Detailed information about library resources and services is available by accessing the Library home page on the College web site: [www.olhcc.edu/x504.xml](http://www.olhcc.edu/x504.xml).

## **RELIGIOUS EDUCATION CENTERS**

An essential component of the mission of Our Lady of Holy Cross College is to share its spiritual, material, and educational resources with all. Toward this end, the Theology Program at Our Lady of Holy Cross College assists three Louisiana dioceses in preparing catechists for work in primary, secondary and other areas of religious education: the Diocese of Lafayette (Aquinas Institute), the Diocese of Lake Charles (Office of Religious Education), and the Diocese of Shreveport (Greco Institute). In these dioceses the College 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 coursework for credit or audit, students in these dioceses are assisted in

1. Strengthening the intellectual foundation of their faith;
2. Renewing their spiritual lives;
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 College community and its members 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 college needs. A daily Mass is offered in the Mater Dei Chapel. For further information, contact the Office of Campus Ministry at 398-2117.

## **FOREIGN STUDIES**

From time to time Our Lady of Holy Cross College 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 Division of Liberal Arts and Sciences**

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

The liberal arts form the core and infrastructure of every degree offered here at Our Lady of Holy Cross College. The whole idea of a liberal arts education is that a broad, well-founded education is the key to developing an active and adaptive mind. Any person with such a mind naturally stands ready to set out 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 division, 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 bachelor's degrees with majors in Biology, English, General Studies, History, Liberal Arts, Social Sciences, and Theology. Additionally, we offer an associate's degree in Liberal Arts.

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

I hope you will consider the degree programs in the Division of Liberal Arts & Sciences.

I and the faculty stand ready to assist and guide you.

Very truly yours,  
*M. Labranche, Ph.D.*  
Dean of Liberal Arts & Sciences

**Department of Biology and Physical Sciences**

**Department of History, Social Sciences, & Mathematics**

**Preparing Students for Success Program**

**Department of Humanities**

## **BIOLOGY AND PHYSICAL SCIENCES**

**Chair: Dr. Lehman Ellis**

### **DESCRIPTION OF PROGRAM**

The curricula in Biology and Physical Sciences provide instruction in the discipline of biology 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 a Bachelors of Science in Biology degree. This degree is offered through several concentrations that are general biological disciplines or to prepare a student for one of the professional programs where biological and scientific preparation is often used as a pre-requisite. Students may also elect to accomplish a minor concentration in Biology or Chemistry.

### **OUTCOMES**

The major outcomes of the curricula in Biology 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;
4. to provide prerequisite and supportive courses for students seeking post-graduate training in biology and professional schools.

### **STUDENT OUTCOMES FOR COURSES AND CONCENTRATIONS THE BIOLOGY AND PHYSICAL SCIENCES PROGRAM**

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;
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**

The degree of Bachelor 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 of 2.0. A minimum grade of C must be earned in Biology, Chemistry, Physics, or Mathematics courses and in the core curriculum courses for the College to apply for graduation credit. Passing grades of less than C in core curriculum may be applied as free elective credit if a suitable substitution course is available. This course could be taken and a minimum grade of C must be earned to apply as a core curriculum or science component. For example a student takes HIS101 and receives a grade of D. This student then elects to take HIS201 and receives a grade of C. The result will be that the HIS201 will count as core curriculum credit and the HIS 101 will count toward elective credit in the Social Sciences or free electives. 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) (students pay cost) and by reporting the results to the College. Some concentrations in Biology will have a specific requirement for an exit exam (for example – students graduating in the Bachelors of Science in Biology with a concentration in pre-medicine are required to take the MCAT exam).

There are several concentrations developed by the Department of Biology and Physical Sciences that lead to the Bachelors degree. Each concentration includes 38 credit hours of Biology, 18 credit hours of Chemistry, 13 credit hours of Mathematics, 9 credit hours of English, 8 credit hours of Physics, 6 credit hours of History, 6 credit hours of Philosophy, 6 credit hours of Theology, 6 hours of Social Sciences (courses in Psychology, Sociology, Criminal Justice, or Political Science), 3 credit hours of Fine Arts (courses in Music, Art, Fine Art, or Drama), 3 credit hours of Speech and requires a total of 128 hours of credit for the degree. Some concentrations have more requirements or have specific course selections for the course areas listed above and the requirements for some concentrations may not allow for any free elective credit to apply toward graduation. The current concentrations are Biology, Cell and Molecular Biology, pre-Medicine, pre-Veterinary, pre-Dentistry, pre-Pharmacy, pre-Optometry, and pre-Physical therapy.

Selection of a particular concentration does not guarantee admission into 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. The concentrations simply allow the student to complete the requisite coursework to be eligible for the application process. The Biology program does have an agreement with the University of St. Francis for admission of up to two outstanding students in the pre-physical therapy program to be directly admitted into their Doctor of Physical Therapy program each year. Selection of a particular concentration does not prevent a student from applying to programs outside their concentration. Should a student want to change their focus or apply to a different post-graduate program an advisor in the department can provide guidance on accomplishing the student's goals.

A minor in Biology or Chemistry is also offered through the Department of Biology and Physical Sciences. A minor is 18 hours in a discipline, nine of which must be Level 300 or Level 400 courses. The courses in the minor may not be used to fulfill the core or general education requirements. In Chemistry, a student will be considered to have 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, all students receiving a Bachelors of Science in Biology degree will have accomplished a minor in Chemistry.

## **HONORS PROGRAM**

An Honors Program is available in the Department of Biology and Physical Sciences, this program is intended to provide an exceptional educational experience for high-achieving students that provide opportunities for the student to grow academically, socially, and intellectually through service and research. Entry into the program is through one of three routes. Entering, 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 by 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 college that meet one or more of the requirements for the honors program will receive an invitation letter if they are declared Biology majors. Students that transfer into Our Lady of Holy Cross College from other institutions can qualify 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 on all college credit. Transfer students with less than 12 hours of college credit will have to meet the first-time freshman standards to be eligible for the Honors Program. Continuing students at Our Lady of Holy Cross College who may not have qualified upon admission to the college can qualify 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 on all college credit.

Once a student is accepted to the Honors Program the degree requirements and course structure is the same as all other students attending the college. Honors credit is only acquired after the completion of the standard course. Upon completion of a course the student petitions the Department Honors Committee for honors credit in a course. Once the petition is approved, the student will enroll 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 will be 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). The other two courses will receive Honors credit either through an approved research project or as a peer-mentor 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 will serve as Biology elective credit or as free elective credit in the degree program. The research course will be under the direction of a faculty advisor and the project undertaken for this course will be published in a college wide publication.

A student graduating from the Honors program will have 18 hours of honors credit and an overall GPA of 3.7. A student that fails to maintain their GPA will be dropped from the Honors Program but may be reinstated if the minimum GPA can be attained and there is enough time to

complete any remaining honors credits prior to graduation. A student graduating from the Honors Program will have the Honors award noted on their diploma and transcripts. At Commencement, Honor Program graduates will have a special embellishment to their caps and gowns and mention in the Commencement Program as an extra recognition for their achievement.

## CONCENTRATION DESCRIPTIONS

### Biology

The Bachelor of Science in Biology degree is a degree program of a general nature that is for the student that has not decided on a career path in Biology. It is readily adaptable to a specific goal and is the type of degree most commonly associated with application to Master’s or Doctoral programs in the Life Sciences. This degree is also suited for those students seeking certification in secondary education.

### BACHELOR OF SCIENCE BIOLOGY

#### FRESHMAN

BIO 101	General Biology .....	4
BIO 291	Stress Management .....	1
ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS	History Elective .....	3
MAT 105-106	College Algebra and Trigonometry .....	6
PHI	Philosophy Elective .....	3
PSY/SOC	Psychology/Sociology Elective .....	3
SPE 101	Fundamentals of Public Speaking .....	3
THE	Theology Elective .....	3
		(32)

#### SOPHOMORE

BIO 250	Botany .....	4
BIO 251, 253, or 254	Zoology, Invertebrate Zoology, or Vertebrate Zoology .....	4
CHE 141-142	General College Chemistry I and II .....	8
ENG	Literature Elective .....	3
HIS	History Elective .....	3
MAT 160 & 250	Introductory Statistics and Calculus I .....	7
		(29)

#### JUNIOR

BIO 400	Ecology .....	4
BIO 375	Genetics .....	4
CHE 201-202	Organic Chemistry I and II .....	10

PHI 305	Ethics and Value Theory.....	3
PHY 151-152	General Physics I and II.....	8
Social Sciences	Elective .....	3
		(32)

**SENIOR**

BIO 407	Histology.....	4
BIO 409	Senior Seminar.....	1
BIO Electives	(Major).....	8
CHE/BIO 360	Biochemistry.....	4
FNA/MUS/ART	Elective .....	3
THE	Theology Elective.....	3
Electives	.....	2
		(35)
		<b>Total: (128)</b>

**BIOLOGY SUMMARY**

Biology.....	38	Philosophy.....	6
Chemistry.....	18	Physics .....	8
Electives.....	8	Social Sciences.....	15
English .....	9	Speech.....	3
Fine Arts, Music or Art.....	3	Theology .....	6
Mathematics.....	13		
		<b>Total: (128)</b>	

**Concentration in Cell Biology**

The Bachelor of Science in Biology degree with a concentration in cell biology is a degree program of a general nature that is for the student that has not decided on a career path in Biology but is more inclined to seek courses that are focused on the cellular and molecular organization of biological systems. It is readily adaptable to a specific goal and is the type of degree commonly associated with application to Master’s or Doctoral programs in the Life Sciences. This degree is also suited for those students seeking certification in secondary education.

**BACHELOR OF SCIENCE IN BIOLOGY  
WITH A CONCENTRATION IN CELL BIOLOGY**

**FRESHMAN**

BIO 101	General Biology.....	4
BIO 291	Stress Management.....	1
ENG 101	English Composition I.....	3
ENG 102	English Composition II.....	3
HIS	History Elective .....	3
MAT 105-106	College Algebra and Trigonometry .....	6
PHI	Philosophy Elective .....	3

PSY/SOC	Psychology/Sociology Elective .....	3
SPE 101	Fundamentals of Public Speaking.....	3
THE	Theology Elective .....	3
		(32)

**SOPHOMORE**

BIO 250	Botany.....	4
BIO 251, 253 or 254	Zoology, Invertebrate Zoology, or Vertebrate Zoology.....	4
CHE 141-142	General College Chemistry I and II.....	8
ENG	Literature Elective.....	3
HIS	History Elective .....	3
MAT 160 and 250	Introductory Statistics and Calculus I.....	7
		(29)

**JUNIOR**

BIO 340	Cell Biology .....	3
BIO 375	Genetics.....	4
CHE 201-202	Organic Chemistry I and II.....	10
PHI 305	Ethics and Value Theory.....	3
PHY 151-152	General Physics I and II.....	8
	Social Sciences Elective .....	3
		(31)

**SENIOR**

BIO 370	Microbiology.....	4
BIO 400	Ecology .....	4
BIO 409	Senior Seminar.....	1
BIO Electives	(Major).....	5
CHE/BIO 360	Biochemistry.....	4
FNA/MUS/ART	Elective .....	3
THE	Theology Elective.....	3
Electives	.....	12
		(36)

**Total: (128)**

**CONCENTRATION IN CELL BIOLOGY SUMMARY**

Biology.....	38	Philosophy.....	6
Chemistry.....	18	Physics .....	8
Electives.....	8	Social Sciences.....	15
English .....	9	Speech.....	3
Fine Arts, Music or Art.....	3	Theology .....	6
Mathematics.....	13		

**Total: (128)**



## **Concentration in pre-Physical Therapy**

The concentration in pre-Physical Therapy is a specifically approved curriculum for students applying to the Doctor of Physical Therapy Program at St. Francis University.

An articulation agreement with St. Francis University in Loretto, PA, reserves two spaces each year for outstanding graduates of Our Lady of Holy Cross College's Biology program. Students interested in pursuing the doctorate in physical therapy must precisely follow the curriculum for pre-Physical therapy concentration. This curriculum is also applicable for most other schools of Physical therapy but it is incumbent on the student that there are no additional requirements unique to those programs.

In addition, students must meet the following criteria to be considered for the St. Francis Program:

1. A submitted application for graduation completed in the semester prior to graduation;
2. A minimum overall grade point average of 3.0;
3. A minimum 3.0 mathematics/sciences/psychology grade point average;
4. Maintenance of a good citizenship record as demonstrated by a strong letter of recommendation from the Coordinator of the Our Lady of Holy Cross College pre-physical therapy program;
5. Completion of a total of 80 hours of documented volunteer or employed hours in at least two physical therapy settings, including one inpatient and one outpatient setting; and
6. A letter of intent to enter the St. Francis University Doctor of Physical Therapy program submitted to the Coordinator of the Our Lady of Holy Cross College pre-physical therapy program by the end of the spring semester of the student's junior year.

Students accepted into the program begin their studies at St. Francis University in the summer following their graduation and must take exercise physiology there before beginning the doctoral program in the fall.

### **BACHELOR OF SCIENCE IN BIOLOGY WITH A CONCENTRATION IN PRE-PHYSICAL THERAPY Also curriculum for students applying to the DPT program at St. Francis University**

#### **FRESHMAN**

BIO	101	General Biology.....	4
BIO	291	Stress Management.....	1
ENG	101-102	English Composition I and English Composition II.....	6
HIS		History Elective.....	3
MAT	105-106	College Algebra and Trigonometry.....	6
PHI		Philosophy Elective.....	3

PSY	101	General Psychology .....	3
SPE	101	Fundamentals of Public Speaking.....	3
THE		Theology Elective .....	3
			(32)

**SOPHOMORE**

BIO	250	Botany .....	4
BIO	251, 253 or 254	Zoology, Invertebrate Zoology, or Vertebrate Zoology.....	4
CHE	141-142	General College Chemistry I and II .....	8
ENG		Literature Elective.....	3
HIS		History Elective .....	3
MAT	250	Calculus I .....	4
Elective	.	.....	3
			(29)

**JUNIOR**

BIO	375	Genetics.....	4
BIO	407	Histology.....	4
CHE	201-202	Organic Chemistry I and II .....	10
PHI	305	Ethics and Value Theory.....	3
PHY	151-152	General Physics I and II.....	8
PSY		Psychology Elective.....	3
			(32)

**SENIOR**

BIO	351-352	Human Anatomy and Physiology I and II .....	8
BIO	400	Ecology .....	4
BIO	409	Senior Seminar.....	1
BIO		Elective .....	1
CHE/BIO	360	Biochemistry .....	4
FNA/MUS/ART		Elective .....	3
MAT	160	Introductory Statistics .....	3
PSY		Psychology Elective.....	3
THE		Theology Elective .....	3
Electives		.....	6
			(35)

**Total: (128)**

**CONCENTRATION IN PRE- PHYSICAL THERAPY SUMMARY**

Biology.....	38	Fine Arts, Music or Art.....	3
Chemistry.....	18	Theology .....	6
Physics .....	8	Mathematics .....	13
Electives.....	9	Philosophy.....	6
Social Sciences.....	15		
English .....	9		
Speech.....	3		
			<b>Total (128)</b>

## Concentration in pre-Medicine

Specifically, the purpose of the Bachelors of Science Degree with a concentration in pre-Medicine is to provide the student with the requisite course work to qualify for application to an accredited medical 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 medical school, medical school admission can also be satisfied while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Biology). Students who wish to pursue this option should consult with the faculty medical advisor to ensure that their course of study will qualify them for application to medical school.

If a student feels 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). The exit exam for this concentration must be completed by taking the Medical College Admissions Test (MCAT) (students pay cost) and reporting the results to the college.

### BACHELOR OF SCIENCE BIOLOGY WITH A CONCENTRATION IN PRE-MEDICINE

#### FRESHMAN

BIO	101	General Biology .....	4
BIO	291	Stress Management .....	1
ENG	101-102	English Composition I and English Composition II .....	6
CHE	141-142	General College Chemistry I and II .....	8
PHI	207	Introduction to Logic and Critical Thinking .....	3
CHE	103	General Chemistry II .....	4
MAT	105	College Algebra .....	3
PSY	101	General Psychology .....	3
SPE	101	Fundamentals of Public Speaking .....	3
			(35)

#### SOPHOMORE

BIO	351-352	Human Anatomy and Physiology I and II .....	8
CHE	201-202	Organic Chemistry I and II .....	10
HIS		History Elective .....	6
THE		Theology Elective .....	3
ENG		Literature Elective .....	3
MAT	106-160	Trigonometry and Statistics .....	6
			(36)

#### JUNIOR

BIO	250 or 400	Botany or Ecology .....	4
BIO	370	Microbiology .....	4
BIO	375	Genetics .....	4

BIO	Elective .....	1
MAT 250	Calculus.....	4
PHY 151-152	General Physics I and II.....	8
SOC 101	Introduction to Sociology .....	3
THE	Theology Elective .....	3
		(31)

### SENIOR

BUS 218	Introduction to Business .....	3
BIO 407	Histology.....	4
BIO 409	Senior Seminar.....	1
CHE/BIO 360	Biochemistry .....	4
FNA/MUS/ART	Elective .....	3
PHI 305	Ethics & Value Theory .....	3
PSY	Psychology Elective.....	3
Free Electives	.....	5
		(26)

**Total: (128)**

### CONCENTRATION IN PRE-MEDICINE SUMMARY

Biology.....	38	Philosophy.....	6
Chemistry.....	18	Physics .....	8
Electives.....	8	Social Sciences.....	15
English .....	9	Speech.....	3
Fine Arts, Music or Art.....	3	Theology .....	6
Mathematics.....	13		
		<b>Total: (128)</b>	

### Concentration in pre-Dentistry

Specifically, the purpose of the Bachelor of Science in Biology with a concentration in pre-Dentistry Program 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. While this program has been specifically tailored to meet requirements for admission to dental school, dental school admission requirements can also be satisfied while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Biology). 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 feels 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) (students pay cost) and reporting the results to the college.

**BACHELOR OF SCIENCE BIOLOGY  
WITH A CONCENTRATION IN PRE-DENTISTRY**

**FRESHMAN**

BIO	101	General Biology .....	4
BIO	291	Stress Management .....	1
ENG	101	English Composition I .....	3
ENG	102	English Composition II .....	3
HIS		History Elective .....	3
MAT	105-106	College Algebra and Trigonometry .....	6
PHI		Philosophy Elective .....	3
PSY/SOC		Psychology/Sociology Elective .....	3
SPE	101	Fundamentals of Public Speaking .....	3
THE		Theology Elective .....	3
			(33)

**SOPHOMORE**

BIO	250 or 400	Botany or Ecology .....	4
BIO	251,253, or 254	Zoology, Invertebrate Zoology, or Vertebrate Zoology .....	4
CHE	141-142	General College Chemistry I and II .....	8
ENG		Literature Elective .....	3
HIS		History Elective .....	3
MAT	160 and 250	Introductory Statistics and Calculus I .....	7
			(29)

**JUNIOR**

BIO	370	Microbiology .....	4
BIO	375	Genetics .....	4
CHE	201-202	Organic Chemistry I and II .....	10
PHI	305	Ethics and Value Theory .....	3
PHY	151-152	General Physics I and II .....	8
Social Sciences		Elective .....	3
			(32)

**SENIOR**

BIO	407	Histology .....	4
BIO	409	Senior Seminar .....	1
BIO	351-352	Human Anatomy and Physiology I and II .....	8
BUS	218	Introduction to Business .....	3
CHE/BIO	360	Biochemistry .....	4
FNA/MUS/ART		Elective .....	3
THE		Theology Elective .....	3
Electives		.....	5
			(34)

**Total: (128)**

## CONCENTRATION IN PRE-DENTISTRY SUMMARY

Biology.....	38	Philosophy.....	6
Chemistry.....	18	Physics .....	8
Electives.....	8	Social Sciences.....	15
English .....	9	Speech.....	3
Fine Arts, Music or Art.....	3	Theology.....	6
Mathematics.....	13	<b>Total: (128)</b>	

### B.S. BIOLOGY WITH A CONCENTRATION IN PRE-PHARMACY

Specifically, the purpose of the Bachelor of Science in Biology with a concentration in pre-Pharmacy Program 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 can also be satisfied while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Biology). 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 for 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 for the near future, once again check with the faculty advisor and with the admitting institution for the most current requirements. If a student feels that he or she is qualified, application to pharmacy school can 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) (students pay cost) and reporting the results to the college.

### BACHELOR OF SCIENCE BIOLOGY WITH A CONCENTRATION IN PRE-PHARMACY

#### FRESHMAN

BIO	101	General Biology.....	4
BIO	291	Stress Management.....	1
ENG	101	English Composition I.....	3
ENG	102	English Composition II.....	3
HIS		History Elective .....	3
MAT	105-106	College Algebra and Trigonometry .....	6
PHI	305	Ethics and Value Theory.....	3
PSY	101	Introduction to Psychology.....	3
SPE	101	Fundamentals of Public Speaking.....	3

THE	Theology Elective .....	3
		(32)

**SOPHOMORE**

BIO	250 or 400	Botany or Ecology .....	4
BIO	251,253, or 254	Zoology, Invertebrate Zoology, or Vertebrate Zoology .....	4
CHE	141-142	General College Chemistry I and I .....	8
ENG		Literature Elective.....	3
HIS		History Elective .....	3
MAT	160 and 250	Introductory Statistics and Calculus I.....	7
			(29)

**JUNIOR**

BIO	351-352	Human Anatomy and Physiology I and II .....	8
BIO	375	Genetics.....	4
BUS	218	Introduction to Business .....	3
CHE	201-202	Organic Chemistry I and II .....	10
PHI		Elective .....	3
PHY	151-152	General Physics I and II.....	8
SOC	201	Introduction to Sociology .....	3
			(31)

**SENIOR**

BIO	370	Microbiology .....	4
BIO	409	Senior Seminar.....	1
BIO		Electives (Major.....	4
BUS	205	Principles of Accounting I .....	3
CHE/BIO	360	Biochemistry.....	4
ECO	201	Principles of Economics .....	3
FNA/MUS/ART		Elective .....	3
THE		Theology Elective.....	3
			(36)

**Total: (128)**

**CONCENTRATION IN PRE-PHARMACY SUMMARY**

Biology.....	38	Physics .....	8
Business .....	9	Social Sciences.....	15
Chemistry.....	18	Speech.....	3
English .....	9	Fine Arts, Music or Art.....	3
Mathematics.....	13	Theology.....	6
Philosophy.....	6		
		<b>Total: (128)</b>	

## Concentration in Pre-Veterinary Medicine

The specific purpose of the Bachelor of Science in Biology with a concentration in pre-veterinary medicine program 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 Biology). 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 feels 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) (students pay cost) and reporting the results to the college.

### BACHELOR OF SCIENCE IN BIOLOGY WITH A CONCENTRATION IN PRE-VETERINARY MEDICINE

#### FRESHMAN

BIO	101	General Biology .....	4
BIO	291	Stress Management .....	1
ENG	101	English Composition I .....	3
ENG	102	English Composition II .....	3
HIS		History Elective .....	3
MAT	105-106	College Algebra and Trigonometry .....	6
PHI		Philosophy Elective .....	3
PSY/SOC		Psychology/Sociology Elective .....	3
SPE	101	Fundamentals of Public Speaking .....	3
THE		Theology Elective .....	3
			(33)

#### SOPHOMORE

BIO	250 or 400	Botany or Ecology .....	4
BIO	251,253, or 254	Zoology, Invertebrate Zoology, or Vertebrate Zoology .....	4
CHE	141-142	General College Chemistry I and II .....	8
ENG		Literature Elective .....	3
HIS		History Elective .....	3
MAT	160 and 250	Introductory Statistics and Calculus I .....	7
			(29)



### JUNIOR

BIO	340 or 407	Cell Biology or Histology .....	3 or 4
BIO	375	Genetics .....	4
CHE	201-202	Organic Chemistry I and II .....	10
PHI	305	Ethics and Value Theory .....	3
PHY	151-152	General Physics I and II .....	8
Social Sciences Elective .....			3
			(32 or 31)

### SENIOR

BIO	370	Microbiology .....	4
BIO	409	Senior Seminar .....	1
BIO		Electives (Major) .....	8 or 9
BUS	218	Introduction to Business .....	3
CHE/BIO	360	Biochemistry .....	4
FNA/MUS/ART		Elective .....	3
THE		Theology Elective .....	3
Electives .....			8
			(34 or 35)
			<b>Total: (128)</b>

### CONCENTRATION IN PRE-VETERINARY MEDICINE SUMMARY

Biology .....	38	Philosophy .....	6
Chemistry .....	18	Physics .....	8
Electives .....	8	Social Sciences .....	15
English .....	9	Speech .....	3
Fine Arts, Music or Art .....	3	Theology .....	6
Mathematics .....	13	<b>Total: (128)</b>	

### Concentration in pre-Optometry

Specifically, the 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 College (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 feels 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) (students pay cost) and reporting the results to the college.

**BACHELOR OF SCIENCE BIOLOGY  
WITH A CONCENTRATION IN PRE-OPTOMETRY**

**FRESHMAN**

BIO	101	General Biology .....	4
BIO	291	Stress Management .....	1
ENG	101	English Composition I .....	3
ENG	102	English Composition II .....	3
HIS		History Elective .....	3
MAT	105-106	College Algebra and Trigonometry .....	6
PHI		Philosophy Elective .....	3
PSY/SOC		Psychology/Sociology Elective .....	3
SPE	101	Fundamentals of Public Speaking .....	3
THE		Theology Elective .....	3
			(33)

**SOPHOMORE**

BIO	250 or 400	Botany or Ecology .....	4
BIO	251, 253, or 254	Zoology, Invertebrate Zoology, or Vertebrate Zoology .....	4
CHE	141-142	General College Chemistry I and II .....	8
ENG		Literature Elective .....	3
HIS		History Elective .....	3
MAT	160 and 250	Introductory Statistics and Calculus I .....	7
			(29)

**JUNIOR**

BIO	370	Microbiology .....	4
BIO	375	Genetics .....	4
CHE	201-202	Organic Chemistry I and II .....	10
PHI	305	Ethics and Value Theory .....	3
PHY	151-152	General Physics I and II .....	8
Social Sciences		Elective .....	3
			(32)

**SENIOR**

BIO	407	Histology .....	4
BIO	409	Senior Seminar .....	1
BIO	351-352	Human Anatomy and Physiology I and II .....	8
BUS	218	Introduction to Business .....	3
CHE/BIO	360	Biochemistry .....	4

FNA/MUS/ART	Elective .....	3
THE	Theology Elective .....	3
Electives	.....	5
		(34)
		<b>Total: (128)</b>

**CONCENTRATION IN PRE-OPTOMETRY SUMMARY**

Biology.....	38
Chemistry.....	18
Electives.....	8
English .....	9
Fine Arts, Music or Art.....	3
Mathematics.....	13
Philosophy.....	6
Physics .....	8
Social Sciences.....	15
Speech.....	3
Theology .....	6
	<b>Total: (128)</b>

**DEPARTMENT OF HISTORY,  
SOCIAL SCIENCES, AND MATHEMATICS**

**Chair: Dr. Michael Labranche**

**DESCRIPTION OF PROGRAM**

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 33 semester hours in one of four areas and a minor of 27 semester hours from one of the remaining areas.

The program requires the student to be proactive in creating a curriculum to meet his/her needs and interests. Such a curriculum creates an area of major concentration in various disciplines taught at the College. Furthermore, it affords the opportunity to combine areas of concentration mutually enhancing to each other, thereby providing more effective preparation for either the workplace or graduate studies.

**OUTCOMES OF THE PROGRAM**

The broad purpose of the program in General Studies is to treat men's/women's group relationships in order that their creations in the arts as well as their discoveries in the sciences, education, business, and humanities might be understood, appreciated, and applied to contemporary society. This purpose is delineated as follows:

1. the student should gain a knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from prehistoric times to the modern era;
2. provides support courses to enable students in other disciplines to meet degree or certification requirements;
3. affords students the opportunity to pursue, in depth, areas of special interest in humanities, business, psychology, sociology, natural and social sciences, and mathematics.

**STUDENT OUTCOMES OF THE GENERAL STUDIES PROGRAM**

Upon successful completion of the General Studies Program, majors should be 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;

5. demonstrate the ability to engage in critical thinking and independent judgment in the areas of concentration.

## **ADMISSION**

Admission to the program in General Studies is defined in the admission policies and procedures of the Division of Liberal Arts and Sciences.

Students who seek to enter a degree program in General Studies 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 Science  
General Studies

## **DEGREE REQUIREMENTS**

The degree of Bachelor of Science in General Studies is conferred upon students who complete an approved program of study with a 2.0 cumulative grade point average and a 2.5 grade point average in professional course work. A minimum grade of C must be earned in all courses pertaining to the major course of study.

**BACHELOR OF SCIENCE  
GENERAL STUDIES**

**FRESHMAN**

BIO 101	General Biology .....	4
BIO 291	Stress Management .....	1
ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS 101 or 102 or HIS 201 or 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
		(29)

**SOPHOMORE**

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

**JUNIOR**

During the junior year, in consultation with and with the approval of the Department Chair, the student must complete a minimum of 33 semester hours. Of these 33 semester hours, 27 must be earned in any three of the first four groupings given below, with a minimum of 9 in each grouping. Additionally, from the fifth grouping, the student must select 6 semester hours in the discipline of the major concentration, to be completed during the senior year.

Business Electives.....	9
Humanities Electives .....	9
Natural Sciences Electives.....	9
Social Sciences Electives.....	9
Business, Humanities, Natural Sciences, Mathematics, Social Sciences or Education Electives.....	6
	(33)

## **SENIOR**

During the senior year, in consultation with and with the approval of the Department Chair, the student must complete both a major and minor concentration for a total of 36 semester hours. A major concentration is considered complete when 18 additional semester hours are earned in the discipline, of which a total of 15 semester hours was earned during the junior year, and when the student has realized a 2.5 grade point average in all course work taken in the major concentration. A minor concentration is considered complete when 18 additional semester hours are taken in any discipline during the junior year, excluding the discipline in which the major concentration was completed.

### **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 39 semester hours in courses numbered 300 or above is required of the major concentration, minor concentration and electives. Of these 39 semester hours, 12 semester hours must be in courses within the major concentration.

For Education Majors who have changed their major to General Studies and who have a minimum of 33 hours in Education: EDU 202 Educational Psychology is cross-referenced as PSY 212 Educational Psychology; EDU 309 Human Growth and Development is cross-referenced as PSY 340 Human Growth and Development; EDU 304A Learner with Special Needs is cross-referenced as PSY 350 Psychology of Learning; and EDU 204 Foundations of Multicultural Education is cross-referenced as SOC 204 Foundations of Multicultural Education.

## **BACHELOR OF ARTS HISTORY**

### **Description of the Program**

The History program is centered on developing each student's understanding of the recurring patterns in our nation's history and culture and an understanding 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 shall be able to relate lessons and achievements from the past to the challenges of the present. The history students shall 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 the skills noted earlier 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 organizers, tourism management, grant writers, foreign service staff, insurance agents and adjusters, marketing, the military, and law enforcement.

### **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 shall demonstrate:

1. professional competence and the ability to recognize those beliefs which are essential to and necessary for the advancement of human life.
2. demonstrate critical thinking and writing skills



3. demonstrate knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era.
4. demonstrate the ability to engage successfully in historical research
5. a recall of important historical facts and the ability to read, understand and critique historical works

### **ADMISSION**

Admission to the program in Social Sciences is defined in the admission policies and procedures of the Division of Liberal Arts and Sciences. Students who seek to enter a degree program in Social Science must have completed successfully the fifty-four hours of common curricula or general education defined in the curriculum guidelines for Social Sciences degree programs.

### **DEGREE OFFERED**

Bachelor of Arts  
History

### **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. History majors shall complete a course of study that includes a minimum of 36 hours of courses in history, of which 24 must be 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 History, students must complete 18 hours in history courses, six of which must be at the 300 hundred or higher level. Note: MAT 100A and MAT 100B classes are not acceptable as electives in any of the History Curriculum.

**BACHELOR OF ARTS  
HISTORY**

**Common Curricula: History**

Biology	101	4	General Biology
	291	1	Stress Management
English	101	3	English Composition
	102	3	English Composition II
	Elective	3	Literature Elective
Fine Arts	Elective	3	FNA/Mus/Art
History	101	3	Western Civ. I
	102	3	Western Civ. II
Math	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science	Elective	4	Biology/Earth Science/Chemistry/Math/Physics
Philosophy	101	3	Philosophy Elective
	207	3	Intro to Logic
Political Science	250	3	American Government
Sociology	201	3	Intro to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology Elective

(54)

## Major Area Curriculum: History

Comp. Info Systems	Elective	3	CIS Elective
English	Elective	3	Literature Elective
Foreign Language	101	3	Elementary French/Latin/Spanish I
	102	3	Elementary French/Latin/Spanish II (must be same language as 101)
Geography	201	3	World Geography
	202	3	Geography Of U.S. and Canada
History	201	3	History of U.S. I
	202	3	History of U.S. II
	301	3	Louisiana History
	442		History of Contemporary America-1945 to Present
		or 3	
	485		Contemporary Europe: Europe Since World War II
	450	3	Louisiana Heritage-Research in Louisiana History
		15	History Electives above History 325
Free Electives	Electives	18	
		(66)	

**BACHELOR OF ARTS  
SOCIAL SCIENCES  
with  
A CONCENTRATION IN LEGAL STUDIES**

**Description of the Program**

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 shall 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 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 such items as critical reading, analytic and problem solving, writing, oral communication and listening, research, information management and task organization--all talents in demand in the preparation of a career in law.

**Outcomes**

The outcome 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 shall demonstrate:

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

4. demonstrate the ability to engage successfully in social science research
5. a 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
7. critical understanding of American social policy within the framework of the current concerns and practices in jurisprudence and theories of justice.

## **ADMISSION**

Admission to the program in Social Sciences is defined in the admission policies and procedures of the Division of Liberal Arts and Sciences. Students who seek to enter a degree program in Social Science must have completed successfully the fifty-four hours of common curricula or general education defined in the curriculum guidelines for Social Sciences degree programs.

## **DEGREE OFFERED**

Bachelor of Arts

Social Science with a Concentration in with a Concentration in Legal Studies

## **DEGREE REQUIREMENTS**

The degree of Bachelor of Arts is conferred upon students who complete an approved program of study consisting of 123 hours of course work with a 2.0 cumulative grade point average and a 2.5 grade point average in course work. Social Science majors shall 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 and 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 in any of the Social Science Curriculums.

## Common Curricula: Social Sciences

Biology	101	4	General Biology
	291	1	Stress Management
English	101	3	English Composition
	102	3	English Composition II
	Elective	3	Literature Elective
Fine Arts	Elective	3	FNA/Mus/Art
History	101	3	Western Civ. I
	102	3	Western Civ. II
Math	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science Elec.		4	Biology/Earth Science/ Chemistry/Math/Physics
Philosophy	101	3	Intro to Philosophy
	207	3	Intro to Logic
Political Science	250	3	American Government
Sociology	201	3	Intro to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology Elective

## Major Area Curriculum: Bachelor of Arts in Social Sciences with a Concentration in Legal Studies

Computer Information Systems	Elective	3	CIS Elective
Criminal Justice	100	3	Intro to Criminal Justice
	200	3	Criminal Investigation
	350	3	Criminology
Economics	201	3	Principles of Economics I
English	Elective	3	Literature Elective
Foreign Language	101	3	Elementary French/Latin/Spanish I
	102	3	Elementary French/Latin/Spanish II
Political Science	375	3	Judicial Process
	380	3	Constitutional Law
History	201	3	History of U.S. I
	202	3	History of U.S. II
	301	3	Louisiana History
	450	3	Louisiana Heritage-Research in Louisiana History
		3	History Elective
Psychology	101	3	General Psychology
Business	218	3	Intro to Business
	401	3	Business Law I
	402	3	Business Law II
Free Electives	Electives	9	
		66	
<b>Total</b>		<b>120</b>	

## **BACHELOR OF ARTS SOCIAL SCIENCES**

### **Description of the Program**

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 Sciences students shall 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 the skills noted earlier 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 organizers, tourism management, grant writers, foreign service staff, insurance agents and adjusters, marketing, the military, and law enforcement.

### **Outcomes**

The outcome 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 which are essential to and necessary for the advancement of human life.
2. demonstrate critical thinking and writing skills



3. demonstrate knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era.
4. demonstrate the ability to engage successfully in social science research
5. a 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 Division of Liberal Arts and Sciences. Students who seek to enter a degree program in Social Science must have completed successfully the fifty-four hours of common curricula or general education defined in the curriculum guidelines for Social Sciences degree programs.

### **DEGREE OFFERED**

Bachelor of Arts  
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 history, of which 24 must be 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 science, students must complete 18 hours in social science courses, six of which must be at the 300 hundred or higher level. Note: MAT 100A and MAT 100B classes are not acceptable as electives in any of the Social Science Curriculums.

## Common Curricula: Social Sciences

Biology	101	4	General Biology
	291	1	Stress Management
English	101	3	English Composition
	102	3	English Composition II
	Elective	3	Literature Elective
Fine Arts	Elective	3	FNA/Mus/Art
History	101	3	Western Civ. I
	102	3	Western Civ. II
Math	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science Elec.		4	Biology/Earth Science/ Chemistry/Math/Physics
Philosophy	101	3	Philosophy Elective
	207	3	Intro to Logic
Political Science	250	3	American Government
Sociology	201	3	Intro to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology Elective

## Major Area Curriculum: Bachelor of Arts in Social Science

Computer Information Systems	Elective	3	CIS Elective
English	Elective	3	Literature Elective
Foreign Language	101	3	Elementary French/Latin/Spanish I
	102	3	Elementary French/Latin/Spanish II
Geography	201	3	World Geography
		3	Geography Elective
History	201	3	History of U.S. I
	202	3	History of U.S. II
	301	3	Louisiana History
	450	3	Louisiana Heritage-Research in Louisiana History
		6	History Elective (must be 300 level or higher)
Psychology	101	3	General Psychology
Social Science	Electives	12	Any of the following courses may be taken: Criminal Justice, Economics, Geography, History, Political Science, Psychology, or Sociology
Free Electives	Electives	15	

**BACHELOR OF ARTS  
SOCIAL SCIENCES  
With  
A CONCENTRATION IN TEACHER CERTIFICATION  
FOR SECONDARY SCHOOLS**

**Description of the Program**

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 shall 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 of teaching the social sciences at the secondary with a strong background in their discipline and the necessary professional courses in education that will 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 an 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.

**Outcomes**

The outcome 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 has the objective of providing 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 shall demonstrate

1. professional competence and the ability to recognize those beliefs which are essential to

and necessary for the advancement of human life.

2. demonstrate critical thinking and writing skills
3. demonstrate knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era.
4. demonstrate the ability to engage successfully in social science research
5. a 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)
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.

## **ADMISSION**

Admission to the program in Social Sciences is defined in the admission policies and procedures of the Division of Liberal Arts and Sciences. Students who seek to enter a degree program in Social Science must have completed successfully the fifty-four hours of common curricula or general education defined in the curriculum guidelines for Social Sciences degree programs.

## **DEGREE OFFERED**

Bachelor of Arts

Social Science with a Concentration in Teacher Certification For Secondary Schools

## **DEGREE REQUIREMENTS**

The degree of Bachelor of Arts is conferred upon students who complete an approved program of study consisting of 123 hours of course work with a 2.5 cumulative grade point average and a 3.0 grade point average in their Education (EDU) course work. Social Science majors shall 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 and a minimum grade of C must be earned in all courses pertaining to the major course of study. To earn a concentration in secondary education, students must complete 18 hours in professional Education, five of which must be at the 300 hundred or higher level. A GPA of 3.0 must be obtained in the professional Education courses.

## Common Curricula: Social Sciences

Biology	101	4	General Biology
	291	1	Stress Management
English	101	3	English Composition
	102	3	English Composition II
	Elective	3	Literature Elective
Fine Arts	Elective	3	FNA/Mus/Art
History	101	3	Western Civ. I
	102	3	Western Civ. II
Math	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science Elec.		4	Biology/Earth Science/ Chemistry/Math/Physics
Philosophy	101	3	Intro to Philosophy
	207	3	Intro to Logic
Political Science	250	3	American Government
Sociology	201	3	Intro to Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	220	3	Religious Traditions and Cultures
	Elective	3	Theology Elective
<b>Subtotal</b>		<b>54</b>	

**Major Area Curriculum: BACHELOR OF ARTS IN SOCIAL SCIENCE/CONCENTRATION IN TEACHER CERTIFICATION FOR SECONDARY SCHOOLS**

Criminal Justice	Elective	3	Criminal Justice Elective (must be above 300 level)
Foreign Language	101	3	Elementary French/Latin/Spanish I
	102	3	Elementary French/Latin/Spanish II
Geography	201	3	World Geography
History	201	3	History of U.S. I
	202	3	History of U.S. II
	301	3	Louisiana History
	450	3	Louisiana Heritage-Research in Louisiana History
		9	History Electives (all must be above 300 level)
Psychology	101	3	General Psychology
	340	3	Human Growth and Development
Social Science	Electives	9	Any of the following courses may be taken: Criminal Justice, Economics, Geography, History, Political Science, Psychology, or Sociology (all must be above 300 level).
Education*	202	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
Subtotal		69	

**Degree Total**

**123**

\* On order for the listed Education (EDU) courses to be counted by the State of Louisiana towards teacher certification, students must obtain 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 461 A -INTERNSHIP I AND EDU 461B- INTERNSHIP II MUST BE TAKEN AFTER GRADUATION.**

(4-4-12)



## PREPARING STUDENTS FOR SUCCESS PROGRAM

**Director: Victoria M. Dahmes, Ph.D.**

### PROGRAM DESCRIPTION

In keeping with our mission, the Our Lady of Holy Cross College 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 **Our Lady of Holy Cross College Quality Enhancement Plan (QEP)** submitted to the Southern Association of Colleges and Schools in partial fulfillment of accreditation renewal in 2009.

The overarching goal of the QEP is to design, implement, maintain, and continuously 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:

- Vocabulary, comprehension, and fluency skills necessary for reading and understanding college-level material;
- Logical and effective written communication skills, at the college-level, using Standard English;
- Mathematical concepts and competencies necessary for success in college algebra;
- Personal, technical, and social skills necessary to college success, promoted by holistic support, membership in a learning community, and service learning.

The PSSP is guided by the Marianite core values, the College 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 Reading (REA 100), Introduction to College English (ENG 100), Fundamentals of Mathematics (MAT 099), and Introduction to College Algebra (MAT 100). *In the Spring Semester of 2013, MAT 100 will be replaced by Introduction to College Algebra I (MAT 100A) and Introduction to College Algebra II (MAT 100B).*

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 College 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 OLHCC. Enrollment in ICS 100, therefore, helps underprepared students become part of the larger learning community.

## **INTENDED 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. Mathematics skills (MAT 100; MAT 100 will be replaced by MAT 100A and/or MAT 100B, beginning Spring 2013) necessary to function successfully in college-level algebra as measured by a final semester grade of C or higher in MAT 105;
4. Prerequisite mathematics skills (MAT 099) to function successfully in an introductory college algebra course, as measured by a final semester grade of C or higher in MAT 100 (MAT 100A and/or MAT 100B, beginning Spring 2013);
5. Personal, technical, and social skills necessary (ICS 100) to function successfully in undergraduate college-level courses, as measured by a student satisfaction survey.

## **PLACEMENT**

Our Lady of Holy Cross College 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**.

<b>PSSP PLACEMENT MATRIX</b>			
<b>WRITING SKILLS</b>			
<b>SUBTEST</b>	<b>Cut-Off Scores</b>		<b>COURSE PLACEMENT</b>
	<b>ACT</b>	<b>COMPASS</b>	
English (ACT) Writing (COMPASS)	00-15	00-51	<i>Acceptance deferred. Applicant may seek outside instruction and re-apply and re-test after one semester.</i>
	16-17	52-67	ICS 100, ENG 100 required
	18-23	68-93	ENG 101; Also eligible to enroll in HIST 101,102, 201, 202 & SPE 101, as approved by an advisor
	24-28	94-98	ENG 102 (ENG 101 exempted); also eligible to enroll in HIST 101, 102, 201, 202 & SPE 101, as approved by an advisor
	29-36	99-100	ENG 101 & ENG 102 exempted
<b>MATHEMATICS SKILLS:</b> Multiple scores may result from COMPASS placement testing in mathematics. The score from the highest domain attempted is used to determine placement.			
Mathematics (ACT) Pre-Algebra (COMPASS)	00-15	00-21	<i>Acceptance deferred. Applicant may seek outside instruction and re-apply and re-test after one semester.</i>
	16-17	22-100	ICS 100, MAT 099* required
Mathematics (ACT) Algebra (COMPASS)	16-17	00-30	ICS 100, MAT 099* required
	18	31-36	ICS 100, MAT 100 required. (This range of scores will require placement in MAT 100A, beginning in spring 2013)
	19	37-41	ICS 100, MAT 100 required (This range of scores will require placement in MAT 100B, beginning in spring 2013)
	20-24	42-100	MAT 105; Also eligible to enroll in a science course, as approved by an advisor
Mathematics (ACT) College Algebra (COMPASS)	20-24	0-62	MAT 105; Also eligible to enroll in a science course, as approved by an advisor
	25+	63-100	Enrollment in mathematics course beyond MAT 105 if needed (MAT 105 exempted) and approved by advisor
<b>READING SKILLS</b>			
Reading (ACT/COMPASS)	00-15	00-71	<i>Acceptance deferred. Applicant may seek outside instruction and re-apply and re-test after one semester.</i>
	16-18	72-80	ICS 100, REA 100 required
	19-36	81-100	Eligible for HIST 101,102, 201, 202 & SPE 101, as approved by an advisor

## **PRE-/POST-TESTING**

ACT or COMPASS subtest scores are also used as course pre-tests. Since the COMPASS placement tests are generated by a randomized item-bank they are also used as course post-tests. Post-test results are given in the final two weeks of the semester and are used by instructors to help determine final grades. If the necessary placement score is met, post-testing affords students the opportunity to test out of the next developmental mathematics course(s) in the sequence. *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, along with the Assistant Director, who also provides skilled advising. 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 mid-term 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 mid-term and throughout the semester. The Assistant Director receives a copy of the completed forms and follows up by requesting conferences with the students. During the conferences, she recommends strategies that aid each individual student in achieving greater academic success.

## **EVALUATION**

All students enrolled in PSSP courses receive mid-term grades in addition to final semester grades. Mid-term grades are intended to represent the instructor's estimate of the students' 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 will receive a mid-term or final grade of FN, meaning failure due to absences. Students with low academic performance and/or too many absences are referred for early intervention and support prior to or during the mid-point 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 REA 100, ENG 100, MAT 100 (MAT 100A and MAT 100B, beginning spring 2013), and ICS 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 program. Successful completion is defined as earning a final semester grade of P on a PASS/NO CREDIT scale. If a student fails MAT 099 a second time, the final grade is F.

### **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 or Assistant 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.

### **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 a spectrum 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.

**ASSOCIATE OF ARTS DEGREE OFFERED IN THE DEPARTMENT OF HUMANITIES:**

Liberal Arts

**BACHELOR OF ARTS DEGREES OFFERED IN THE DEPARTMENT OF HUMANITIES:**

English

Liberal Arts

Theology

Theology with a Concentration in Religious Education

**BACHELOR OF ARTS IN ENGLISH**

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 Grammar* or *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.

**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 College and who declare the major are entered.

### **REQUIREMENTS FOR THE ENGLISH MAJOR:**

An undergraduate major in English consists of a total of 39 semester hours in English. English majors must select 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. (See the English Curriculum Guide below.)

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.

English courses at the 300 and 400 levels, except ENG 321 (Creative Writing) and ENG 400 (Advanced Grammar), 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.

### **REQUIREMENTS FOR THE ENGLISH MINOR:**

Students wishing to declare a minor in English must complete 18 hours of English courses above the 9 hours of General Education English requirements:

#### General Education Requirements:

ENG 101-102	English Composition I and II	6 semester hours
ENG 200	Introduction to Literary Forms	<u>3 semester hours</u>
TOTAL:		9 semester hours

#### English Requirements:

ENG 250-251	American Literature I and II	6 semester hours
ENG 300-301	British Literature I and II	6 semester hours
ENG 352	Shakespeare I	3 semester hours
ENG Elective	400-level	<u>3 semester hours</u>
TOTAL:		18 semester hours

All English courses must be passed with a grade of C or higher for the successful completion of the English minor.



## General Education Requirements: English

Biology or Physics	Elective	4	Biology or Physics Electives
English	101	3	English Composition
	102	3	English Composition II
	200	3	Introduction to Literary Forms
Fine Arts	Elective	3	Art/Fine Arts/Music
History	101	3	Western Civilization I
Mathematics	105	3	College Algebra
Mathematics	Above 105	3	Math Elective
Natural Science	Electives	5	Biology/Earth Science/ Chemistry/Math/Physics Electives
Philosophy	Electives	6	Philosophy Electives
Psychology or Sociology	Elective	3	Elective
Social Sciences	Electives	6	Criminal Justice/Economics/Geography/ History/Political Science/Psychology/ Sociology
Speech	101	3	Fundamentals of Public Speaking
Theology	Electives	6	Theology Electives
<b>TOTAL</b>		<b>54</b>	

### Major Area Curriculum: English

English	250	3	American Literature I
English	251	3	American Literature II
English	300	3	British Literature I
English	301	3	British Literature II
English	352	3	Shakespeare I
English	400 or 401	3	Advanced Grammar or Advanced Composition
English	407 or 410	3	Seminar in Selected Topics or Shakespeare II
English	498 or 499	3	Senior Internship or Senior Thesis
English	300 or 400-level	6	Electives
<b>Total</b>		<b>30</b>	

### Other Required Courses: English

Fine Arts	Electives	6	Art/Fine Arts/Music
History	102	3	History of Western Civilization II
History	201	3	History of United States I
English	202	3	History of United States II
Foreign Language		6	Elementary French I and II <b>OR</b> Elementary Latin I and II <b>OR</b> Elementary Spanish I and II
		15	Free Electives
<b>Total</b>		<b>36</b>	

**Total Curriculum for Bachelor of Arts in English:**

**120**

## ENGLISH SUMMARY

English.....	39 hours
Fine Arts.....	9 hours
Foreign Language .....	6 hours
History.....	12 hours
General Electives.....	15 hours
Mathematics.....	6 hours
Natural/Physical Sciences.....	9 hours
Philosophy.....	6 hours
Psychology or Sociology.....	3 hours
Social Sciences.....	6 hours
Speech.....	3 hours
Theology.....	6 hours
<b>TOTAL.....</b>	<b>120 hours</b>

### 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 the following Education requirements:

EDU 202	Educational Psychology	3 semester hours
EDU 306	Classroom Organization & Management	3 semester hours
EDU 304A	Learner with Special Needs	3 semester hours
EDU 309	Human Growth and Development	3 semester hours
EDU 311	Reading in the Content Area	<u>3 semester hours</u>
<b>TOTAL</b>		<b>15 semester hours</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:

EDU 460B	Curriculum and Instructional Strategies	3 semester hours
EDU 460D	Instructional Methodologies	3 semester hours
EDU 461A	Internship I	3 semester hours
EDU 461B	Internship II	<u>3 semester hours</u>
<b>TOTAL</b>		<b>12 semester hours</b>

<b>TOTAL FOR ALTERNATIVE PATH TO CERTIFICATION IN SECONDARY</b>	<b>27 semester hour</b>
(Grades 6-12) EDUCATION	

## LIBERAL ARTS DEGREE

### DESCRIPTION OF PROGRAM

The curriculum of the Liberal Arts degree program is structured to offer a broad range of courses designed to provide the student with a choice of concentrations in two subject areas of interest. The program gives the student latitude in creating a curriculum to meet his/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.

### PROGRAM PURPOSE/OUTCOMES

The broad purpose of the program 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 outcomes:

1. The successful student will gain 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 afforded the opportunity to pursue areas of special interest in various disciplines across the combined curricula of the College, humanities, business, psychology, sociology, natural and social sciences, and mathematics.

### STUDENT OUTCOMES OF THE LIBERAL ARTS PROGRAM

Upon successful completion of the Liberal 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 works and scholarly or professional periodicals;
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.

### DEGREE OFFERED

Bachelor of Arts  
Liberal Arts

### DEGREE REQUIREMENTS

The degree of Bachelor of Arts in Liberal Arts is conferred upon students who complete an approved program of study with a 2.0 cumulative grade point average and a minimum grade of C in all courses within the chosen curriculum modules.

The first part of the curriculum is made up of Core and General Education courses within the requirements as currently listed for degree programs:

Core and General Education Requirements		
ENG 101	English Composition I	3
ENG 102	English Composition II	3
ENG 200+	English Literature	3
	Fine Arts	3

MAT 105	College Algebra (or 215)	3
MAT	Elective	3
	Natural Sciences	9
PHI	Philosophy	6
HIS	History	6
	Social Sciences	6
SPE 101	Public Speaking	3
THE	Theology	6
	Subtotal	54

The second part of the curriculum is made up of two discipline modules chosen by the student along with three other required courses. Each of these modules is twenty-one hours, twelve of which are at or above the 300-level. Each module includes coursework 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 and Curriculum Council.

The remainder of the curriculum consists of six hours of language courses, nine hours of free electives, and three other courses as listed below:

Additional Requirements		
Module I		21
Module II		21
FNA 300+		3
PHI 305	Ethics & Value Theory	3
PHI 207	Intro Logic & Critical Thinking	3
	Free electives	9
	Foreign Language*	6
	Subtotal	66
	Total	12

\*These 6 hours must be the same language.

Any of the above Additional Requirements already fulfilled by the student's choices in the Core/Gen Ed would free up those hours as additional electives.

### LIBERAL ARTS SUMMARY

Core Curriculum Requirements .....	28
General Education Requirements .....	26
Module I Requirements .....	21
Module II Requirements .....	21
Other Requirements .....	15
Elective Requirements .....	9
<b>Total: (120)</b>	

## MODULES

Liberal Arts students choose two of the following modules.

Biology Module		
BIO 375	Genetics	4
BIO 200+	Elective	4
BIO 300+	Electives	8
BIO 400	Ecology	4
BIO 409	Senior Seminar	1

Business Module		
BUS 205	Principles of Accounting I	3
BUS 251	Principles of Management	
or		3
BUS 252	Principles of Marketing	
ECO 201	Principles of Economics I	3
BUS 231		3
BUS 416	Organizational Behavior	3
BUS 455	International Management	3
BUS		3

English Module		
ENG 250	American Literature I	3
ENG 251	American Literature II	3
ENG 300	British Literature I	3
ENG 301	British Literature II	3
ENG 352	Shakespeare I	3
ENG 300+	Elective	3
ENG 407	Seminar in Selected Topics	
or		3
ENG 410	Shakespeare II	

Philosophy Module		
PHI 101	A Historical Intro to Philosophy	3
PHI 250	Knowledge & Truth	3
PHI 330	Phenomenology & Existentialism	3
PHI 390	Special Topics in Philosophy	3
PHI 405	Bioethics	3
PHI 490	Social & Political Philosophy	3
PHI 480	Senior Seminar	3

or		3
HIS 465	New Orleans Highlights	

Social Sciences Module		
HIS 201	United States History I	3
HIS 202	United States History II	3
HIS 301	Louisiana History	3
HIS 305	Introduction to Public History	3
HIS 325+	Elective	3
HIS 400+	Elective	3
HIS 450	Louisiana Heritage: Research in Louisiana History	
or		3
HIS 465	New Orleans Highlights	

Theology Module		
THE 201	Christology	3
THE 210	Doctrine of God	3
THE 280	Catholic Moral Principles	3
THE 341	Sacramental Theology	3
THE 360	Old Testament	3
THE 370	New Testament	3
Any one of the following:		
THE	Theology Thesis	3
THE	Comprehensive Exam	3
THE	Theology Practicum	3

**ASSOCIATE OF ARTS  
LIBERAL ARTS AND SCIENCES**

**DESCRIPTION OF PROGRAM**

An associate degree in liberal arts will prepare students with a solid multi-disciplinary preparation in Humanities, Natural Sciences, Social Sciences, and the Arts. This is an ideal course of study for those students wanting to pursue careers in a wide variety of entry level positions, or serve as a basis for further education.

Liberal arts graduates develop thoughtful judgment, understand problems, imbue critical thinking with ethical thought, and communicate those solutions to others – skills employers are seeking.

The Associate in Liberal Arts degree requires a total of 60 semester hours. Within that total, 54 semester hours meet the general education requirements for bachelor degrees at Our Lady of Holy Cross College; the remaining six semester hours are in foreign language electives.

**Degree Offered**  
Associate of Arts  
Liberal Arts and Sciences

BIO	Biology Elective	4 sem. hrs.
ENG 101	English Composition I	3 sem. hrs.
ENG 102	English Composition II	3 sem. hrs.
HIS	History Elective	3 sem. hrs.
MAT 105	College Algebra	3 sem. hrs.
PHI	Philosophy Elective	3 sem. hrs.
SPE 101	Fundamentals of Public Speaking	3 sem. hrs.
THE	Theology Elective	3 sem. hrs.
BIO 291	Stress Management	1 sem. hr.
ENG	Literature Elective	3 sem. hrs.
FNA/MUS/ART	Fine Arts Elective	3 sem. hrs.
HIS	History Elective	3 sem. hrs.
MAT	Math Elective	3 sem. hrs.
PHI	Philosophy Elective	3 sem. hrs.
PSY 101	General Psychology	3 sem. hrs.
THE	Theology Elective	3 sem. hrs.
	Foreign Language Elective	6 sem. hrs.
	Physical Science Elective	4 sem. hrs.
	Social Science Elective	3 sem. hrs.



## **BACHELOR OF ARTS THEOLOGY**

**Coordinator: Mr. David Delio**

### **MISSION:**

The mission of the Theology Department at Our Lady of Holy Cross College 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; to be a laboratory and workshop for students, scholars, and community members that will enable those who participate to inspire the world through the Gospel.

### **CORE PRINCIPLES:**

- Personal excellence—Intellectual, Moral, Spiritual
- Collaborative learning
- Develop the “philosophic habit of mind”
- Ecumenical and interfaith outlook
- Theology in service to others

### **PROGRAM DESCRIPTION:**

The purpose of studying Catholic theology at Our Lady of Holy Cross College 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.

In pursuing a major in Theology at Our Lady of Holy Cross College, the student will also complete a minor in philosophy. Thus the student will be prepared to continue to advanced theological studies or to law, history, and education, etc. Concentrations are available in Theology and in Religious Education. A minor in Theology is also available as well as a Theology Module within the Liberal Arts degree.

### **Student 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.
6. Engage in successful theological research so as to demonstrate the ability to critically analyze and clearly articulate theological arguments both in writing and in speech.

**Admission to the Bachelor of Arts in Theology Program**

The Theology Program has an open enrollment policy; all students who are admitted to the College and who declare the major are entered.

**DEGREE REQUIREMENTS**

The degree of Bachelor of Arts in Theology is conferred upon students who complete an approved program of study with a 2.0 cumulative grade point average and a 2.5 grade point average in professional course work. A minimum grade of C must be earned for all courses pertaining to the major course of study in each degree program.

**Requirements for Theology Major**

A major in Theology can be earned by successfully completing a minimum of 13 courses (39 credits) and a Senior Thesis (3 credits) or Senior Comprehensive Exams (3 credits) and a Senior Theology Practicum (3 credits) in Theology.

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

General Education Requirements.....	54 semester hours
Major (Theology) .....	39 semester hours
Minor (Philosophy).....	18 semester hours
General Electives .....	6 semester hours
College Latin and Modern Foreign Language.....	<u>6 semester hours</u>
TOTAL .....	123 semester hours

## General Education Requirements: Theology

Biology or Physics	Elective	4	Biology or Physics Electives
English	101	3	English Composition
	102	3	English Composition II
	Elective	3	Literature Elective
Fine Arts	Elective	3	Art/Fine Arts/Music
History	101 or 102	3	History of Western Civilization I or History of Western Civilization II
	201 or 202	3	History of the United States I or History of the United States II
Math	105	3	College Algebra
Math	Above 105	3	Math Elective
Natural Science	Electives	5	Biology/Earth Science/ Chemistry/Math/Physics Electives
Philosophy	206	3	History of Philosophy
	207	3	Intro to Logic and Critical Thinking
Psychology	Elective	3	Elective
Sociology	Elective	3	Elective
Speech	101	3	Fundamentals of Public Speaking
Theology	103	3	The Christian Tradition
	200	3	Ecclesiology
<b>TOTAL</b>		<b>54</b>	

## Major Area Curriculum: Theology

Philosophy/ Theology	230/ 242	3	Metaphysics
Philosophy/ Theology	250/ 243	3	Epistemology: Belief, Knowledge, and Truth
Philosophy	306	3	Philosophical Ethics
Philosophy/ Theology	315/ 310	3	The Dynamic Synthesis of Thomas Aquinas
Philosophy	330	3	Phenomenology
Philosophy	Elective	3	Choose from one of the following: PHI 260 – Philosophy of Religion PHI 270 – Intro to Eastern Philosophy PHI 380 – Spirituality, Philosophy and Cinema PHI 495 – Social and Political Philosophy
Theology	201	3	Christology
	210	3	Doctrine of God
	230	3	Sacred Liturgy
	231	3	Sacramental Theology
	280	3	Catholic Moral Principles
	300	3	Theological Principles and Methods
	360	3	Old Testament
	370	3	New Testament
	380	3	Catholic Theological Tradition
	432 or 433	3	Senior Thesis or Senior Comprehensive Exam
	434	3	Senior Theology Practicum
	Elective	6	Choose two Theology course from catalogue
<b>Total</b>		<b>57</b>	

**Other Required Courses: Theology**

Latin	Elective	3	Elective
Foreign Language	Elective	3	French or Spanish Elective
		3	Free Elective
<b>Total</b>		<b>9</b>	

**Total Curriculum for Bachelor of Arts in Theology: 120**

## REQUIRED COURSES FOR THEOLOGY MINOR

### General Education Requirements:

THE 103	The Christian Tradition .....	3semester hours
THE 200	Ecclesiology .....	<u>3semester hours</u>
TOTAL:		6 semester hours

### Minor Requirements for Theology:

THE 201	Christology .....	3semester hours
THE 210	Doctrine of God .....	3 semester hours
THE 280 or THE 315	Catholic Moral Principles or Catholic Morality and Health Care Science.....	3 semester hours
THE 340 or THE 341	Liturgy or Sacramental Theology .....	3 semester hours
THE 360	Old Testament .....	3 semester hours
THE 370	New Testament .....	<u>3semester hours</u>
TOTAL:		18 semester hours

## **BACHELOR OF ARTS THEOLOGY**

### **Concentration in Religious Education**

In addition to the traditional Theology degree, Our Lady of Holy Cross College offers a Theology degree with a major concentration in Education. This program combines the course of theological study with preparation for effective classroom teaching at the elementary and high school levels. The program aspires to be faithful to authentic Church teaching.

By pursuing a Major in Theology with Concentration in Religious Education at Our Lady of Holy Cross College, 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 will acquire the necessary background in Theology for ministry in church or school.

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

Upon successful completion of the Bachelor of Arts in Theology with Concentration in Religious Education Program, Theology 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 critically analyze and clearly articulate theological arguments both in writing and in speech.
6. Plan, organize and execute effective pedagogy in a classroom environment.

### **Admission to the Bachelor of Arts in Theology with Concentration in Religious Education Program**

The Theology Program has an open enrollment policy; all students who are admitted to the College and who declare the major are entered. In order to continue in the Theology with Concentration in Religious Education 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 by being successfully admitted into EDU 305. The student must also achieve an acceptable score (see below) on the Educational Testing Service (ETS) PRAXIS I Pre-Professional Skills Assessment (PPST). 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 exempted from the PPST.

The program for the Bachelor's Degree with a major in Theology and a concentration in Religious Education is as follows:

General Education Requirements .....	54 semester hours
Major (Theology) .....	39 semester hours
Philosophy.....	9 semester hours
College Latin and a Modern Foreign Language.....	6 semester hours
Education .....	<u>18 semester hours</u>
TOTAL .....	126 semester hours

**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 2.0 cumulative grade point average and a 2.5 grade point average in professional course work. A minimum grade of C must be earned for all courses pertaining to the major course of study in each degree program.



## General Education Requirements: Theology with a Concentration in Religious Education

Biology or Physics	Elective	4	Biology or Physics Electives
Education	202	3	Educational Psychology*
English	101	3	English Composition
	102	3	English Composition II
	Elective	3	Literature Elective
Fine Arts	Elective	3	Art/Fine Arts/Music
History	101 or 102	3	History of Western Civilization I or History of Western Civilization II
	201 or 202	3	History of the United States I or History of the United States II
Math	105	3	College Algebra
Math	Above 105	3	Math Elective
Natural Science	Electives	5	Biology/Earth Science/ Chemistry/Math/Physics Electives
Philosophy	206	3	History of Philosophy
	207	3	Intro to Logic and Critical Thinking
Sociology	Elective	3	Elective
Speech	101	3	Fundamentals of Public Speaking
Theology	103	3	The Christian Tradition
	200	3	Ecclesiology
<b>TOTAL</b>		<b>54</b>	

## Major Area Curriculum: Education

Education	305	4	Curriculum and Instructional Strategies**
	306	3	Classroom and Organizational Management
	309	3	Human Growth and Development
	310	5	Instructional Methodologies***
	311	3	Reading in the Content Area*
<b>Total</b>		<b>18</b>	

## Major Area Curriculum: Theology

Philosophy/ Theology	230/ 242	3	Metaphysics
Philosophy/ Theology	250/ 243	3	Epistemology: Belief, Knowledge, and Truth
Philosophy	306	3	Philosophical Ethics
Theology	201	3	Christology
	210	3	Doctrine of God
	230	3	Sacred Liturgy
	231	3	Sacramental Theology
	280	3	Catholic Moral Principles
	300	3	Theological Principles and Methods
	308	3	Catholic Social Teaching
	319	3	Principles of Catechesis
	360	3	Old Testament
	370	3	New Testament
	380	3	Catholic Theological Tradition
	441	6	Practicum in Teaching Religion***

**Total** **48**

**Other Required Courses: Theology**

Latin Elective 3 Elective

Foreign Language Elective 3 French or Spanish Elective

**Total** **6**

**Total Curriculum for Bachelor of Arts in Theology  
With a Concentration in Religious Education:**

**126**

\*EDU 202 and EDU 311 are pre-requisites for EDU 305

\*\*Passing of PRAXIS I (PPST) is a requirement to take EDU 305

\*\*\*EDU 305 is a pre-requisite for EDU 310

\*\*\*\*Passing of a comprehensive theology exam is required to graduate from this program.

## **Welcome to the Division of Professional Studies**

The Division of Professional Studies offers exciting majors in nursing, allied health, education, counseling/behavioral sciences, and the world of business. 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 our students' skill set is enhanced with first-hand knowledge that can only be gained while working on the "front lines."

Come explore The Division of Professional Studies 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.

The administration, faculty, and staff of the Division of Professional Studies welcome you. Please know that my office is always open to you.

Please be reminded that admission to some areas of study could be on a competitive basis.

My best to you,

**Patricia M. Prechter**

Patricia M. Prechter, R.N., M.S.N., Ed.D.

Provost

Chair of the Department of Nursing and Allied Health

**[Department of Business Administration](#)**

**[Department of Counseling and Behavioral Sciences](#)**

**[Department of Education](#)**

**[Department of Nursing and Allied Health](#)**

## **BUSINESS ADMINISTRATION DEPARTMENT**

**Chair: Dr. Lawrence Audler**

### **DESCRIPTION OF PROGRAM**

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 curriculum drawn from the basic 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 certified by the International Assembly for Collegiate Business Education.

### **MISSION STATEMENT**

The Business Department contributes to the Our Lady of Holy Cross College mission 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, communication skills, ethical decision making, critical thinking, acceptable management practices, and Catholic values.

The Business Department supports the College in fulfilling its mission of educating the minds and the hearts of students through dedicated service and innovative instruction methods. The department strives to foster an environment for students and graduates that is conducive to procuring successful job placement and career development.

### **OUTCOMES**

The specific outcomes of the business administration program are to:

- equip students for entry-level professional positions in private and public enterprise, as well as for eventual managerial and executive responsibilities;
- provide a sound academic exposure to all business functions to persons already employed;
- prepare students for subsequent graduate studies in business or other disciplines;
- advance business as a profession and to foster successful and ethical practice in private and public enterprise.

## **STUDENT OUTCOMES OF THE BUSINESS ADMINISTRATION PROGRAM**

Upon successful completion of the Business Administration Program, students should be able to:

- recall essential factual information in their chosen curriculum;
- read, understand and critique standard reference works and professional periodicals in the area of concentration of their chosen curriculum;
- assess critically theories and trends in the area of concentration of their chosen curriculum;
- practice professional business and economic skills;
- demonstrate the ability to engage in critical thinking, decision making, and independent judgment in the area of concentration of their chosen curriculum;
- practice leadership skills in collaboration with members of the business and economics professions;
- accept ethical responsibility and accountability for professional decisions, actions, and their consequences.

## **ADMISSION REQUIREMENTS**

Admission to the degree programs in the Business Department is based upon:

- successful completion of the Level 1 designated core curriculum courses in their freshman and sophomore years;
- attainment of a minimum overall grade point average of 2.0;
- attainment of a minimum grade point average of 2.5 in all business classes during the freshman and sophomore years;
- formal application for admission to the Department of Business Administration to the department chair;

Admission to the Business Administration Degree program is competitive. Due to the use of objective criteria in processing applications, attainment of minimum admission requirements does not ensure admission to the Business Administration Degree program. Any variance requires permission of the Chair of the Business Administration Department.

## **DEGREES OFFERED**

The degree offered in the Business Administration Department is a Bachelor of Science in Business Administration. In addition, the student may optionally choose from one of the following concentrations:

Accounting  
Management  
Marketing  
Organizational Management

## **DEGREE REQUIREMENTS**

The degree of Bachelor of Science in Business Administration is conferred upon students who:

- complete an approved program of study with a 2.0 cumulative grade point average;
- attain a 2.5 grade point average in professional course work;
- 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, computer information systems, management, and marketing.

The Business Administration curriculum provides a broad exposure to all functions of business, a necessary requirement for a successful professional career. The world of business is becoming increasingly complex, interactive, and internationalized. Thus the narrowly trained functional specialist is fast being replaced by the broadly educated generalist. Students planning to enter graduate school are advised to enroll in calculus.

### **Accounting Concentration**

The accounting curriculum is designed to prepare students for positions and careers in public, private, and governmental accounting. The study of accounting provides the business student with the best possible credentials to serve the needs of today's world of commerce. Students completing this concentration are prepared in the foundations of the profession and can build upon the course requirements for graduate study in business, accounting, or law.

The Business Administration degree program requires 127 credit hours for completion. One hundred and fifty 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 successfully completing the CPA exam.

### **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 and 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 interest and demands are now considered to be 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**

The Bachelor of Science in Business Administration (BS) with concentration in Organizational Management is designed to serve the educational needs of the non-traditional learner and working adult age 23 and older.

This program enables adult enrollees to complete course work for a college degree at times most convenient to them: evenings and on the weekends. Students will complete courses in management, legal and ethical issues in business management, organizational management, human development and behavior, communication skills, business law, evaluation and analysis of operational management strategies. Students will use real case studies and scenarios to apply course material to actual businesses and non-profit agencies.

#### **Requirements for Admission:**

Students interested in pursuing the BS in Organizational Management are admitted to the Our Lady of Holy Cross College in the same manner used to admit any other transfer student. The admission steps are listed below:

- Must be admitted to OLHCC.
- Must be 23 years of age and older.
- 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" and above.



- Must have GPA of at least 2.00.
- Must be employed or have had significant work experience.

Conditional admission is possible. To be admitted under the conditional category, the candidate must have minimum of 54 semester hours along with the compensating qualities in the field of Management (5 and more year experience in managerial work). Admission must be approved by the program’s admission committee. More information may be obtained by calling to the Business Administration Department.

## CLASS SCHEDULES

Required business classes are normally offered in the semesters as listed below. In addition, the classes may be offered in other semesters if circumstances permit.

**Students are cautioned to register for required courses in the years and semesters listed below.** Failing to do so may create a scheduling conflict in a subsequent semester which 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
FNA/MUS/ART	Fine Art Elective .....	3
THE	Theology Elective .....	3
		16

### Freshman – Spring

CIS 111	Intermediate Computer Literacy .....	3
ENG 102	English Composition II .....	3
PHI 207	Introduction to Logic and Critical Thinking .....	3
MAT105	College Algebra .....	3
PSY 101 or	General Psychology or	
SOC 101	Introduction to Sociology .....	3
SPE 101	Fundamentals of Public Speaking.....	3
		18

### Sophomore – Fall

BUS 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
MAT215	Finite Mathematics.....	3
		15

**Sophomore – Spring**

BUS 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
		16

**Business Administration – Level 2  
Junior – Fall**

BUS 301	Business and Economic Statistics I.....	3
BUS 311	Principles of Business Finance .....	3
BUS 310	Business Communication Skills .....	3
BUS/ECO	Elective at the 300 Level.....	3
ENG	Literature Elective.....	3
		15

**Junior – Spring**

BUS 302	Business and Economic Statistics II .....	3
BUS 307	Managerial Accounting.....	3
BUS/ECO	Electives at the 300 Level.....	6
PHI	Philosophy Elective .....	3
	Natural Science Elective.....	1
		16

**Senior – Fall**

BUS 401	Business Law I.....	3
BUS 416	Organizational Behavior .....	3
BUS 462	Internship .....	3
BUS/ECO	Elective at the 300 or 400 Level .....	3
	General Elective.....	3
		15

**Senior – Spring**

BUS 409	Business and Society.....	3
BUS 419	Strategic Decision Making.....	3
BUS 414	Business Policy and Problems .....	3
BUS/ECO	Elective at the 300 or 400 Level .....	3
THE	Theology Elective .....	3
	General Elective.....	3
		16

**Total (127)**

**Concentrations**

Students who select a concentration should substitute the classes listed below in place of business electives (15 hours available) and/or general electives (9 hours available).

**Concentration in Accounting**

BUS 314-315	Intermediate Accounting I & II	6
BUS 319	Tax Accounting I	3
BUS 406-407	Advanced Accounting I & II	6
BUS (300-400)	Elective	3

**Concentration in Management**

BUS 309	Personnel Management	3
BUS 312	Physical Distribution and Logistics	3
BUS 402	Business Law II	3
BUS 405	Production Operations Management	3
BUS 408	Financial Management	3
ECO 404	Business Elective	3

**Concentration in Marketing**

BUS 312	Physical Distribution and Logistics	3
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

**Concentration in Organizational Management**

MGT 300	Transition through Adult Life	1
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

## STUDENTS TAKING THE CPA EXAM

A student 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. The Accounting Concentration, Business Administration degree program requires 128 credit hours for completion. 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 the student for successfully completing the CPA exam. A student may take these courses either before or after they graduate with a Business Administration Degree. Note that additional courses may be necessary for those students graduating with Business Administration degrees without a concentration in accounting. 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.

The following additional courses are recommended for those students who plan to sit for the CPA examination:

BUS 318	Cost Accounting	3
BUS 320	Tax Accounting II	3
BUS 375	Accounting Information Systems	3
BUS 402	Business Law II	3
BUS 404	Auditing	3
Electives	General or Business Electives	7

## **DEPARTMENT OF COUNSELING AND BEHAVIORAL SCIENCES**

### **DESCRIPTION OF PROGRAMS**

**Chair: Dr. Carolyn White**

The Department of Counseling and Behavioral Sciences offers Bachelor of Science degrees in Addiction Counseling, Applied Behavioral Science, Psychology, and Social Counseling and a Master of Arts degree in Counseling with concentrations in Clinical Mental Health Counseling, Marriage and Family Counseling, and School Counseling. In addition, we offer an Early Entry program in Counseling which allows students who desire a graduate 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 Our Lady of Holy Cross College. The department's faculty strives to insure that our students have a foundation in the general education offerings and through 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 provides highly relevant coursework 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.

### **OUTCOMES**

The specific outcomes of the Counseling and Behavioral Sciences program are to:

1. prepare students for entry level positions in the field of behavioral sciences;
2. provide students with an interdisciplinary knowledge base;
3. enable students to learn through a wide variety of experiences across the field of Counseling and Behavioral Sciences;
4. prepare students to be successful in graduate school in their major concentration.

### **STUDENT OUTCOMES**

Upon successful completion of a degree in the areas of Counseling and Behavioral Sciences, students should be able to:

1. master the general education requirements;
2. understand and put into practice the mission of the college;

3. identify the foundations of the field of behavioral sciences;
4. understand the history, philosophy, and trends in the behavioral science disciplines;
5. understand a variety of models related to the behavioral sciences;
6. understand the ethical considerations related to the behavioral science disciplines;
7. pursue post-baccalaureate studies in the behavioral sciences;
8. assist individuals to function responsibly and effectively as they go through life;
9. implement the mission by applying academic knowledge and expertise in a variety of institutional, agency, community, and educational settings.

## **ADMISSIONS**

Students who seek to enter a 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;
3. attained a minimum grade point average of 2.5 in all behavioral sciences classes.

## **DEGREE REQUIREMENTS**

The degrees of Bachelor of Sciences in Addiction Counseling, Applied Behavioral Sciences, Psychology, and Social Counseling are conferred upon students who complete an approved program of study with a 2.0 cumulative grade point average and a 2.5 grade point average in professional course work. A minimum grade of C must be earned for all courses pertaining to the major course of study in each degree program.

### **DEGREES OFFERED**

**Associate of Science**  
Addiction Counseling  
Juvenile Counseling

**Bachelor of Science**  
Addiction Counseling  
Applied Behavioral Sciences  
Psychology  
Social Counseling

## 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
FNA/MUS/ART	Fine Arts Elective .....	3
	General Electives .....	9
		<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.

### ASSOCIATION DEGREE IN ADDICTIONS COUNSELING SUMMARY

Counseling .....	18	Philosophy .....	3
English .....	6	Psychology .....	3
Fine Arts, Music, or Art .....	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 .....	3
FNA/MUS/ART	Fine Arts Elective .....	3
PSY 303	Adolescent Psychology .....	3
PSY 405	Abnormal 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 DEGREE IN JUVENILE COUNSELING SUMMARY**

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



**BACHELOR OF SCIENCE  
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

(31)

**SOPHOMORE**

COU 202	Introduction to Addictive Behaviors.....	3
ENG	Literature Elective.....	3
FNA/MUS/ART	Elective .....	3
HIS	History Elective .....	3
MAT 160	Introduction to Statistics .....	3
PHI	Philosophy Elective .....	3
THE	Theology Electives.....	6
	Natural Science Elective.....	5

(29)

**JUNIOR**

COU 305	Juvenile Delinquency.....	3
COU 307	Addiction Counseling .....	3
COU 318	Interviewing and Counseling.....	3
COU 320	Recovery Counseling.....	3
COU 350	Sexual Trauma .....	3
PSY 307	Crisis Intervention.....	3
PSY 402	Human Sexuality.....	3
	General Electives .....	12

(33)

**SENIOR**

COU 402	Advanced Studies in Chemical Dependency .....	3
COU 408	Advanced Interviewing and Counseling.....	3
PSY 490	Research.....	3
COU/PSY	Counseling or Psychology Electives.....	6
PSY 405	Abnormal Psychology.....	3
	General Electives .....	12

(30)  
**Total: (123)**

**ADDICTION COUNSELING SUMMARY**

Counseling .....	30	Philosophy.....	6
English .....	9	Psychology.....	15
Fine Arts, Music, or Art.....	3	Sociology .....	3
History.....	6	Speech.....	3
Mathematics.....	6	Theology.....	6
Natural Sciences.....	9	General Electives .....	27

**Total (123)**

**BACHELOR OF SCIENCE  
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
		(31)

**SOPHOMORE**

CJU 100	Introduction to Criminal Justice.....	3
CJU 200	Criminal Investigation .....	3
ENG	Literature Elective.....	3
FNA/MUS/ART	Elective .....	3
HIS	History Elective .....	3
MAT 160	Introduction to Statistics .....	3
	Natural Science Elective.....	5
PHI	Philosophy Elective .....	3
THE	Theology Electives.....	6
		(32)

**JUNIOR**

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

**SENIOR**

COU 408	Advanced Interviewing and Counseling.....	3
PSY 405	Abnormal Psychology.....	3
PSY 490	Research.....	3
PSY	Psychology Electives (300 level or above).....	6

General Electives .....12  
(27)

**Total (123)**

**APPLIED BEHAVIORAL SCIENCES SUMMARY**

Counseling .....3	Philosophy .....6
Criminal Justice .....12	Psychology .....30
English .....9	Sociology .....6
Fine Arts, Music, or Art .....3	Speech .....3
History .....9	Theology .....6
Mathematics .....6	General Electives .....21
Natural Sciences .....9	

**Total (123)**

**BACHELOR OF SCIENCE  
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

(31)

**SOPHOMORE**

ENG	Literature Elective .....	3
FNA/MUS/ART	Elective .....	3
HIS	History Elective .....	3
MAT 160	Introduction to Statistics .....	3
PHI	Philosophy Elective .....	3
THE	Theology Electives .....	6
	Natural Science Elective .....	5
	General Elective.....	6

(32)

**JUNIOR**

COU 350	Sexual Trauma .....	3
COU/SOC	Counseling or Sociology 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 .....	9

(33)

## SENIOR

COU 408	Advanced Interviewing and Counseling.....	3
PSY 405	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
		(27)

**Total (123)**

## PSYCHOLOGY SUMMARY

Counseling.....	6	Psychology.....	39
English.....	9	Sociology.....	3
Fine Arts, Music, or Art.....	3	Speech.....	3
History.....	6	Theology.....	6
Mathematics.....	6	Counseling or Sociology Electives.....	3
Natural Sciences.....	9	General Electives.....	24
Philosophy.....	6		

**Total (123)**

**BACHELOR OF SCIENCE  
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
		(31)

**SOPHOMORE**

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

**JUNIOR**

COU 305	Juvenile Delinquency .....	3
COU 307	Addiction Counseling .....	3
COU 318	Interviewing and Counseling .....	3
COU 350	Sexual Trauma .....	3
COU/PSY	Counseling or Psychology Electives .....	6
PSY 307	Crisis Intervention .....	3
PSY 402	Human Sexuality .....	3
	General Electives .....	9
		(33)

**SENIOR**

COU 408	Advanced Interviewing and Counseling.....	3
COU/PSY	Counseling or Psychology Elective .....	6
PSY 405	Abnormal Psychology.....	3
PSY 407	Death and Dying .....	3
PSY 490	Research.....	3
	General Electives .....	12
		(30)

**Total (123)**

**SOCIAL COUNSELING SUMMARY**

Counseling .....	18	Psychology .....	15
English .....	9	Sociology .....	3
Fine Arts, Music, or Art .....	3	Speech .....	3
History .....	6	Theology .....	6
Mathematics .....	6	Psychology/Counseling Electives.....	12
Natural Sciences .....	9	General Electives .....	27
Philosophy .....	6		

**Total (123)**



## **EARLY ENTRY PROGRAM FOR MAJORS IN ADDICTION COUNSELING OR SOCIAL COUNSELING TOWARD A MASTER'S DEGREE IN COUNSELING**

A student who is enrolled in undergraduate Addiction Counseling or Social Counseling may apply for admission to the Early Entry graduate program.

Upon completion of all requirements for the Early Entry program in Counseling, the student will be awarded the Baccalaureate and Master Degrees concurrently.

Undergraduate students who are senior status, have completed the required undergraduate courses listed in the Early Entry Program, and who intend to apply for admission to the Graduate Counseling Program at Our Lady of Holy Cross College may enroll for up to three 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/her status and is formally admitted to the Graduate Counseling Program.

In the first semester the student enrolls for a graduate level counseling course, he/she is required to submit a completed Graduate Application to the Graduate Counseling Department, submit three letters of reference, submit a personal goals statement, and meet all requirements to be admitted into the Graduate Counseling Department.

### **Eligibility for Early Entry**

- GPA 3.0 in major
- Completion of first three years of curriculum in Addiction Counseling or Social Counseling
- Proficiency in technology and writing
- Submission of goal statement
- Behavioral qualities/characteristics appropriate to the counseling profession
- Interview with and recommendation of graduate counseling faculty
- Three letters of recommendation (two from Addictions or Social Counseling faculty)
- Recommendation from the Chair of the Department of Counseling and Behavioral Sciences

### **Benefits of Early Entry**

Allows students to:

- begin graduate studies one year earlier
- begin post-Master supervision one year earlier
- enter the profession of counseling one year earlier
- be eligible to be licensed one year 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 .....	6
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
FNA/MUS/ART		Elective .....	3
PHI		Philosophy Electives .....	6
THE		Theology Electives .....	6
		General Electives .....	9
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	350	Sexual Trauma .....	3
COU	408	Advanced Interviewing and Counseling .....	3
PSY	402	Human Sexuality .....	3
PSY	405	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 and Family Counseling, or School Counseling (see curriculum under Graduate Counseling).....	21
<b>Total Hours in Early Entry Counseling .....</b>			<b>165</b>

## **DEPARTMENT OF COUNSELING AND BEHAVIORAL SCIENCES GRADUATE STUDIES IN COUNSELING**

The Department of Counseling and Behavioral Sciences offers a Master's of Arts Degree in Counseling in three specialty areas: Clinical Mental Health Counseling (formerly Community Counseling), Marriage 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, 2014, when the programs will be reviewed for re-accreditation.

The Clinical Mental Health Counseling program at Our Lady of Holy Cross College (OLHCC) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2014. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation in 2014, per CACREP guidelines.)

### **SCOPE AND PURPOSE**

In keeping with the stated philosophy of Our Lady of Holy Cross College, the Graduate Programs seek to provide opportunities for intellectual, psychological, and spiritual growth to foster the individual's contributions within a pluralistic society. The Catholic heritage of the college and the Christian understanding of service are integral to the philosophy of the Graduate Programs.

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 course work while demonstrating competencies and attitudes appropriate to the profession. Whether they counsel, administer, or teach, graduates of the Graduate Programs of Our Lady of Holy Cross College promote holistic development of each individual and the spirit of justice that brings social equity and global harmony.

### **PHILOSOPHY OF THE GRADUATE PROGRAMS**

The Graduate Programs in Counseling incorporate the Mission and Philosophy of the College into their own statement of Mission and Philosophy. The various specialties in counseling nurture students into 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 through a socio-cultural, systemic, developmental, wellness perspective. The Graduate Programs implement their philosophy into their mission through measurable objectives for teaching, research, and public service.

## **PROGRAM OUTCOMES**

**Teaching:** The programs prepare students from diverse backgrounds to become responsible professionals capable of delivering effective services in educational and community settings. Objectives for achieving the teaching mission of the programs include:

1. recruit, maintain, and matriculate culturally diverse students who have vocational goals that can be met in counseling occupations and who demonstrate the potential to contribute to their chosen profession;
2. provide a curriculum that not only meets the requirements of national accreditation standards, but also infuses a socio-cultural, systemic, developmental, and wellness perspective;
3. provide the students with opportunities to apply theories to practice and to develop professionally through supervised on-the-job-training experiences in a wide variety of educational and community settings;
4. monitor students individually throughout their academic careers in order to promote both personal and professional development;
5. foster students' identification as professionals through membership in professional associations and to encourage life-long learning in graduates by instilling awareness of continuing education needs and opportunities;
6. reflect input from all persons involved in conducting the program, including program faculty, current and former students, and personnel in cooperating agencies.

**Research:** The programs prepare students to become consumers of research and to apply appropriate methodology in the pursuit of graduate-level research. Objectives for achieving the research mission of the programs include:

1. support students in their scholarly research through adequate resources and faculty mentoring;
2. provide students with opportunities through action research to apply their knowledge and skills;
3. monitor students throughout their programs of study in order to ensure quality performance;
4. encourage the presentation and publication of research findings.

**Public Service:** The programs prepare students from diverse backgrounds to become responsible professionals capable of contributing personally and professionally in local, state, and national settings. Objectives for achieving the public service mission of the programs are:

1. meet local societal needs through the provision of a counseling clinic as a community resource;
2. ensure that students have opportunities for on-the-job training in facilities that address the concerns of culturally diverse persons and persons who have limited economic resources;
3. sponsor seminars, workshops, and institutes conducted by nationally known professionals who have special expertise to promote the continuing education of professionals in metropolitan New Orleans.

### **STUDENT OUTCOMES OF THE GRADUATE PROGRAMS IN COUNSELING**

Upon successful completion of the Graduate Program in Counseling, graduates should be able to:

1. practice professional counseling skills within the scope of a multicultural and changing society;
2. synthesize theoretical and empirical knowledge in the field of counseling;
3. demonstrate the ability to engage in critical thinking, decision making, and independent judgment;
4. conduct and evaluate 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 the client in achieving the optimal level of wellness;
7. demonstrate the advocacy role within the religious/spiritual perspective for the uniqueness, dignity, and worth of the client and others;
8. accept individual responsibility and accountability for personal and professional growth;
9. formulate strategies for the improvement of counseling and the enhancement of the counseling profession as a practice discipline;
10. have the necessary academic and clinical skills to obtain professional licensure;
11. contribute to effecting change in the counseling profession through actions as a professional counselor.

## **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 in pursuing life-long learning that will best meet their professional needs.

## **SPECIALTIES OFFERED**

The Department of Counseling and Behavioral Sciences, through the Chair of the Department, administers the Graduate programs in Counseling. Upon admission the student must select one of the following areas of specialization:

### **Master of Arts in Counseling**

Specialization in Clinical Mental Health Counseling (formerly Community Counseling)

Specialization in Marriage and Family Counseling

Specialization in School Counseling

## **GRADUATE ADMISSIONS**

In accordance with Title VII of the Civil Rights Act and Title IX of the Education Amendments of 1972, the Department 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 following admissions criteria must be sent to the Office of Admissions and Student Affairs, Our Lady of Holy Cross College, 4123 Woodland Drive, New Orleans, LA 70131.

To be considered for admission to Graduate Studies in Counseling, applicants must submit the following at least thirty days prior to the beginning of the semester for which they are applying:

1. a completed official graduate application form;
2. payment of a graduate application fee (a one-time, non-refundable application fee);
3. official transcripts for all prior undergraduate and graduate course work. Transcripts are to be sent from the institutions attended directly to the Office of Admissions and Student Affairs.

In addition, the following admissions criteria must be sent to the Chair of the Department of Counseling and Behavioral Sciences:

1. at least three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise. Each letter should address the following points: character, work ethic, leadership, ability to do graduate level academic work, and ability to work with others (e.g., give/accept feedback, communication skills, etc.)
2. a two-page, double-spaced, typed personal goal statement which addresses some background information on the applicant, why you have chosen the counseling profession and some future professional goals.

## **ACADEMIC REQUIREMENTS**

Admission to Graduate Studies at Our Lady of Holy Cross College is based on the evaluation of the applicant's personal, professional, and academic records by the Graduate Council. The college 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 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 would be predictive of success in graduate studies. This requires a degree in a field related to counseling with a cumulative undergraduate grade point average of 3.0 or higher on a 4.0 scale;
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 500). For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue NW, Washington, DC 20036.

## **STAGES OF ADMISSION**

### **STAGE ONE: CONDITIONAL ACCEPTANCE**

Candidates possessing an undergraduate degree from an accredited college or university may be allowed to take a maximum of six hours of graduate credit at Our Lady of Holy Cross College. If a student chooses this option, they would have a **Conditional acceptance which does not guarantee admission in to the graduate counseling programs and is limited to one semester. After the first semester, the graduate counseling faculty will evaluate each applicant based upon all of the criteria in order to determine acceptance as a Candidate in the program of study.** The criteria will be assessed individually as well as holistically to determine the applicant's readiness for graduate studies.

Conditional basis constitutes the following conditions:

- a minimum 3.0 undergraduate grade point average is recommended to take graduate course work;
- once the application is completed and the fee is paid, a candidate may take a maximum of six hours of graduate work;
- the conditional basis does not guarantee admission into the graduate counseling program;
- beginning candidates must attend the graduate orientation (one is held in the fall and one is held in the spring);
- no candidate can register for the next semester until his/her graduate admission criteria are completed and they have been conditionally accepted into the graduate counseling program;
- conditional admission is limited to one semester.

## **STAGE TWO: ACCEPTANCE TO GRADUATE COUNSELING PROGRAMS**

Stage Two of progression if qualifications are met which will be determined by the department.)

Candidates cannot take more than six hours until they have been accepted into the Graduate Counseling program. In order to be accepted, candidates 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 candidate must be interviewed by the Graduate Counseling faculty. A writing sample is part of the interview process. Graduate Counseling applicants should submit their goal statement prior to the interview. Applicants can receive information regarding the interview process and the written statement from the Chair of the Department of Counseling and Behavioral Sciences.
- Candidates will be notified in writing by the Chair of the Department of Counseling and Behavioral Sciences regarding the results of their admission status. Those who are accepted will be allowed to register for the next semester. Those who are not accepted will not be allowed to continue graduate studies at Our Lady of Holy Cross College.



### **STAGE THREE: GRADUATE COUNSELING CANDIDATE**

In the students' Practicum semester, they will apply for Candidacy standing. Candidacy is primarily determined through academic achievement in graduate classes, clinical work in the Practicum, and demonstration of appropriate dispositions. See *Graduate Counseling Handbook* for Candidacy requirements. Candidacy will continue until the candidate completes all requirements for graduation.

### **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 will not be required to submit complete transcripts. The letter of good standing must come from the Dean of the student's graduate school.

### **COURSE LOAD**

To be classified as a full time graduate student, one must register for at least 9 credit hours in a regular semester and at least 6 credit hours in a summer term. An overload of 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. Passing grades for graduate students are A, B, and C. However, a maximum of two grades of C may be applied to a program of study. A graduate student who obtains a D or lower in any course is automatically placed on probationary status and must repeat the course. Students will be allowed to repeat a course only once and the course must be repeated at Our Lady of Holy Cross College. The student's status is then subject to review by the Graduate Council.

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 6 semester hours during the following semester. To be removed from probationary status, the graduate student must complete six semester hours with an earned grade not less than B and a cumulative grade point average of 3.0 at the end of those six 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 six semester hours of the probationary period, the student will be dropped from the graduate program.

Subject to the review of the Graduate Council, 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 Council. The student may appeal decisions of the Graduate Council by submitting a written appeal to the Chief Academic Officer.

## **TIME LIMIT**

A maximum of five years from the first semester attended is allowed in order to complete the requirements for the Graduate Programs. 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 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 Graduate Studies in Counseling*, 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. Students should consult the website for information regarding specific fees.

## **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 OLHCC graduate counseling program are mandated to engage in personal counseling at their expense for a minimum of six sessions. Students may seek personal counseling with any licensed professional they choose. Students should consult the program director for further information.

Students should be aware that the process and content of their personal counseling sessions remain confidential. OLHCC 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 director.

## **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 this along with their other fees. Also, for purposes of early socialization into the profession, grants are sometimes available through the college organization (AGSC) for attendance at state conventions/conferences. Students are expected to attend workshops and seminars whenever possible that will enhance and complement their graduate studies. Membership in other professional organizations is also strongly encouraged.

## **LIABILITY INSURANCE**

Liability insurance is required before students can begin their practicum experience in counseling. This insurance is free through the American Counseling Association (ACA) at for all student members. Documentation of proof of professional liability insurance will be requested

for practicum applications and must remain active and on file throughout the student's practicum and internship.

### **TRANSFER CREDITS**

A maximum of 12 semester hours may be transferred for the Master of Arts Program in Counseling. Approval of all transfer credits must be obtained from the Chief Academic Officer. 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 past five years may be transferred.

### **MAJOR ADVISOR**

Each student is assigned a major advisor. The major advisor aids the student with their 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 both the goals and objectives for graduate study of the student and of the institution. The planned program of study must be completed before the student has been admitted to candidacy, and it must be approved by the student's major advisor, the Department Chair, and the Graduate Council. Changes in the program of study can be made with the approval of the major advisor, the Department Chair, and the Chief Academic Officer.

### **PREREQUISITES FOR PRACTICUM AND INTERNSHIP**

#### **Prerequisites to enroll in Practicum**

Applicants for internship placement must be approved by the graduate counseling faculty prior to being allowed to register for Practicum. It is expected that the student will have completed the following courses:

COU 600	Human Growth and Development
COU 602	Social and Cultural Foundations
COU 606	Theories of Counseling
COU 609	Professional Orientation/Ethics
COU 616	Techniques of Counseling

#### **Prerequisites to enroll in Internship**

Applications for internship placement must be approved by the graduate counseling faculty prior to being allowed to register for Internship. It is expected that the student will have completed the following courses:

COU 600	Human Growth and Development
COU 602	Social and Cultural Foundations
COU 606	Theories of Counseling
COU 609	Professional Orientation/Ethics
COU 615N	Diagnosis and Treatment of Mental Disorders
COU 616	Techniques of Counseling
COU 699	Practicum in Counseling

## **ADMISSION FOR INTERNSHIP**

Students must apply for and plan with the Internship Coordinator the supervised intern experience the semester prior to completion of all course work in the specialized area. Only one internship course may be taken during each semester of internship. Once the student has begun the clinical courses (COU 616, COU 699, COU 701, COU 701, COU 702, COU 703), the student must continue to be enrolled in clinical courses for the duration of their program. Students may not skip semesters between this course sequence.

## **REQUIREMENTS FOR GRADUATION**

A minimum of 60 semester hours is required for the Master of Arts Degree in Counseling. Within the 60 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, students must successfully complete a written and oral comprehensive examination as their final assessment. Students are required to earn a minimum grade of B in all practicum, internship, and comprehensive assessments. If a student should fail to earn a minimum grade of B, he/she is required to repeat the course.

## **COMPREHENSIVE EXAMINATION**

Students must be enrolled as a student the semester they complete the oral and written components of the comprehensive examination. The National Board of Certified Counselors (NBCC) Counselors Preparation Comprehensive Examination (CPCE) serves as the written component of the comprehensive examination. Students will be informed of the questions that will be posed in the oral component when they are notified of the scheduling for that component.

### **Written Component**

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 student has taken the CPCE 3 times without passing, they will be dismissed from the program and will not graduate.

### **Oral Component**

Graduate Program faculty in the specialty will pose pre-determined questions to the defending student. The date and time of the oral examination will be set by the program faculty member

chairing the comprehensive examination. After a student has taken the oral examination three times without passing, they will be dismissed from the program and will not graduate.

### **THESIS/MANUSCRIPT**

Upon the recommendation of the student's advisor and approval of the Director of Graduate Programs in Counseling, a student may request to write a thesis. If the thesis option is approved, those semester hours will be over and above the required 60 credit hours of the program. In order to prepare for the thesis, COU 617N (Thesis Seminar) must be successfully completed. The thesis is written in the style approved by the Graduate Council.

Students choosing to write a thesis must be enrolled as a student both the semester they propose the thesis and the semester they defend the thesis. The proposal and the thesis defense may not be scheduled in the same semester. The thesis must be defended before the thesis advisory committee at least one month prior to the published commencement date.

### **APPLICATION FOR GRADUATION**

The requirements for graduation as outlined by Our Lady of Holy Cross College 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 semester Bulletin and to pay the appropriate graduation fees.

### **COMMENCEMENT**

Upon successful completion of course work, practicum/internship, and of 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 and 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 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 Our Lady of Holy Cross College meet the academic requirements specified by NBCC.

The Clinical Mental Health Counseling, the Marriage 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).

**DEPARTMENT OF COUNSELING AND BEHAVIORAL SCIENCES**

**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 615N	Diagnosis and Treatment of Mental Disorders .....	3
COU 616	Techniques of Counseling .....	3
COU 618	Appraisal in Counseling .....	3
COU 631	Marriage and Family Counseling .....	3
COU 635	Chemical Dependency from a Systems Perspective.....	3
COU 641N	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 credit hours**

\* Students electing to write a thesis must also take COU 617N for a total of 63 credit hours.  
Advisor approval required.

**DEPARTMENT OF COUNSELING AND BEHAVIORAL SCIENCES**

**MASTER OF ARTS IN COUNSELING  
MARRIAGE 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 615N	Diagnosis and Treatment of Mental Disorders .....	3
COU 616	Techniques of Counseling .....	3
COU 618	Appraisal in Counseling .....	3
COU 631	Marriage 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
	Electives in Graduate Counseling .....	3

**Total 60 credit hours**

\* Students electing to write a thesis must also take COU 617N for a total of 63 credit hours.  
Advisor approval required.

\*\*Students in Marriage and Family Counseling must take COU 631, COU 661, and COU 662,  
and COU 663 in sequence.



**DEPARTMENT OF COUNSELING AND BEHAVIORAL SCIENCES**

**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 .....	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 623N	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 699	Practicum in Counseling .....	3
COU 701	Internship I .....	3
COU 702	Internship II .....	3
	Electives in Graduate Counseling .....	9

**Total 60 credit hours**

\* Students electing to write a thesis must also take COU 617N for a total of 63 credit hours.  
Advisor approval required.

## DEPARTMENT OF EDUCATION TEACHER EDUCATION PROGRAMS

**Chair: Dr. Lisa Sullivan**

- A. Undergraduate Education**
  - a. Bachelor of Science/Bachelor of Arts Elementary Education (Grades 1-5)
  
- B. Alternative Certification**
  - a. Non-Masters Certification Only, Elementary (Grades 1-5)
  - b. Non-Masters Certification Only, Secondary (Grades 6-12)

### CONCEPTUAL FRAMEWORK

The Education Department, responding to the mission of Our Lady of Holy Cross College 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 Our Lady of Holy Cross College 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 Our Lady of Holy Cross College 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 will begin

teaching in diverse classrooms under the supervision of cooperating teachers and college supervisors. PLEP lasts for two semesters. The final semester of the undergraduate Teacher Education Program is spent in a full-time student teaching experience that follows Louisiana Department of Education guidelines. This **experiential service** allows for candidates to identify their strengths and weaknesses as educators and to improve upon 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 as described in the *Louisiana Components of Effective 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 efficiency and effectiveness.

The College reserves the right to change any provision, offering, or requirement at any time within the student's period of study.

### **Student Outcomes of the Teacher Education Program**

Upon successful completion of the Undergraduate Program in Education, graduates should be able to:

1. demonstrate content knowledge in the disciplines to be taught (all subjects for elementary or the selected major area of study for secondary), as evidenced by college grade point average and PRAXIS scores;
2. plan, implement, and evaluate developmentally appropriate lessons for diverse groups of students, as evidenced by achieving competency in Domains I, II, and III of the *Louisiana Components of Effective Teaching*;
3. recognize, appreciate, and plan for teaching to diversity, as evidenced by the completion of a *Plan for Teaching to Diversity*;
4. demonstrate the conditions and/or dispositions vital to the professional development of teacher candidates inspired by the conceptual framework of *Developing Reflective Stewards: Educating the Heart and Mind and Providing Experiential Service*, as evidenced by observation and evaluation by college supervisors and cooperating teachers; and
5. impact student learning as evidenced by the completion of interdisciplinary thematic unit plans, teacher work samples, and clinical experiences.

### **Admission Requirements for Undergraduate Teacher Education**

In order to be admitted into the Teacher Education Program, candidates must have:

1. Completed freshman and sophomore level courses;

2. Attained an overall minimum GPA of 2.5 with remediation plan for any course with a grade below C and an Education GPA of 3.0;
3. Completed EDU 201, 202, 204, and 312;
4. Met the State required scores on the Praxis I PPST Pre-Professional Skills Test in reading, writing, and mathematics (Scores must be sent directly from ETS to Our Lady of Holy Cross College.);
5. Earned a C or higher in ENG 102 (or transferred in the equivalent) and earned a C or higher in MAT 105 (or transferred in the equivalent);
6. Demonstrated dispositions appropriate for the teaching profession (as evidenced in letters of recommendation, dispositions forms, and a completed Advisor's Recommendation form).

### **Admission Requirements for Student Teaching, Practicum**

Supervised student teaching and practicum experiences are provided in cooperating schools in neighboring parishes. Cooperating teachers are selected on the basis of their certification, proven excellence in teaching, and their competencies in guiding potential teachers. Candidates must spend one semester of their senior year in a student-teaching experience that follows Louisiana Department of Education guidelines. For the duration of the college semester, five full days of each week must be spent in the classroom.

In order to be admitted into Student Teaching, candidates must have:

1. Completed formal application by February 1 (for fall) or September 1 (for spring) to the Coordinator of Student Teaching;
2. Completed all Education and content courses and have senior status (Students who receive a grade of D in any Education course or less than a B in methods courses must repeat the course prior to admission to student teaching, practicum, or internship);
3. Passed, with state-required scores, all parts of the PRAXIS Examination;
4. Attained a grade point average of 3.0 in Education courses and in the area of concentration and a cumulative grade point average of 2.5;
5. Completed two semesters and at least half of the Education courses in residence at Our Lady of Holy Cross College;
6. Successfully demonstrated competencies as outlined in the Professional Laboratory Experience Program (PLEP) Handbook; and
7. Received approval of the PLEP staff and the Education faculty.

### **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 coursework. 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 2.5 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 Student Teaching. Membership in the Associated Professional Educators of Louisiana includes liability insurance required for classroom participation.); and
5. Demonstrate appropriate dispositions for the teaching profession.

Candidates will be dismissed from the Teacher Education Program if they fail to meet the requirements above. In addition, candidates will be dismissed for academic dishonesty, questionable moral character, or behavior not becoming of a student of Our Lady of Holy Cross College.

### **DEGREES OFFERED**

Bachelor of Science/Bachelor of Arts\*  
Elementary Education

*\*Students wishing to earn a Bachelor of Arts degree must also complete six hours of study in a foreign language; otherwise, they will receive a Bachelor of Science degree.*

Bachelor of Arts  
Theology with a concentration in Religious Education

### **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)

### **BACHELOR OF SCIENCE/BACHELOR OF ARTS\* ELEMENTARY EDUCATION**

*\*Students wishing to earn a Bachelor of Arts degree must also complete six hours of study in a foreign language; otherwise, they will receive a Bachelor of Science degree.*

**FRESHMAN**

**FIRST 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  
(16)

**SECOND 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  
(16)

**SOPHOMORE**

**FIRST SEMESTER**

ART 312 Arts and Humanities .....3  
EDU 201 Literature for Children and Youth .....3  
EDU 204 Multicultural Education .....3  
ENG 400 Advanced English Grammar .....3  
HIS 201 History of the United States I.....3  
MAT 105 College Algebra .....3  
(18)

**SECOND SEMESTER**

BIO 270 Human Nutrition .....3  
EDU 202 Educational Psychology .....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  
(18)

**JUNIOR**

**FIRST SEMESTER**

EDU 304A Learners with Special Needs .....3  
EDU 309 Human Growth and Development .....3  
EDU 312 Materials and Methods for Teaching Math I .....3  
PHI 305 Ethics and Value Theory .....3  
PHY 101 Physical Science .....4  
(16)

**SECOND SEMESTER**

EDU 305\* Curriculum and Instructional Strategies I .....4  
EDU 306 Classroom Organization and Management .....3  
EDU 307\* Survey of Reading English/Lang Arts .....3  
EDU 313 Materials & Methods for Teaching Math II .....3  
(13)

\*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 of 1030, prior to being admitted to these courses.

### SENIOR

#### FIRST SEMESTER

EDU 308	Materials and Methods of Reading/Language Arts .....	3
EDU 310	Instructional Methodologies .....	5
EDU 402	Clinical Math Practicum .....	3
THE	Theology Elective .....	3
		(14)

#### SECOND SEMESTER

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

\*\*Candidates are required to **successfully complete** all parts of PRAXIS II: Elementary Education Content Knowledge & Principles of Learning and Teaching prior to admission to this course.

**Total: (123)**

### CERTIFICATION-ONLY PROGRAMS ALTERNATIVE PATH TO CERTIFICATION ELEMENTARY (GRADES 1-5) and SECONDARY (GRADES 6-10)

#### Description of the Programs

Our Lady of Holy Cross College has initial certification programs for individuals with a bachelor’s degree from an accredited institution of higher education 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.

#### Admission Requirements for the Certification-Only Programs

To be accepted into the Certification-Only Program Alternative Path to Certification, you **MUST**:

1. Be screened by a faculty member in the Certification-Only Program;
2. Possess a baccalaureate degree from a regionally accredited university;
3. Have earned a minimum 2.5 GPA on undergraduate work;
4. Have attained admission to Our Lady of Holy Cross College\*;
5. Pass the **PRAXIS I (PPST)\*\* 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); and,

6. **Complete two courses: EDU 202 – Educational Psychology and EDU 306 – Classroom Management.**

\*To complete the requirements for admission into OLHCC, a candidate must:

- Complete the admissions form;
- Pay the admission fee; and
- Have an official copy of all previous college transcripts mailed from the attending college or university to Our Lady of Holy Cross College.

\*\*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 (PPST). Official score reports or transcripts must be furnished to the College to take advantage of this exemption.

### **Retention in the Certification-Only Program**

Once a candidate is admitted to the Certification-Only Program, the candidate must maintain a 3.0 grade point average in education coursework. 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 may be summoned to meet with the Admission and Retention Committee. Failure to meet all requirements and conditions set by this committee may mean expulsion from the program.

In order to be retained in the Certification-Only Program, the candidate must:

1. Successfully meet the requirements included in all education course(s);
2. Earn a minimum grade of “B” in all professional-education courses;
3. Take, pass, and the College receive the results of the PRAXIS I (PPST)\*\* and the PRAXIS II (content-specific examination[s]) **PRIOR TO REGISTERING** for EDU 460B, EDU 460C, EDU 460D, EDU 461A, or EDU 461B;
4. Earn a minimum grade of B in all professional education courses;
5. Be employed as a full-time teacher during the internship and strategies semesters at an accredited school in the area in which the candidate is seeking certification.
6. 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.);
7. 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
8. Demonstrate appropriate dispositions for the teaching profession.

Candidates will be dismissed from the Certification-Only Program if they fail to meet the above requirements. In addition, candidates will be dismissed for academic dishonesty, questionable moral character, or behavior not becoming of a student of Our Lady of Holy Cross College.



Prescription letters for candidates who have met all admission requirements for the program and are eligible for a practitioner’s license will be written once classes have begun in the semester for which candidates are enrolled. The programs of study are outlined below. All candidates enrolled in the Certification-Only Programs have three years to complete all courses and requirements.

**CERTIFICATION-ONLY PROGRAM  
ALTERNATIVE PATH TO CERTIFICATION IN ELEMENTARY (Grades 1-5)**

EDU 202	Educational Psychology .....	3
EDU 306	Classroom Organization and Management .....	3
EDU 304A	Learner with Special Needs .....	3
EDU 308	Materials and Methods of Reading/Language Arts .....	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
EDU	Reading Methods Electives .....	6
		(33)

**CERTIFICATION-ONLY PROGRAM  
ALTERNATIVE PATH TO CERTIFICATION IN SECONDARY (Grades 6-12)**

EDU 202	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
		(27)

**Bachelor of Arts Theology: Concentration in Religious Education**

In addition to the traditional Theology degree, Our Lady of Holy Cross College offers a Theology degree with a major concentration in Education. This program combines the course of theological study with preparation for effective classroom teaching at the elementary and high school levels. This degree can be earned by successfully completing a minimum of 12 courses (36 credits) in Theology, Latin 101 and Latin 102 (6 credits), 4 courses (12 credits) in Education, 2 courses involving early experiences in Education (Instructional Strategies I and II - 9 credits) and the Practicum in Religion Teaching (6 credits). Please see the section of this catalog for Theology, Philosophy and Fine Arts for further details.

## **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. This curriculum consists of SED 314, SED 315, SED 316, SED 317, SED 318, and SED 319. Once candidates have completed all of their requirements for certification in their major concentration areas, the completion of these 18 hours will allow candidates to add special education to their certificates if the candidates successfully complete the content specialty of PRAXIS for special education. Please see an education advisor for further information and for the cycle of offerings for these courses as 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 202, EDU 309, EDU 306, EDU 304A, and EDU 311.

## **SECONDARY EDUCATION**

Undergraduate students who are interested in teaching high school (grades 6 – 12) in their major area are encouraged to include education courses into their degree programs as electives. It is possible to complete most of the coursework 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 PROGRAM**

### **SCOPE AND PURPOSE**

In keeping with the stated philosophy of Our Lady of Holy Cross College, the Graduate Program in Education (i.e., the Program) seeks 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 College and Christian understanding of service are integral to the philosophy of the Program.

The Program is specifically designed to enhance students' knowledge, skills, and dispositions in their chosen academic areas and to prepare them to accept professional responsibilities. Success in the Program is based not only on completing the required coursework, but also on demonstrating knowledge, skills, and dispositions appropriate for the profession. Whether they become school leaders or curriculum specialists, graduates of Our Lady of Holy Cross College's Graduate Education Program promote holistic development of each individual and the spirit of justice, which brings social equity and global harmony.

### **PHILOSOPHY and CONCEPTUAL FRAMEWORK OF THE GRADUATE PROGRAM**

The Program incorporates the College's philosophy and mission into its own statement of philosophy and conceptual framework. The philosophy of the program is to nurture students into 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 Graduate Education Program implements its philosophy and conceptual framework through objectives that focus on improving candidate's knowledge, skills, and dispositions.

### **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.
  - e. Foster candidate's identification as professionals through membership in professional associations and to encourage life-long 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.
    - 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.
    - b. Promote seminars bringing nationally known professionals to encourage the continuing education of professionals in the metropolitan area of New Orleans.

## **STUDENT OUTCOMES OF THE GRADUATE PROGRAM**

Upon successful completion of the Graduate Program, graduates should be able to:

- Practice professional teaching and educational administration skills within the scope of a multicultural and changing society.
- Synthesize theoretical and empirical knowledge in the field of education.
- Demonstrate the ability to engage in critical thinking, decision-making, and independent judgment.
- Conduct and evaluate research in education and its related disciplines for its applicability to educational theory and practice.
- Practice leadership skills in collaboration with members of the education profession.

- Evaluate the impact of educational theory and practice as it relates to assisting the student in achieving the optimal level of learning.
- Demonstrate the advocacy role within the department's conceptual framework for the uniqueness, dignity, and worth of the students and others.
- Accept individual responsibility and accountability for personal and professional growth, decisions, actions, and their outcomes.
- Formulate strategies for the improvement of learning.
- Contribute to effecting change in the educational profession through actions as a professional teacher and school leader.
- Succeed in obtaining professional licensure certification.

## **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 life-long learning that will best meet their professional needs.

## **DEGREE OFFERED**

The Department of Education administers the Graduate Program in Educational Leadership.

**Master of Education**  
Educational Leadership

## **GRADUATE ADMISSIONS**

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

## **ADMISSION PROCEDURES TO THE COLLEGE**

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

1. A completed official graduate application form,

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

The above-listed criteria should be received in the Office of Admissions and Student Affairs within 30 days of the beginning of the applicant's first semester. During this semester, the applicant may take a maximum of six hours of graduate coursework. This does not, however, imply acceptance into the graduate program.

The application and letters of recommendation forms are online at [www.olhcc.edu](http://www.olhcc.edu) and at the Office of Admissions and Student Affairs. A one-time, non-refundable application fee must accompany the admission application.

### **ADMISSION PROCEDURES TO A GRADUATE PROGRAM (CANDIDACY)**

Once admitted to the College, applicants will be evaluated on a number of criteria to ensure their readiness for graduate studies prior to acceptance into their specific programs of study. This evaluation will take place during the first semester of graduate coursework. These criteria include the following:

1. Submission of a record of undergraduate study that would be 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 of 3.0 on a 4.0 scale. Acceptance into the Educational Leadership Program does require a degree in education, or considerable experience in the field of education.
2. Completion of the Miller's Analogy Test (MAT) with a minimum score at the 40th percentile.
3. Completion of a writing sample based upon a given grading rubric. Unsuccessful completion of the writing sample (i.e., less than 85%) will result in mandatory tutoring sessions or required registration for *ENG 400 Advanced Grammar and Composition*. This decision is based upon the grade received.
4. Submission of the agreement contract. Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master Degree. Students should become familiar with this section of the Catalog and the Graduate Student Handbook. The Graduate Student must sign and turn in to his/her advisor the Agreement Contract which is attached to the Graduate Student Handbook.

5. Completion of an interview with education graduate faculty members. Progress in the applicant's first six hours of coursework, educational dispositions, professional goals, and communication skills will be part of the interview evaluation. This interview will take place only after the above criteria numbered 1-3 have been completed.

After the completion of the interview process, the graduate faculty will evaluate each applicant based upon all of the criteria in order to determine acceptance into a program of study. The criteria will be assessed individually as well as holistically to determine the applicant's readiness for graduate studies. For example, should an applicant not receive a minimum score of 40 percentile on the MAT, but perform well on the writing sample, possess a minimum 3.0 undergraduate GPA, and had a successful interview, he/she could possibly be accepted into the program.

Once accepted into the program, a student will be considered a candidate. This stage of candidacy will continue 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 500). 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 MAT.

### **FINANCIAL AID**

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

### **GRADUATE ASSISTANTSHIPS**

Graduate Assistantships are awarded to students who give evidence of maturity and academic commitment.

### **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 will not be required to submit complete transcripts. The letter of good standing must come from the dean of the student's graduate school.

### **COURSE LOAD**

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

## **GRADE-POINT REQUIREMENTS**

An overall grade point 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 obtains a grade lower than a B in these courses (EDG 730A and EDG 730B) must repeat the course at Our Lady of Holy Cross College.

A graduate student who obtains a D or lower in any course is automatically placed on probationary status and must repeat the course at Our Lady of Holy Cross College. Status is then subject to the review of the Graduate Council.

Students whose semester average in course work is below a 3.0 will be placed on probation and will not be allowed to register for more than six semester hours the following semester. To be removed from probation, the graduate student must complete six semester hours with a cumulative grade point average of 3.0 at the end of those six hours. If at the end of the probationary period the cumulative grade-point average remains less than 3.0, the student will be dropped from the Graduate Program.

## **APPEAL**

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

## **TIME LIMIT**

A maximum of five years from the first semester attended is permitted to complete the requirements for the Master's Degree. Re-admission does not qualify the applicant to begin anew the five-year requirement.

## **STUDENT RESPONSIBILITY**

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master's Degree. Students should become familiar with this section of the Catalog and the Graduate Handbook. The Graduate Student must sign and turn in to his/her advisor the Agreement Contract which is in the back of the Graduate Handbook.

## **TRANSFER CREDITS**

A maximum of six 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. Courses taken within the past five years only may transfer if approved.



## **ADVISOR**

Each student, upon admission to the College, will be assigned an advisor. The advisor will usually be assigned before the student's first registration and will aid the student in the development of the individual graduate program.

## **PROGRAM OF STUDY**

The student will work closely with their advisor to develop a sequence of study that outlines the courses to be taken toward the Master's Degree. The sequence will be designed to meet both the student's and the institution's goals and objectives for graduate study.

## **INTERNSHIP INFORMATION**

Candidates in the Program will have two capstone experiences: EDG 730A Internship I: Summer and EDG 730B Internship II: Fall or Spring. Each of these courses requires 125 hours of field 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, 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.

Only EDG 730A, Internship I: Summer requires an application form. The application is in the back of Graduate Handbook. As per the directions, a letter from the school must accompany the application form. This form is submitted to the Coordinator of Graduate Education 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 exam in Educational Leadership is the School Leadership Licensure Assessment (SLLA). Passage of the SLLA is required for certification. Teaching successfully for a minimum of five (5) years is also required in order to receive this endorsement on a teaching certificate. 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. Preparation for the SLLA examination occurs during coursework throughout the program and, in particular, during the Internships.

## COMMENCEMENT

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

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

## PROFESSIONAL ASSOCIATION AFFILIATIONS

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 resume' along with this request.

### MASTER IN EDUCATION EDUCATIONAL LEADERSHIP

EDG 600N	Research-Based and Data-Driven Decision Making .....	3
EDG 603N	Legal and Political Systems Education.....	3
EDG 607N	History and Philosophy of Education in a Diverse Society .....	3
EDG 631N	Leadership and Vision in Education.....	3
EDG 632N	The Fiduciary Responsibility of Educational Leaders.....	3
EDG 633N	Leadership and Its Relationship to Resource.....	3
EDG 634N	Communication and Collaboration among School, District and Community.....	3
EDG 636N	School and District Leadership.....	3
EDG 637N	Leader as Exemplar in Instructional Supervision .....	3
EDG 638N	Curriculum Development for the Success of all Students .....	3
EDG 730A	Internship I: Summer .....	3
EDG 730B	Internship II: Fall or Spring .....	3
	<b>Total: (36)</b>	

## EDUCATIONAL LEADERSHIP COURSE CYCLE

Course cycle may change for reasons such as changes in College catalog, instructor availability, room availability, and national, regional, and state requirements. Particular semesters when classes are normally offered are listed in the course description portion of this catalog.

## **DEPARTMENT OF NURSING AND ALLIED HEALTH**

### **DEPARTMENT OF NURSING PRELICENSURE PROGRAM**

**Chair: Dr. Patricia Prechter**

The Department of Nursing offers a four-year program of study leading to a Bachelor of Science in Nursing degree. This program is fully accredited by the National League for Nursing Accrediting Commission, Inc. 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 the fall semester of the 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 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.
6. Prepare nurses who become leaders in providing patient/family centered, safe, quality, cost-effective health care to diverse populations.

#### **Graduate (terminal) 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.
10. Promote accessible, comprehensive, cost effective, quality patient centered care to diverse populations across the lifespan.

**DEGREE OFFERED**  
**Bachelor of Science**  
**Nursing (prelicensure 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 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;

7. three letters of recommendation.

Preference will be given to an applicant who completes pre-nursing courses at Our Lady of Holy Cross College. 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.

### **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;
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 Our Lady of Holy Cross College. 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;
4. achieve the designated score on the Department exit exam.

### BACHELOR OF SCIENCE IN NURSING

#### FRESHMAN (Level One)

BIO	351	Human Anatomy and Physiology I .....	4
CHE	105	General, Organic, and Biochemistry .....	4
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
THE		Theology Elective .....	3
			(32)

#### SOPHOMORE (Level Two)

BIO	270	Human Nutrition .....	3
BIO	352	Human Anatomy and Physiology II .....	4
BIO	370	Microbiology.....	4
HIS	101 or 102 or 201 or 202	History of Western Civilization I or II or .....	3
		History of the United States I or II .....	
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		Literature Elective (200 level or above) .....	3
			(33)

#### JUNIOR (Level Three)

PSY	340	Human Growth and Development .....	3
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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
		(31)

**SENIOR (Level Four)**

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
THE 305	Morality and Science .....	3
		(29)

**Total: (125)**

**NURSING SUMMARY**

Biology .....	18	Nursing .....	58
Chemistry .....	4	Philosophy .....	6
English .....	9	Psychology.....	6
Fine Arts, Music or Art.....	3	Sociology .....	3
History .....	3	Speech .....	3
Mathematics.....	6	Theology.....	6
			<b>Total: (125)</b>

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

The student is admitted to the program upon successful completion of pre-requisite courses. There are several options to choose from for completion of the program depending on the student's preferred timeframe. There is one clinical practicum 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 nursing research, 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.
6. Prepare nurses who become leaders in providing patient/family centered, safe, quality, cost-effective health care to diverse populations.

### **Graduate (terminal) 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.
10. Promote accessible, comprehensive, cost effective, quality patient centered care to diverse populations across the lifespan.

### **Admission Requirements**

All students must be formally accepted before enrolling in any nursing course. Admission to the Department of Nursing is based upon:

1. evidence of completion of the pre-requisite general education and cognate courses with a grade of C or better.
2. a minimum grade-point average of at least 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 letters of recommendation.

### **BACHELOR OF SCIENCE IN NURSING (On-Line RN to BSN Program)**

BIO	351 or 352	Human Anatomy and Physiology I or II.....	4
	OR		
BIO	351 or 352	Human Anatomy and Physiology I or II.....	8
BIO	370	Microbiology .....	4
CHE		Inorganic, Organic, and Biochemistry .....	4
ENG	101	English Composition I .....	3
ENG	102	English Composition II .....	3
ENG		Literature Elective (200 level or above) .....	3
MAT	105	College Algebra .....	3

MAT 160	Introductory Statistics .....	3
PSY 101	General Psychology .....	3
SOC 101	Introduction to Sociology .....	3
SOC	Social Science Elective .....	3
	(Developmental Psychology recommended)	
SPE 101	Fundamentals of Public Speaking .....	3
CIS	Computer Information Systems Elective .....	3
BIO 370	Microbiology.....	4
CIS	Computer Information Systems Elective .....	3
HIS	History Elective .....	3
PHI	Philosophy Elective .....	3
PHI	Philosophy Elective .....	3
FNA/MUS/ART	Elective .....	3
THE	Theology Elective .....	3
THE	Theology Elective .....	3

\*\* At least one A&P is required. AP II may be taken in place of Chemistry.

## SUMMARY

Biology .....	8
Chemistry .....	4
English .....	9
Fine Arts, Music or Art.....	3
History .....	3
Mathematics.....	6
CIS .....	3
Nursing .....	27
Transferred Nursing credits .....	36
Philosophy .....	6
Psychology.....	6
Sociology .....	3
Speech .....	3
Theology.....	6

## **Nursing Courses**

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

**Total: (123)**

# **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
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 (prelicensure student); Have completed four (4) courses in the RN to BSN curriculum (RN student)
2. Have earned a 3.00 cumulative GPA
3. Have submitted the Honors Program Application Form (include a one page typed paper to include long-term goals and why want to participate in the program)
4. Have been selected by the Honors committee from application and transcript evaluation prior to August of the senior year (prelicensure student); the RN student will apply upon completion of the four courses

## **ALLIED HEALTH**

**Coordinator: Dr. Susan van Loon**

The Department of Allied Health offers associate and bachelor degrees in Radiologic Technology. This

**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. practice professional skills;
5. synthesize theoretical and empirical knowledge;
6. demonstrate the ability to engage in critical thinking, decision making, and independent judgment;
7. practice leadership skills in collaboration with members of the their profession;
8. accept ethical responsibility and accountability for professional decisions, actions, and their consequences.

### **DEGREES OFFERED**

**Associate of Science**  
Radiologic Technology

**Bachelor of Science**  
Radiologic Technology  
Respiratory Care  
Health Sciences

Curriculum in Diagnostic Medical Sonography  
Curriculum for Radiologic Technologists  
Curriculum for Respiratory Therapists

### **RADIOLOGIC TECHNOLOGY**

#### **PROGRAM IN RADIOLOGIC TECHNOLOGY**

The Our Lady of Holy Cross College/Ochsner School of Allied Health Sciences Radiologic Technology Program is an intense and comprehensive program combining academic preparation

with didactic and clinical study. The clinical component is a full-time program entailing 40 hours per week. Students may choose two options in applying for entry to the clinical 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 professional training. 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 clinical program. The baccalaureate degree facilitates career advancement and is the preferred track for students seeking greater opportunities for professional growth.

### **ADMISSION REQUIREMENTS**

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.
3. official college transcripts.

### **APPLICATION PROCESS**

Students make application to the professional clinical program during the spring semester by completing the application packet available in the Office of Academic Affairs. The deadline for receiving all completed materials is the last week in April of each year.

### **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.

**FACTS TO BE AWARE OF PRIOR TO APPLYING TO THE CLINICAL PROGRAM:  
THE OCHSNER RADIOLOGIC TECHNOLOGY PROGRAM**

- Due to the nature of the professional training, clinical education, and subsequent rotational requirements of this program, the students do not completely follow Our Lady of Holy Cross College's academic calendar. Semester breaks and vacation time are provided throughout the curriculum specifically in correlation with the program's clinical and didactic schedules.
- The Ochsner Radiologic Technology Program involves didactic and clinical education that requires the student to attend 40 hours per week (8:00 a.m. – 4:30 p.m., Monday-Friday). Full-time employment outside of the program is strongly discouraged.
- The students of the program adhere to a prescribed dress code, as well as follow policies and procedures set forth by the program. Attendance requirements for class and clinical rotations 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. Clinical scheduling and program schedules require students to be punctual and accountable. The clinical component also includes rotations through the Ochsner Satellite facilities that are located away from the main Ochsner campus.
- After graduation from the Ochsner Radiologic Technology Program, students 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 or plea of guilty or NoLo Contendre (No Contest) to a crime, which is a felony or misdemeanor, will be investigated by the ARRT before determining the student's eligibility to sit for the National Certification Examination.

**ASSOCIATE OF SCIENCE  
RADIOLOGIC TECHNOLOGY**

*Curriculum for students without clinical training in Radiologic Technology*

BIO	351-352	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	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
		Clinical Training in Radiologic Technology (21 months).....	61

**Total: (101)**



**BACHELOR OF SCIENCE  
RADIOLOGIC TECHNOLOGY**

*Curriculum for students without clinical training in Radiologic Technology*

**FRESHMAN**

BIO	351-352	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	305	Morality and Science .....	3
			(33)

**SOPHOMORE**

BIO	202	Pharmacology .....	3
ENG		Literature Elective.....	3
FNA/MUS/ART		Fine Arts Elective .....	3
HIS		History Elective .....	3
PHI	207	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**

		Clinical Program at Ochsner* .....	61
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**Total: (129)**

\*Admission to the Ochsner Program in Radiologic Technology is competitive. Students accepted into the clinical program 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 clinical component.

## RADIOLOGIC TECHNOLOGY SUMMARY

Natural Sciences.....	23		
Computer Information Systems .....	3	Philosophy.....	6
English .....	9	Social Sciences.....	6
Fine Arts, Music, or Art.....	3	Speech .....	3
History.....	3	Theology .....	6
Mathematics.....	6	Clinical Program .....	61
		<b>Total: (129)</b>	

## OCHSNER CLINICAL TRAINING COURSES – FIRST YEAR

Block credit is awarded on a semester basis for professional clinical component course work.

### FALL SEMESTER – RAD 300

15 hours

RAD 101	Principles of Radiation Protection
RAD 103	Fundamentals of Radiologic Science and Health Care
RAD 110	Medical Ethics and Law
RAD 205	Radiography Anatomy and Physiology I
RAD 217A	Basic Radiographic Positioning I
RAD 220	Radiologic Procedures and Pharmacology
RAD 301	Clinical Practicum I

#### **RAD 101            PRINCIPLES OF RADIATION PROTECTION**

This course is designed to discuss radiation safety, rules, and regulations.

#### **RAD 103            FUNDAMENTALS OF RADIOLOGIC SCIENCE AND HEALTH CARE**

Acquaintance with the foundations, goals, philosophies, departmental organization and the practitioner's role in the health care delivery system. This course sets the pace for the student's professional growth in radiologic technology and the professional responsibilities of the radiographer.

#### **RAD 110            MEDICAL ETHICS AND LAW**

This course is designed to provide respect for interpersonal relationships, along with legal, moral, and ethical responsibilities to increase effective communication and empathy for the patient.

#### **RAD 205            RADIOGRAPHY ANATOMY AND PHYSIOLOGY I**

A course covering the human body and its physiological systems including its structures, functions, and relationships.

#### **RAD 217A          BASIC RADIOGRAPHIC POSITIONING I**

An extensive lecture and laboratory study of basic routine positions of the upper and lower extremities, shoulder and pelvic girdle, bony thorax, and vertebral column.

#### **RAD 220            RADIOLOGIC PROCEDURES AND PHARMACOLOGY**

In this course, the student is provided with radiologic technology information related to the diagnostic and therapeutic practices of patient care.

#### **RAD 301            CLINICAL PRACTICUM I**

The student displays proficiency in ethical and professional communication, proper body mechanics, and basic radiologic technology skills within the radiology department. Students are simulated for chest, IVP, UGI, colons, and portable radiography areas.

**SPRING SEMESTER – RAD 310****15 hours**

RAD 115	Image Film Processing
RAD 202	Principles of Radiographic Exposure
RAD 206	Radiographic Anatomy and Physiology II
RAD 217B	Basic Radiographic Positioning II
RAD 225	Radiographic Physics
RAD 302	Clinical Practicum II

**RAD 115 IMAGE PROCESSING**

A course covering darkroom design, maintenance and/or trouble shooting malfunctions found in processing systems, creating the image and common processing artifacts.

**RAD 202 PRINCIPLES OF RADIOGRAPHIC EXPOSURE**

A course covering the necessary knowledge for obtaining an optimal radiograph using exposure factors, radiation projection equipment, radiographic accessories, and pathological findings.

**RAD 206 RADIOGRAPHIC ANATOMY AND PHYSIOLOGY II**

A detailed course covering the human body and its physiological systems including its structures, functions, and relationships.

**RAD 217B BASIC RADIOGRAPHIC POSITIONING II**

This lecture and laboratory course emphasizes the basic radiographic routines of the skull, sinuses, IAC's, mastoids, and facial bones.

**RAD 225 RADIOLOGIC PHYSICS**

An introduction to multiple energy transformations required for radiation production, interaction with matter, and the ways in which radiation is measured.

**RAD 302 CLINICAL PRACTICUM II**

Clinical training and competency during this phase consist of the areas of clinic and hospital radiography with the inclusion of Orthopedic Radiography, Mammography, Nuclear Medicine, and Radiation Therapy.

**SUMMER SEMESTER – RAD 330****7 hours**

RAD 104	Medical Terminology
RAD 210	Image Critique
RAD 217C	Advanced Radiographic Positioning I
RAD 290	Methods of Patient Care
RAD 303	Clinical Practicum III

**RAD 104 MEDICAL TERMINOLOGY**

Introduces medical abbreviations, symbols, and terms of the medical profession to the student.

**RAD 210 IMAGE CRITIQUE**

A discussion course of students' images designed to assist the individual student in problem/weak areas.

**RAD 217C ADVANCED RADIOGRAPHIC POSITIONING I**

An extensive lecture and of the supplementary positions of the upper and lower extremities, pelvic and shoulder girdle, boy thorax, and vertebral column.

**RAD 290 METHODS OF PATIENT CARE**

A course providing the student with an in-depth study of radiographic procedures and practices in relation to patient care.

**RAD 303 CLINICAL PRACTICUM III**

The student begins to display competency in all clinic and hospital radiography areas. Also, clinical education consists of emergency room radiology and procedures, surgery room radiology, and basic principles of diagnostic ultrasound.

**OCHSNER CLINICAL TRAINING COURSES – SECOND YEAR**

**FALL SEMESTER – RAD 400**

**12 hours**

RAD 210	Image Critique
RAD 215	Contrast Media
RAD 217D	Advanced Radiographic Positioning II
RAD 230	Pediatric Radiography
RAD 260	Medical Imaging
RAD 280	Computer Applications
RAD 304	Clinical Practicum IV

**RAD 210 FILM CRITIQUE**

A discussion course of students' images designed to assist the individual student in problem/weak areas.

**RAD 215 CONTRAST MEDIA**

Emphasis on various types of contrast materials, their reactions, usage and basic first aid procedures with reference to the emergency cart.

**RAD 217D ADVANCED RADIOGRAPHIC POSITIONING II**

A lecture of the supplementary positions of the cranial and facial bones and a review of basic positioning.

**RAD 230 PEDIATRIC RADIOGRAPHY**

A course giving an overview of the ways in which radiographic procedures are different for pediatric patients versus adults.

**RAD 260            MEDICAL IMAGING**

A course describing various radiation and non-radiation processes and equipment.

**RAD 280            DIGITAL IMAGING AND COMPUTER APPLICATIONS**

Study of the basic workings of a computer, computer language, and the application in digital imaging radiology.

**RAD 304            CLINICAL PRACTICUM IV**

Advanced clinical training and competency are within the clinical and hospital radiology areas. Other clinical training includes the satellite clinic and the subspecialty modalities of computed tomography and magnetic resonance imaging.

**SPRING SEMESTER – RAD 410**

**12 hours**

RAD 210	Image Critique
RAD 240	Radiographic Pathology
RAD 255	Principles of Radiation Biology
RAD 265	Quality Assurance and Control
RAD 285	Registry Review
RAD 305	Clinical Practicum V

**RAD 210            FILM CRITIQUE**

A discussion course of students' images designed to assist the individual student in problem/weak areas.

**RAD 240            RADIOGRAPHIC PATHOLOGY**

A research course designed to introduce various pathologic conditions of the body and other impacts on the radiographic process.

**RAD 255            PRINCIPLES OF RADIATION BIOLOGY**

This course provides awareness and knowledge relating to the effects of ionizing radiation on biologic systems.

**RAD 265            QUALITY ASSURANCE and CONTROL**

A course identifying problems in the radiographic process before they are evidenced clinically.

**RAD 285            REGISTRY REVIEW**

This course provides a review of academic and clinical material for the student prior to taking the certification exam.

**RAD 305            CLINICAL PRACTICUM V**

Clinical training of advanced procedures within the clinic and hospital radiology areas. Other clinical training includes the subspecialty modalities of interventional radiology and cardiac catheterization lab. The student completes competency and reaches the minimum exam numbers for program completion. Clinical training includes the student's area of employment interest and advanced training in all radiology areas.

## RESPIRATORY CARE

### PROGRAM IN RESPIRATORY CARE

The Our Lady of Holy Cross College/ Respiratory Care Program prepares students for a career in the field of respiratory care. Respiratory Care is an allied health specialty employed in the prevention, treatment, management, diagnostic evaluation and care of patients with diseases and abnormalities of the cardiopulmonary system.

Students seeking the baccalaureate degree complete three years of academic work on the Our Lady of Holy Cross College campus then apply to an accredited clinical program in the area.

### APPLICATION PROCESS

Students make application to a professional clinical program during the spring semester

## BACHELOR OF SCIENCE RESPIRATORY CARE

### *Curriculum for students without clinical training in Respiratory Care*

#### FRESHMAN

BIO 101	General Biology .....	4
BIO 351	Human Anatomy and Physiology I.....	4
CHE 105	General, Organic and Biochemistry.....	4
CIS	Computer Science Elective.....	3
ENG 101	English Composition I .....	3
ENG 102	English Composition II.....	3
FNA/MUS/ART	Fine Arts Elective .....	3
MAT 105	College Algebra .....	3
HSC 110	Medical Terminology.....	3
		(30)

#### SOPHOMORE

BIO 291	Stress Management .....	1
BIO 202	Pharmacology .....	3
BIO 352	Human Anatomy and Physiology II .....	4
BIO 370	Microbiology.....	4
MAT 160	Introductory Statistics .....	3
ENG	Literature Elective.....	3
PHI 207	Introduction to Logic & Critical Thinking.....	3
PHY 151	General Physics I .....	4
PSY 101	General Psychology .....	3
SPE 101	Fundamentals of Public Speaking.....	3
		(31)

**JUNIOR**

BIO 270	Human Nutrition .....	3
HIS	History Electives .....	6
PHI	Philosophy Elective .....	3
SOC	Social Science Elective .....	3
THE 305	Morality and Science .....	3
THE	Theology Elective .....	3
--	Electives .....	10
		(31)

**SENIOR**

Clinical program.....	(32)
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**RESPIRATORY CARE SUMMARY**

Health Sciences.....	3	Philosophy.....	6
Computer Information Systems .....	3	Social Sciences.....	12
English .....	9	Speech .....	3
Fine Arts, Music, or Art.....	3	Theology .....	6
Mathematics.....	6	Electives.....	10
Natural Sciences.....	31	Clinical Program .....	32
		<b>Total: (124)</b>	



**BACHELOR OF SCIENCE  
HEALTH SCIENCES**

*Curriculum in Diagnostic Medical Sonography (DMS)*

**FRESHMAN**

HSC 110	Medical Terminology.....	3
BIO 351	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
FNA/MUS/ART	Fine Arts Elective .....	3
MAT 105	College Algebra .....	3
MAT 160	Introductory Statistics .....	3
		(29)

**SOPHOMORE**

BIO 291	Stress Management .....	1
BIO 352	Human Anatomy and Physiology II .....	4
BIO 370	Microbiology.....	4
ENG	Literature Elective.....	3
PHI 305	Ethics and Value Theory.....	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
		(32)

**JUNIOR**

BIO 270	Human Nutrition .....	3
BIO 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
		(33)

**SENIOR**

	DMS Program at Delgado Community College* .....	33
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**Total: (124)**

\*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. Our Lady of Holy Cross College grants the baccalaureate degree upon successful completion of the program.

**DIAGNOSTIC MEDICAL SONOGRAPHY SUMMARY**

Business Elective .....	3	Philosophy.....	6
Computer Information Systems .....	3	Social Sciences.....	12
English .....	9	Speech .....	3
Fine Arts, Music or Art.....	3	Theology .....	6
Mathematics.....	6	Electives.....	11
Natural Sciences.....	32	Professional Training.....	30

**Total: (124)**

**BACHELOR OF SCIENCE  
HEALTH SCIENCES**

*Curriculum for Radiologic Technologists*

*(This curriculum is for individuals who have completed their professional training and who have received the ARRT credential. This makes the degree consistent with the Bachelor of Science in Health Sciences for respiratory therapists.)*

BIO	Biological Science Electives.....	9
ENG 101	English Composition I.....	3
ENG 102	English Composition II.....	3
ENG	Literature Elective.....	3
FNA/ MUS/ART	Elective.....	3
HIS	History Electives.....	6
MAT 105	College Algebra.....	3
MAT 160	Introductory Statistics.....	3
PHI 305	Ethics and Value Theory.....	3
PHI	Philosophy Elective.....	3
SOC	Social Science Electives.....	6
SPE 101	Fundamentals of Public Speaking.....	3
THE 305	Morality and Science.....	3
THE	Theology Elective.....	3
--	General Electives.....	5
	Professional Training.....	61
	<b>Total: (120)</b>	

**RADIOLOGIC TECHNOLOGISTS SUMMARY**

Biology.....	9	Philosophy.....	6
English.....	9	Social Sciences Electives.....	6
Fine Arts, Music, or Art.....	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.

CIS	Computer Science Elective.....	3
ENG 101	English Composition I.....	3
ENG 102	English Composition II.....	3
ENG	Literature Elective.....	3
FNA/ MUS/ART	Fine Arts Elective.....	3
HIS	History Electives.....	6
MAT 105	College Algebra.....	3
MAT 160	Introductory Statistics.....	3
PHI 207	Introduction to Logic and Critical Thinking.....	3
PHI	Philosophy Elective.....	3
PSY 407	Death and Dying.....	3
PSY	Psychology Elective.....	3
	Natural Sciences Electives.....	9
	Social Sciences Electives.....	6
SPE 101	Fundamentals of Public Speaking.....	3
THE 305	Morality and Science.....	3
THE	Theology Elective.....	3
	General Electives*	
	CRT Level.....	41
	RRT Level.....	33
	Professional Training	
	CRT Level.....	24
	RRT Level.....	32
	<b>Total: (128)</b>	

\*20 semester hours must be at the 300 level or above.

**RESPIRATORY THERAPIST SUMMARY**

Computer Information Systems.....	3	Natural Sciences.....	9
English.....	9	Philosophy.....	6
Fine Arts, Music and Art.....	3	Social Sciences.....	18
Mathematics.....	6	Speech.....	3
		Theology.....	6
CRT Level Training.....	24	RRT Level Training.....	32
CRT Level Electives.....	41	RRT Level Electives.....	33
		<b>Total: (128)</b>	

## COURSES OF INSTRUCTION

### 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.









**BIO 293**                    **HOLISTIC HEALTH**                    **1 sem. hr.**

This course examines the interrelations among the physical, psychological, emotional, social, spiritual, and environmental factors which determine a person's overall health. (Same as HPE 293)

**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.**

**Prerequisite: BIO 101**

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 351**                    **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 351H**                    **HUMAN ANATOMY AND PHYSIOLOGY I HONORS**                    **0 sem. hrs.**

**Prerequisite: BIO 351 and permission of the Honors Committee**

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

**BIO 351L**                    **HUMAN ANATOMY and PHYSIOLOGY I – LAB**                    **1 sem. hr.**

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

A laboratory session developed to provide reinforcements of the principles in BIO 351 laboratories cover human anatomy and physiology, including the integumentary, skeletal, muscular, nervous systems, and sense organs. 3 hours laboratory per week

**BIO 352**                    **HUMAN ANATOMY AND PHYSIOLOGY II**                    **4 sem. hrs.**

**Prerequisite: BIO 351**

A continuation of BIO 351 with emphasis on circulatory, digestive, endocrine, respiratory, urinary, and reproductive systems. Laboratory is integrated with lecture. 6 hours per week.

**BIO 352H**                    **HUMAN ANATOMY AND PHYSIOLOGY II HONORS**                    **0 sem. hrs.**

**Prerequisite: BIO 352 and permission of the Honors Committee**

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

**BIO 352L            HUMAN ANATOMY and PHYSIOLOGY II – LAB            1 sem. hr.**  
**Prerequisite: Permission of Department Chair and credit in Human Anatomy and Physiology II lecture.**

A laboratory session developed to provide reinforcements of the principles in BIO 352 laboratories cover human anatomy and physiology, including the circulatory, digestive, endocrine, respiratory, urine, and reproductive systems. 3 hours laboratory per week.

**BIO 353            PATHOPHYSIOLOGY            4 sem. hrs.**  
**Prerequisite: BIO352**

Understanding disease processes to provide an understanding of the mechanisms and progression of altered health states is necessary for professionals involved in clinical treatment and for understanding the basic scientific principles of this physiological state. Understanding pathophysiology will aid in the effective identification of patient risk factors by clinicians. This understanding will help anticipate and prevent complications associated with various diseases and build a knowledge base directly applicable in the clinical setting and as a background for applying basic scientific principles in understanding the cellular, biochemical, and physiological basis for the disease state. Lecture for 4 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 7 hours per week.

**BIO 360            BIOCHEMISTRY            4 sem. hrs.**  
**Prerequisite: CHE 202 and MAT 250**

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, enzymes kinetics, and metabolic organization will be presented. 4 hours per week. (Same as CHE 360)

**BIO 370            MICROBIOLOGY            4 sem. hrs.**  
**Prerequisites: BIO 101 or BIO 351**

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. Laboratory experiences are integrated with lecture. 6 hours per week.

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

A directed project, approved by the Honors Committee of the Department of Biology 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**

Fundamental principles of microbiology in relation to the human host, including metabolism, pathological and immunological aspects are studied. 3 hours per week.



**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 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 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.

**BUSINESS ADMINISTRATION**

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

**BUS 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 BUS 205 and Spring only for BUS 206)

**BUS 209**                    **CONTEMPORARY BUSINESS COMMUNICATIONS**                    **1 sem. hr.**

Communications theory and its applications in business. Composition of complex correspondence, memoranda and reports, including research, format, graphics, syntax, and semantics. (Previously BUS 210, 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 307**                    **MANAGERIAL ACCOUNTING**                    **3 sem. hrs.**  
**Prerequisite: BUS 206 and MAT 215**  
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: BUS 206 and MAT 215**  
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.**  
**Prerequisite: 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 215**  
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 314**                    **INTERMEDIATE ACCOUNTING I**                    **3 sem. hrs.**  
**Prerequisite: BUS 206 and MAT 215**
- BUS 315**                    **INTERMEDIATE ACCOUNTING II**                    **3 sem. hrs.**  
**Prerequisite: BUS 206, BUS 314, and MAT 215**  
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. (Fall only for BUS 314 and Spring only for BUS 315)

**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 318**                    **COST ACCOUNTING**                    **3 sem. hrs.**  
**Prerequisite: BUS 206 and MAT 215**

Terminology and accounting classification; accumulation and allocation methods; standard, job-order, and process manufacturing costs; multiple-product costs; distribution cost; inventory valuation; pricing; budgets. Cost analysis and cost/volume/profit relationships. Introduction to inventory planning. (Fall only)

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

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

**BUS 320**                    **TAX ACCOUNTING II**                    **3 sem. hrs.**  
**Prerequisite: BUS 206 and BUS 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. (Fall only)

**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.**  
**Prerequisite: 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.**  
**Prerequisite: MAT 215, 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.**  
**Prerequisite: 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 328**                    **PAYROLL ACCOUNTING**                    **3 sem. hrs.**  
**Prerequisite: BUS 205**

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

**BUS 329**                    **COMPUTERIZED ACCOUNTING**                    **3 sem. hrs.**  
**Prerequisite: BUS 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.

**BUS 330**                    **MANAGEMENT INFORMATION SYSTEMS**                    **3 sem. hrs.**  
**Prerequisite: MAT 215**

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 will be utilized in acquainting the student with computerized solutions to business problems and procedures. Students will be required to implement the knowledge of these systems to a simulated business need. (Same as CIS 330)



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

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

**BUS 350                    INVESTMENTS                    3 sem. hrs.**  
**Prerequisites: ECO 201, ECO 202, BUS 311, 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 353                    NOT-FOR-PROFIT ACCOUNTING                    3 sem. hrs.**  
**Prerequisite: MAT 215, BUS 206; BUS 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.

**BUS 375                    ACCOUNTING INFORMATION SYSTEMS                    4 sem. hrs.**  
**Prerequisite: BUS 206 and MAT 215**

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 will complete real-world case studies as a means of developing fluency in the use of Excel. Theoretical business models will be discussed and implemented using Excel. There is lab associated with the class to further develop spreadsheet skills. (Spring only)

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

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

**BUS 401                    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 402 BUSINESS LAW II 3 sem. hrs.**  
**Prerequisite: BUS 401**  
 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. (Spring only)
- 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 404 AUDITING 3 sem. hrs.**  
**Prerequisites: BUS 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)
- 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 406 ADVANCED ACCOUNTING I 3 sem. hrs.**  
**Prerequisite: BUS 315 and MAT 215**
- BUS 407 ADVANCED ACCOUNTING II 3 sem. hrs.**  
**Prerequisite: BUS 315, BUS 406, and MAT 215**  
 A survey of those areas of accounting theory not covered elsewhere in the accounting program. Included are partnerships, branch office/home office, business consolidations, non-profit organizations, and foreign currency transactions. Second semester provides an in-depth study of parent company/subsidiary consolidations and non-profit organizations, to include working paper techniques and financial statements. A review of all current FASB releases in all areas of accounting theory is included. (Fall only for BUS 406 and Spring only for BUS 407)
- BUS 408 FINANCIAL MANAGEMENT 3 sem. hrs.**  
**Prerequisite: BUS 311 and MAT 215**  
 Asset, capital, and debt management including acquisition, conservation, and liquidation. Acquisitions, mergers, takeovers, reorganization, and divestment. Focuses on the roles of the corporate treasurer and comptroller in coping with environmental uncertainties in terms of growth, stability, survival, retrenchment, and insolvency. (Spring only)

**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 vs. cost. (Spring only)

**BUS 412 EXECUTIVE DEVELOPMENT IN TOURISM 3 sem. hrs.**  
**Prerequisite: Senior standing**

The study of all of 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 case work applications, management and communication skills of the student as he/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.**  
**Prerequisite: 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.**  
**Prerequisite: BUS 313 and BUS 325**

This course offers both instructional and a hands-on approach to marketing and promoting brand names and product services. Students will learn how to market different communication strategies to deliver unified, high impact messages about a company and its products through the development of mission statements, project planning, marketing research, as well as other marketing tools. Through practical exercises and application students will gain valuable experience in one of the most exciting fields in the marketing profession.

**BUS 416 ORGANIZATIONAL BEHAVIOR 3 sem. hrs.**  
**Prerequisite: 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 INNOVATION                    3 sem. hrs.**  
**Prerequisite: Senior standing**

Students will 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.**  
**Prerequisite: 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 circumstances management encounters. 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 will 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.**  
**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 will be the background material for the class. Data and circumstances will be analyzed using EXCEL spreadsheets that include internal and externally acquired information. All scenarios will be based on case studies available through academic resources such as annual reports, K-10s, press releases, speeches and company web site information. Students will assume the roles of organization principles to assess and act on the information gathered to solve or mitigate the issue encountered. (Spring only)

**BUS 454                    SMALL BUSINESS                    3 sem. hrs.**  
**MANAGEMENT/ENTREPRENEURSHIP**

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.**

**Prerequisite: Senior standing, 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 with 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 shall be set by the internship coordinator or Business Department Chair. (Fall and Spring)

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

**Prerequisite: 15 semester hours of Level 2 business course work with a GPA and permission of the Internship Coordinator or Department Chair**

The 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. BUS 464 may be substituted for BUS 462.

### CHEMISTRY

**CHE 105**                    **GENERAL, ORGANIC AND BIOCHEMISTRY**                    **4 sem. hrs.**

**Prerequisite: MAT 105 or enrollment therein**

A course designed to cover the basic principles of inorganic chemistry, including matter and energy, atomic theory, compounds, ions, acids and bases, pH, solutions, organic chemical naming and properties, biochemical composition of living cells, metabolism and its regulation, and radioactivity. 3 hours lecture and 3 hours laboratory.

**CHE 105L**                    **GENERAL, ORGANIC AND BIOCEMISTRY – LAB**                    **1 sem. hr.**

**Prerequisite: Permission of Department Chair**

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 107**                    **INORGANIC, ORGANIC AND BIOCHEMISTRY I**                    **4 sem. hrs.**

**Prerequisite: MAT 105 or enrollment therein**

A course designed to cover the basic principles of inorganic chemistry, including matter and energy, atomic theory, compounds, ions, acids and bases, pH, solutions, and radioactivity. Also includes a brief introduction to organic chemistry and hydrocarbons. 3 hours lecture and 3 hours laboratory.

**CHE 107L**                    **INORGANIC, ORGANIC, AND BIOCHEMISTRY I – LAB**                    **1 sem. hr.**

**Prerequisite: Permission of Department Chair**

A laboratory session to provide reinforcement of the principles in CHE 107. Experiments include metric measurements, composition and properties of chemical compounds, gasses and fluids, fluid transport, calorimetry, organic compounds, carbohydrates, lipids and proteins. 3 hours laboratory per week.

**CHE 108**                    **INORGANIC, ORGANIC and BIOCHEMISTRY II**                    **4 sem. hrs.**

**Prerequisite: CHE 107, MAT 105 or permission of the Department Chair**

A continuation of CHE 107 that includes the basic principles of organic and biochemistry. 3 lecture and 3 hours laboratory.

**CHE 108L**      **INORGANIC, ORGANIC and BIOCHEMISTRY II – LAB**      **1 sem. hr.**  
**Prerequisite: Permission of Department Chair**

A laboratory session developed to provide reinforcement of the principles in CHE 108. Experiments include qualitative and quantitative tests for organic molecules, enzyme assays, electrophoresis, and biochemical analysis. 2 hours laboratory per week.

**CHE 141**      **GENERAL COLLEGE CHEMISTRY I**      **4 sem. hrs.**  
**Prerequisite: 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.**  
**Prerequisite: CHE 141 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biology 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: Permission of Department Chair**

A laboratory session developed to provide reinforcement of the principles in CHE 102. 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.**  
**Prerequisite: CHE 141, MAT 105 or equivalent**

Continuation of CHE 102, 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.**  
**Prerequisite: CHE 141 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of Biology 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: 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 201**      **ORGANIC CHEMISTRY I**      **5 sem. hrs.**  
**Prerequisites: CHE141-142, MAT105 or permission of the Department Chair**







**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 will be 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 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 Required.**

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 is 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/she prepares for a career in Computer Information Systems.

**CIS 450 APPLIED SOFTWARE DEVELOPMENT PROJECT 3 sem. hrs.**  
**Prerequisite: Junior or Senior Standing Required 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.**  
**Prerequisite: 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/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, how 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.**  
A study of criminal investigation techniques. Techniques concerning 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 level.

**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 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.

**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 425**            **MARRIAGE AND FAMILY**            **3 sem. hrs.**  
A study of the evolution of the family as well as its structure, functions, roles, relationships, and contemporary issues.

**COU 300**            **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 student.

**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 and the nature of juvenile gangs are 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 340**            **INTERGENERATIONAL TRAUMA and**            **3 sem. hrs.**  
**FAMILY DYNAMICS**  
This course is a study of the intergenerational transmission of trauma and its impact on the individual and family. Special attention is given to the research on various clinical interventions.

**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 and SOC 390)

**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 408n                    ADVANCED INTERVIEWING AND COUNSELING                    3 sem. hrs.**

This course is designed so that each student, upon graduation, will have 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 will be 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 after effects of sexual trauma, and the associated DSM-IV (TR) diagnoses, as well as treatment goals and strategies, education and prevention.

**COUNSELING GRADUATE COURSES**

**COU 599                    INTRODUCTION TO GRADUATE RESEARCH                    3 sem. hrs.**

Research is an integral component to any program of advanced studies. This course will provide 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.**

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. Addresses individual, family, and group counseling strategies and includes ethical issues.

**COU 605 CAREER and LIFESTYLE DEVELOPMENT 3 sem. hrs.**

Provides an understanding of career development and related life factors, including career development theories and decision-making models. Includes an overview of career and educational information sources, assessment techniques in career counseling, computer-assisted career guidance systems, and interrelationships among work, family and ecological factors including multicultural and gender issues related to career development.

**COU 606 THEORIES OF COUNSELING 3 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.**

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.**

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.**

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 615N DIAGNOSIS and TREATMENT of MENTAL DISORDERS 3 sem. hrs.**

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-IV (TR).

**COU 616 TECHNIQUES of COUNSELING 3 sem. hrs.**  
**Prerequisite: COU 606 and approval 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





**COU 632                    COUNSELING STRATEGIES FOR PARENT/CHILD                    3 sem. hrs.**  
**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**

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. Presents the epidemiology and theories about 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 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, counseling special populations.

**COU 641N                    CLINICAL MENTAL HEALTH COUNSELING                    3 sem. hrs.**

This course will address the basic tenets of clinical mental health counseling. Included will be 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 will be presented using play therapy across the lifespan (young children, adolescents, adults). Attention will be 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 will be 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 how 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 appropriately using play therapy 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 sandtray 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 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 is explored and integrated.

**COU 647:                    ADVANCED CROSS CULTURAL STUDIES FOR THE                    3 sem. hrs.**  
**HEALTHCARE PROFESSIONAL**

An interdisciplinary approach to the fields of counseling, nursing, and allied health incorporating the skill sets needs by healthcare professionals in an ever-changing diverse society. Students apply the information acquired regarding their professional development and identity and compare them to the curriculum and professional standards of their peers in other countries.

**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 will examine 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-IV diagnoses. Graduate counseling students will 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.**

Study of issues faced by contemporary couples in counseling, and the methods, models, and techniques used to treat couples. Issues include forming and maintaining intimacy, couples' communication, marriage and divorce, sexuality, premarital issues, partner violence, etc. Students experientially practice counseling mock couples and employ a variety of techniques. Course also includes professional & ethical issues of working with couples and families.  
Prerequisite: COU631

**COU 662 COUNSELING FAMILIES 3 sem.hrs.**  
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 & co-parenting, communication, family crisis, along with normal, developmental family processes. Students experientially practice counseling mock families and employ a variety of techniques. Course also includes professional & ethical issues of working with families.  
Prerequisite: COU631

**COU 663 ADVANCED STUDIES IN SYSTEMS THEORY 3 sem. hrs.**  
Building on the prerequisite material taught in COU 631, 661, and 662, Advanced Studies in Systems Theory refocuses the student's attention to the socially-systemic context of the family. Students are encouraged to further evaluate their clinical work with families by engaging in a more thorough and informed exploration of system-principles, concepts, and theory. While the focus in previous courses has been on the clinical context of families, this course expands that context to include larger system exploration, appreciation, and assimilation. Furthermore, students are encouraged to utilize their systemic orientation in evaluating non-clinical social issues.

**COU 699 PRACTICUM in COUNSELING 3 sem. hrs.**  
**Prerequisites: COU 602, COU 606, COU 609 and COU 616 or permission 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.**  
**Prerequisite: COU 699 and COU 615N or permission of the department**  
First semester of intensive supervised clinical work experience in 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) are required. Students receive both individual and group supervision.

**COU 702 INTERNSHIP in COUNSELING II 3 sem. hrs.**  
**Prerequisite: COU 701**  
Second semester of intensive supervised work experience in 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) are required. Students receive both individual and group supervision.

**COU 703 INTERNSHIP in COUNSELING III 3 sem. hrs.**  
**Prerequisite: COU 702**  
Third semester of intensive supervised work experience in 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) are required. Students receive both individual and group supervision.

## ECONOMICS

**All upper division Economics courses, and ESPECIALLY ECO 302, 317, 350, and 404 should 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. 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.**  
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. (Fall only)

**ECO 202                    PRINCIPLES OF ECONOMICS II (MICRO)                    3 sem. hrs.**  
**Prerequisite: ECO 201 and 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. (Spring only)

**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, BUS 302**

An application of economic principles to decision making in the world of business. Includes profit maximization, the allocation of scarce resources, supply and demand, cost analysis, market structure, the price system, economic forecasting, and capital budgeting. (Fall only)

**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 COURSES**

**EDG 599 INTRODUCTION TO GRADUATE RESEARCH 3 sem. hrs.**

Research is an integral component to any program of advanced studies. This course will provide 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.

**EDG 600 RESEARCH TECHNIQUES 3 sem. hrs.**

Principles and procedures in the scientific study of educational problems and statistical techniques.

The applied portion of this study is made relevant to each student's area of specialization.

**EDG 600N RESEARCH-BASED AND DATA-DRIVEN DECISION-MAKING 3 sem. hrs.**

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 and Spring)



with microcomputers. Topics include selecting and evaluating appropriate computer-assisted instruction, relating learning theories to current educational uses of microcomputers, examining research on educational applications of microcomputers, surveying periodicals in the field, and individualizing instruction using computer-managed instruction.

**EDG 609N            METHODS OF TEACHING WITH TECHNOLOGY            3 sem. hrs.**

This course focuses on enabling students to acquire technological skills including, but not limited to the following programs: Microsoft Word, Microsoft PowerPoint, and Microsoft Excel. The students then apply these skills to the creation of lesson plans and the delivery of technology-based lessons. (Spring only)

**EDG 620            LITERACY and HISTORY            3 sem. hrs.**

This graduate level online course is for social studies teachers and features specific strategies designed to increase student literacy development and achievement in social studies through the use of primary and secondary historical sources. This course was designed by a reading specialist in conjunction with *We the People*, District II Educational Coordinator to ensure that “best practices” in both literacy and social studies are presented. Candidates will learn how functional grammar can be used to supplement traditional reading strategies that help students comprehend both primary and secondary historical sources and meet the state social studies standards. Candidates will incorporate these new skills to develop literacy-rich, standards-based curriculum for their own students.

**EDG 631            FOUNDATIONS OF ADMINISTRATION            3 sem. hrs.**

Introductory course which examines the philosophy, principles, and practices of school operations.

**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 632            SCHOOL FINANCE            3 sem. hrs.**

Practical treatment given to state and federal involvement in public education, budgeting, and accounting procedures.

**EDG 632N            THE FIDUCIARY RESPONSIBILITY OF  
EDUCATIONAL LEADERS            3 sem. hrs.**

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 will be principles of taxation at the federal, state and local levels, state equalization programs, using fiscal decision in the equalization of educational opportunity, and budgetary concerns at the school and district level. (Spring only)

**EDG 633**            **SCHOOL PERSONNEL ADMINISTRATION**            **3 sem. hrs.**  
Recruitment, selection, placement of teachers, orientation of new teachers, administrator and teacher relations, tenure, certification.

**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. This 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 634**            **SCHOOL - COMMUNITY RELATIONS**            **3 sem. hrs.**  
Examines means by which effective school-community relations can be established and maintained.

**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 635**            **SCHOOL FACILITIES PLANNING**            **3 sem. hrs.**  
Planning, implementing, and evaluating school facility and grounds construction, repair, renovation, and maintenance.

**EDG 636A**            **ELEMENTARY SCHOOL PRINCIPALSHIP**            **3 sem. hrs.**  
Designed to provide the prospective principal with information, ideas, and practices to plan, schedule, supervise, and evaluate functions and responsibilities.

**EDG 636B**            **SECONDARY SCHOOL PRINCIPALSHIP**            **3 sem. hrs.**  
The course investigates secondary administrative practices, supervisory techniques, curriculum activities, and guidance programs.

**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 637A**            **ELEMENTARY SCHOOL SUPERVISION OF**            **3 sem. hrs.**  
**INSTRUCTION**

This course provides specific, practical assistance to administrators in the area of improving instruction.





literature base to support language arts integration in the content areas, and research and assessment; technology is integrated throughout the course. (Summer only)

**EDG 642                    READING IN THE CONTENT AREA: ADVANCED                    3 sem. hrs.**

This course is designed to provide the means by which teachers can increase student reading comprehension skills in content area subjects. This course provides an examination of various methods, activities, strategies, and materials that promote reading and study skills in the content area.

**EDG 642N                    READING AND LANGUAGE ARTS IN THE                    3 sem. hrs.**  
**ELEMENTARY SCHOOL: ADVANCED**

This course is designed to provide the means by which teachers can increase student reading comprehension skills in content area subjects. This course provides an examination of various methods, activities, strategies, and materials that promote reading and study skills in the content area.

**EDG 643                    PSYCHOLINGUISTICS AND READING                    3 sem. hrs.**

This course is designed to provide a psycholinguistic analysis of the developmental reading process from readiness to fluency. In the course, students examine various methods, activities, strategies, and materials that promote a balanced approach to reading instruction and assessment. This course is also designed to facilitate disciplined reflective inquiry through the interaction of theory and practice.

**EDG 644                    SEMINAR IN READING/LANGUAGE ARTS                    3 sem. hrs.**

Course addresses the psycholinguistic and cognitive interactions which exist among all of the language arts.

**EDG 645                    THEORIES OF LANGUAGE DEVELOPMENT                    3 sem. hrs.**

Course addresses the development of language from a cognitive point of view. Major theories discussed are those of Chomsky, Piaget, Bruner, and Ausubel.

**EDG 647                    DIAGNOSIS AND REMEDIATION                    3 sem. hrs.**  
**OF THE DISABLED READER**

Valid techniques for diagnosing reading difficulties and exploration of various means of remediation for disabled readers.

**EDG 648                    CLINICAL SUPERVISION                    3 sem. hrs.**

The practicum involves application of theory and practice in a clinical setting. Participants supervise undergraduate student interaction with clients. Further assessment is conducted as indicated.

**EDG 650                    TESTS AND MEASUREMENTS/EDUCATIONAL                    3 sem. hrs.**  
**STATISTICS**

Use of measurement and evaluation in the modern school program. Construction, administration, and interpretation of essay and objective tests; principles of development, administration, and interpretation of standardized tests. Basic concepts and computations in descriptive statistics.







**EDU 202                    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 PSY 212)

**EDU 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. (Same as SOC 204)

**EDU 209                    INTEGRATION OF TECHNOLOGY                    3 sem. hrs.**

This is a course designed primarily for classroom teachers that provides an overview of microcomputer applications. Emphasis is placed on providing a working knowledge of and hands-on experience with microcomputers and software applications. Topics include selecting and evaluating appropriate computer-assisted instruction, relating learning theories to current educational uses of microcomputers, examining research on educational applications of microcomputers, surveying periodicals in the field, and individualizing instruction using computer-assisted managed instruction. (Fall only)

**EDU 210                    ADMISSION TO PROFESSIONAL EDUCATION                    1 sem. hr.**

**Prerequisites: EDU 202 (or concurrently enrolled), EDU 204 and PRAXIS I (PPST)**

This non-credit required course is designed to prepare the education candidate for admission to the professional education program. Upon completion pre-education majors will have completed all phases of the admissions process.

**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.**

This course requires candidates to analyze, implement, 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. A field component constituting a minimum of 45 hours of observation and participation is required.

**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. Practical applications to elementary and middle school levels are included.

**EDU 307 SURVEY OF READING/ENGLISH LANGUAGE ARTS 3 sem. hrs.**

This is a survey course designed to introduce education majors to the basic concepts involved in the reading process. The course includes definitions of reading, current approaches to teaching reading, evaluation techniques, the accommodation of exceptionalities, and teaching to diversity.

**EDU 308 MATERIALS and METHODS OF TEACHING 3 sem. hrs.**  
**READING/LANGUAGE ARTS II**

This course is designed to prepare pre-service teachers 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. Students must be concurrently enrolled in EDU 310, Instructional Strategies II. This is to fulfill the required clinical component.

**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 310 INSTRUCTIONAL METHODOLOGIES 5 sem. hrs.**

Students will 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.

**EDU 311 TEACHING READING IN THE CONTENT AREA 3 sem. hrs.**

This course examines various techniques for increasing reading competencies and improving study skills in content areas at both the secondary and elementary levels. The focus of the course is to give teachers an understanding of the nature and complexity of the reading process and prepare them to teach these skills. (Spring only)

**EDU 312 MATERIALS and METHODS OF TEACHING 3 sem. hrs.**  
**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.

**EDU 313                    MATERIALS and METHODS OF TEACHING                    3 sem. hrs.**  
**MATHEMATICS II**

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.

**EDU 401                    CLINICAL READING PRACTICUM                    3 sem. hrs.**

Candidates must have completed EDU 307 and EDU 308 to take this course. This course is designed to improve candidates' techniques to identify children in the classroom who are performing below their potential in reading. Candidates are provided experience in developing appropriate instruction for these children by participating in a supervised tutorial experience.

**EDU 402                    CLINICAL MATHEMATICS PRACTICUM                    3 sem. hrs.**

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 OLHCC's professional development school. Candidates foster student understandings and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

**EDU 421                    STUDENT TEACHING IN ELEMENTARY (Grades 1 - 5)                    9 sem. hrs.**

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 college supervisor is required.

**EDU 431                    STUDENT TEACHING IN SECONDARY (Grades 6 - 12)                    9 sem. hrs.**

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 college supervisor is required. This course requires a minimum of 270 hours of participation in a secondary school setting. Also, a minimum of 180 hours of actual teaching is required.

**EDU 438                    LITERATURE FOR EARLY CHILDHOOD                    3 sem. hrs.**

This course focuses on the following topics: the reading needs and basic reading interests of children in pre-kindergarten and kindergarten; language acquisition; standard aids for selection of appropriate materials; factors in using and interpreting literacy materials in relation to curriculum as well as methods for utilization of literary materials in instruction in the pre-kindergarten and kindergarten classroom.

**EDU 439                    TEACHING IN THE KINDERGARTEN                    3 sem. hrs.**

This course is designed to aid the student in gaining insights regarding positive and negative aspects of teaching young children. The student examines the significance of the role of the teacher in program planning, the development stages of the five year old, the needs of the individual child, and the development of readiness for primary grades.



**EDU 440 ORGANIZATION AND ADMINISTRATION OF KINDERGARTEN 3 sem. hrs.**

The student examines the role of the teacher in the organization and administration of the kindergarten, explores current trends and contemporary issues in the area of early childhood education, and considers materials to be used in the early childhood classroom.

**EDU 441 PRACTICUM IN KINDERGARTEN OR PRE-KINDERGARTEN 3 sem. hrs.**  
**Prerequisites: EDU 439 and EDU 440**

Observing, participating, and teaching in a kindergarten or pre-kindergarten classroom under the supervision of a qualified teacher for a minimum of 90 clock hours. The time is arranged by the student and the Coordinator of Student Teaching.

**EDU 452 STUDENT TEACHING SEMINAR IN PEDAGOGY and INSTRUCTIONAL/CURRICULUM DEVELOPMENT: SPECIALIZED SKILLS and PRACTICE IN THE DISCIPLINE 3 sem. hrs.**

This course includes study and application of theories and principles of effective planning, classroom behavior and management techniques, and instructional delivery in the classroom. Concurrent field-based placement in a school setting under the supervision of a certified teacher is required. Student teaching serves a critical role that allows and teacher candidate to practice and refine skills and competencies learned in courses and initial field experiences. This semester this 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.**

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.

**EDU 460C INSTRUCTIONAL METHODOLOGIES: ELEMENTARY 3 sem. hrs.**

Students study materials and methods of teaching science and social studies. This course will examine current educational research, trends, and issues with special emphasis on the missions of the NSTA and the NCSS. Students use Louisiana's Frameworks and grade-level expectations in science and social studies to plan and evaluate lessons.

**EDU 460D INSTRUCTIONAL METHODOLOGIES: SECONDARY 3 sem. hrs.**

Students study materials and methods of teaching in their secondary content area. This course will examine 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.



**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, use of the stages of process writing, 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 and 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 essay, using APA or MLA style depending on major, are required.

**ENG 200 INTRODUCTION TO LITERARY FORMS 3 sem. hrs.**

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 211 WRITING TUTORIAL I: NEWSPAPER 1 sem. hr.**

**Prerequisite: permission of instructor**

Students may earn one credit for writing publishable articles of general interest for the College newspaper.

**ENG 220 READING FOR PLEASURE 3 sem. hrs.**

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; however, students will not do critical analysis.

**ENG 250 AMERICAN LITERATURE I 3 sem. hrs.**

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.**

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.**

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.







**ESC 300**            **TOPICS IN EARTH SCIENCE**            **1-2 sem. hrs.**  
Investigations in special areas of earth science. Individual or group participation.

**FINE ARTS**

**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 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)

**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 gives 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 student. (Same as SPE 407)

**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.





**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.**  
**Prerequisite: 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 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 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 will be 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 THE UNITED STATES 3 sem. hrs.**

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 - 1945 TO PRESENT 3 sem. hrs.**

A topical study of the United States from 1945 to the present, a period of historic and revolutionary change. Major topics include the changing role of government, post-war politics, the cold war, Korea, Vietnam, the counter-culture, space exploration, the civil rights movement, and America's post-cold war international responsibilities.

**HIS 450 LOUISIANA HERITAGE: RESEARCH IN LOUISIANA HISTORY 3 sem. hrs.**

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:  
EUROPE SINCE WORLD WAR II**                    **3 sem. hrs.**  
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. Internship at a local archive for individually supervised practical training and independent research and study. Students are required to perform a minimum of three hours per week of 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  
RESUSCITATION**                    **1 sem. hr.**  
Course designed to prepare the student to respond to medical emergencies and accidents with confidence 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 the responsibility for his/her own health. (Same as BIO 293)



**MGT 301 PRINCIPLES OF MANAGEMENT 3 sem. hrs.**

This course provides students with a general introductory management learning experience. Will discuss the role of management in today's business environment; management's influence on employee productivity; employee satisfaction and organizational effectiveness; 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 will examine the goal of business organizations, as well as individual conduct in business settings. Ethical reasoning and ethical leadership will 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) will be 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 will evaluate the skills, attitude, and commitment necessary to successfully operate an entrepreneurial venture. Emphasis will be on reviewing the challenges and rewards of entrepreneurship. 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. This course emphasizes logic, creativity, concern for audience and understanding 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 will also be covered.

**MGT 311 APPLIED BUSINESS STATISTICS 3 sem. hrs**  
**Prerequisite: MATH 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



Special emphasis will be 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 more 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 one to show results before completion.

Each student selects a capstone project in conjunction with his or her advisor and a faculty mentor. The project may concentrate on two subsequent semesters, 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 will work on data obtaining and analysis. 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 more 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 one to show results before completion.

Each student selects a capstone project in conjunction with his or her advisor and a faculty mentor. The project may concentrate on two subsequent semesters, 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 will work on data obtaining and analysis. 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, finding and developing global expatriates.

**MATHEMATICS**

**MAT 099 FUNDAMENTALS OF MATHEMATICS 3 sem. hrs.**

This course prepares students for success in I Introduction to College Algebra I (MAT 100A). MAT 100A will be offered for the first time in spring 2013. 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 fundamental mathematical skills. Students who are placed into MAT 099 must successfully complete it with a P on a Pass/No Credit grading scale.

**MAT 100                    INTRODUCTION TO COLLEGE ALGEBRA                    3 sem. hrs.**

This course prepares students for success in College Algebra (MAT 105). MAT 100 will be replaced by MAT 100A and MAT 100B in spring 2013. MAT 100 encourages students to think critically as they comprehend and apply pre-algebra concepts. Pre and post testing, continuous assessment, direct instruction, guided practice, cooperative grouping, prompt feedback, and computer-assisted learning aid students in building pre-algebra skills. Students who are placed into MAT 100 must successfully complete it with a C or higher.

**MAT 100A                    INTRODUCTION TO COLLEGE ALGEBRA                    3 sem. hrs.**

This course prepares students for success in Introduction to College Algebra II (MAT 100B). MAT 100A and MAT 100B will replace MAT 100 in spring 2013. MAT 100A encourages students to think critically as they comprehend and apply fundamental mathematical concepts. Students review basic computational skills and mathematical concepts in preparation for MAT 100A. Pre and post testing, direct instruction, guided practice, cooperative grouping, prompt feedback, and computer-assisted learning aid students in building fundamental mathematical skills. Students who are placed into MAT 099 must successfully complete it with a C or higher.

**MAT 100B                    INTRODUCTION TO COLLEGE ALGEBRA                    3 sem. hrs.**

This course prepares students for success in Introduction to College Algebra (MAT 105). MAT 100A and MAT 100B will replace MAT 100 in spring 2013. MAT 100B encourages students to think critically as they comprehend and apply fundamental mathematical concepts. Students review basic computational skills and mathematical concepts in preparation for MAT 100A. Pre and post testing, direct instruction, guided practice, cooperative grouping, prompt feedback, and computer-assisted learning aid students in building fundamental mathematical skills. Students who are placed into MAT 099 must successfully complete it with a C or higher.

**MAT 101                    INTRODUCTION TO MATHEMATICAL  
CONCEPTS I                    3 sem. hrs.**

**Prerequisite: MAT 100 or placement above MAT 100**

Sets, logic, various numeration systems, number sequences and topics of the real number system are studied.

**MAT 102                    INTRODUCTION TO MATHEMATICAL  
CONCEPTS II                    3 sem. hrs.**

**Prerequisite: MAT 100 or placement above MAT 100**

Topics in the complex number system, properties of numbers, finite mathematical systems, algebra, geometry, and a comprehensive module on solving word problems.





**MAT 302 BUSINESS AND ECONOMIC STATISTICS II 3 sem. hrs.**  
**Prerequisite: MAT 301**

Introductory courses 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 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 HIS 310)

**MAT 316 DISCRETE MATHEMATICS 3 sem. hrs.**  
**Prerequisite: MAT 250**

This course covers the logic of compound statements, the logic of quantified statements, elementary number theory, and methods of proof by mathematical induction, set theory, and combinatorial theory.

**MAT 317 SPECIAL TOPICS 1-3 sem. hrs.**  
**Prerequisite: Permission of the Instructor**

Content will vary.

**MAT 410 LINEAR ALGEBRA 3 sem. hrs.**  
**Prerequisite: MAT 106**

This course covers topics in systems of linear equations, matrices, determinants, vector spaces, and linear transformations.

**MAT 415 ABSTRACT ALGEBRA 3 sem. hrs.**  
**Prerequisite: MAT 316**

This course covers topics in groups, rings, integral domains, and fields.

**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.





**MUS 121-122 PIANO I AND II 3, 3 sem. hrs.**  
**Prerequisite: MUS 101 or equivalent**

**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.**

#### **NURSING**

**NSG 200 DIMENSIONS OF PROFESSIONAL NURSING 3 sem. hrs.**

An introduction to the basic concepts of nursing and to concepts such as health promotion, effective communication, interdisciplinary collaboration, stress management, professional nursing standards, and legal-ethical considerations in preparation for safe practice with diverse populations within a global health-care environment. Foundational topics such as the nursing process, critical thinking, evidence-based practice, leadership and professional roles of nursing are discussed. Impact of the health care revolution on nursing is introduced (technology, consumer and regulatory demands, globalization of health care and Institute of Medicine guidelines). (Fall only)

**NSG 202 PHARMACOLOGY 3 sem. hrs.**

Focuses on pharmacological agents in relation to their pharmacotherapeutic effects; includes classifications and mechanism of action. . 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. Provides an introduction to the nursing process and selected psychomotor skills in the classroom, laboratory, and clinical setting. 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.**  
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.**  
Focuses on administering safe, quality patient care while focusing on the physiological and psychosocial health needs of childbearing women, infants, children and their families to 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.**  
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, research consumer, methods on 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.**  
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. 4 hours lecture and 12 hours clinical per week. (Spring only)

**NSG 400 NURSING IV WITH CLINICAL COMPONENT 9 sem. hrs.**  
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.**  
Focuses on exploration of the content and context of leadership and management in health care delivery systems. 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.**  
Designed to assist students to make the transition to that of 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 life-long learning. Information related to nursing and issues confronting the profession are explored.



**NSG 455 LEADERSHIP AND DECISION MAKING in NSG for RNs 4 sem. hrs.**  
Focuses on the professional nurse 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 (on-line RN to BSN program).

**NSG 485 RN to BSN SOCIAL TOPICS IN NURSING 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 (on-line RN to BSN program).

### **PHILOSOPHY**

**PHI 101 INTRODUCTION TO PHILOSOPHY 3 sem. hrs.**  
This course is 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 the basic philosophical issues, questions, problems, terminology, and methodology.

**PHI 206 HISTORY OF PHILOSOPHY 3 sem. hrs.**  
A study of specific philosophers, both Western and Eastern, and the impact they had upon their respective historic milieux, in terms of schools of thought, paradigms, political and social impact, and the development of philosophy.

**PHI 207 INTRODUCTION TO LOGIC and CRITICAL THINKING 3 sem. hrs.**  
This will be 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 230 METAPHYSICS 3 sem. hrs.**  
This will be a study of traditional and contemporary metaphysical principles and doctrines. Topics covered are the notion of being, becoming, *ousia*/substance, unity, form, matter, time, space, causality, and God.

**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.**  
This is an introduction to the discipline of epistemology. Topics to be 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, Newman, etc., and traditions such as skepticism, nominalism, rationalism and empiricism will also be covered.



- 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.**  
This course serves as an examination of Eastern philosophical thought and themes which have emerged and developed from India, Japan, and China.
- 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.**  
This will be an 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 230, PHI 250**  
Themes, principles, and developments in St. Thomas Aquinas' dynamic synthesis of philosophy and theology will be explored through his various writings and in selected commentaries.
- PHI 320      AMERICAN PHILOSOPHY      3 sem. hrs.**  
**Prerequisites: PHI 101 or PHI 206**  
This course examines some American philosophies, e.g., transcendentalism, idealism, and neo-realism, pragmatism in the philosophy of prominent American philosophers such as Thoreau, Peirce, Dewey, James, Royce, Santayana, and Whitehead.
- PHI 330      PHENOMENOLOGY AND EXISTENTIALISM      3 sem. hrs.**  
**Prerequisites: PHI 101 or PHI 206**  
This course examines the historical developmental of phenomenology and existentialism through the works, e.g., of Kierkegaard, Nietzsche, Husserl, Heidegger, Scheler, Marcel, Sartre, Camus, Merleau-Ponty, Gadamer, and Ricoeur.
- PHI 380      SPIRITUALITY, PHILOSOPHY, AND THE CINEMA      3 sem. hrs.**  
An application of philosophy and the Transcendentals through the use of cinema. Topics will 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 PHILOSOPHICAL ISSUES IN BIOETHICS 3 sem. hrs.**

**Prerequisite: PHI 305**

This course discusses the issues and problems of bioethics as presented in medicine and medical research. Topics addressed will include moral problems and reasonable solutions to them through applied ethics.

**PHI 450 FOUNDATIONS OF PSYCHOLOGY AND PSYCHOTHERAPY 3 sem. hrs.**

**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 the students an opportunity to coordinate their knowledge of the various fields of philosophy. Directed research is conducted on 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 206 and PHI 305**

An historical and contemporary study of social behavior and ethics, cultural standards and changes in social norms combined with 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 Biology and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**PHY 152**            **GENERAL PHYSICS II**            **4 sem. hrs.**  
**Prerequisite: PHY 151**

Electricity, magnetism, optics, atomic, and nuclear physics. 3 hours lecture and 3 hours laboratory.

**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 Biology and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.

**PHY 290**            **TOPICS IN PHYSICAL SCIENCE**            **1 sem. hr.**

Investigations in special areas of earth science. Individual or group participation.

**PHY 300**            **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.

### **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 given to Louisiana government.

**PSC 300**            **SPECIAL TOPICS**            **3 sem. hrs.**

This course is usually taught in a pro-seminar setting, and with the authorization of the Associate Dean, may be taken for credit more than once.

**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 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 202)

**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. 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 the 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 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 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 infra-human 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.  
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 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 425: SPORTS PSYCHOLOGY** **3 sem. hrs.**

This topic 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 topic provides the students with the knowledge of research methods and design and the skills to implement academic research in an area of the student's major, with the approval of his/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. (Previously RAD 120)

**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. (Previously RAD 121)

**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. (Previously RAD 122)

**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. (Previously RAD 220)

**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. (Previously RAD 221)

## READING

**REA 100      INTRODUCTION TO COLLEGE READING      3 sem. hrs.**

This course prepares students for success in college reading in a social science course (HIST 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.

## RESPIRATORY CARE

**RTC 401      RESPIRATORY CARE CLINICAL TRAINING I      12 sem. hrs.**

Studies in the basics of respiratory care, cardiopulmonary anatomy and physiology, respiratory care fundamentals, clinical laboratory I, and clinical practicum I. (Previously RTC 110)

**RTC 402      RESPIRATORY CARE CLINICAL TRAINING II      12 sem. hrs.**

Studies in blood gases, acid bas balance, operational aspects of ventilation, pulmonary function studies, perinatology and pediatrics, pulmonary disorders, specialty areas in cardiopulmonary care, physiological aspects of ventilation, certification review, clinical practicum II, and clinical laboratory II. (Previously RTC 221)

**RTC 403      RESPIRATORY CARE CLINICAL TRAINING III      8 sem. hrs.**

Studies in management, advanced cardiology, advanced respiratory studies, intensive cardiopulmonary monitoring, registry review, and clinical practicum III. (Previously RAD 310)

## SPECIAL EDUCATION

**SED 314      ASSESSMENT and EVALUATION OF EXCEPTIONAL      3 sem. hrs.**  
**LEARNERS**

This course is designed to provide students with the basic statistical concepts needed to interpret results of psychological and educational test results. Definition and terminology in tests and measurements as employed with exceptional individuals will be studied. Description, analysis, and interpretation of various formal and informal evaluation instruments and practices will be investigated. Practice in design of instruments to evaluate motor, cognitive, language and social/emotional development as well as academic achievement as well as a field component is included. (Spring only)

**SED 315      SCHOOL-TO-WORK FOR STUDENTS WITH      3 sem. hrs.**  
**DISABILITIES**

This course addresses the 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. This course also covers potential school-to-work issues for students with a variety of disabling

conditions. A cooperative, multidisciplinary team approach is addressed as a way of helping student transition into appropriate work settings. (Fall only)

**SED 316                    METHODS OF TEACHING BASIC SUBJECTS TO                    3 sem. hrs.**  
**STUDENTS WITH MILD/MODERATE DISABILITIES**

This course surveys methods of teaching basic subjects to students with mild/moderate cognitive impairments. Special teaching techniques, as well as creating appropriate learning environments consistent with maintaining the least restrictive environment, are covered. Individualized instruction and implementing and evaluating Individual Education Plan (IEP) goals and objectives are addressed. (Fall only)

**SED 317                    PRACTICUM IN ASSESSMENT                    3 sem. hrs.**  
**Prerequisite: SED 314**

Specific tests of development, language, personal-social skills development, and learning styles are studied. Demonstration and practice are provided for each instrument. Includes a field component. (Summer only)

**SED 318                    BEHAVIORAL INTERVENTIONS WITH                    3 sem. hrs.**  
**EXCEPTIONAL CHILDREN**  
**Prerequisite: EDU 304A**

Methods and procedures in behavioral intervention strategies, including systematic behavioral intervention assessment. Includes a field component. (Summer only)

**SED 319                    HUMANISTIC APPROACHES TO MANAGING                    3 sem. hrs.**  
**MILD/MODERATE CHILDREN**  
**Prerequisite: EDU 304A**

Concentration is on affective techniques, crisis intervention, and life-span interviewing. Includes a field component. (Spring only)

**SED 430                    PRACTICUM IN TEACHING                    3 sem. hrs.**  
**MILD/MODERATE STUDENTS**  
**Prerequisite: completion of all Special Education courses**

Observing, participating, and teaching in a mild/moderate classroom for the entire semester. Participation in extra-curricular 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 will be 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. (Same as EDU 204)

**SOC 301: SOCIAL PROBLEMS** **3 sem. hrs.**

Major social problems: population, unemployment, poverty, dependency, family disorganization, juvenile delinquency, and interracial conflict.

**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 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, 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 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 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 2-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.**

This course is designed to give a new approach to the understanding of literature. It focuses on poetry, short stories, and plays. The students read and discuss prominent authors and read their selections aloud to the class. This magnifies the literature and allows a clearer understanding of it. This course is recommended for English majors.

**SPE 203                    DIRECTING SPEECH ACTIVITIES                    3 sem. hrs.**

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.**

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 persons.

**SPE 310                    PERSUASION AND DEBATE                    3 sem. hrs.**

Every person uses some kind of persuasion. The uses of persuasion fit into our lives every day. Persuasion goes beyond the simple process of convincing an audience or person. It is much more sophisticated. It is an actual 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.



**THE 206 CHURCH HISTORY 3 sem. hrs.**

Church History traces the development of the early Christian *ecclesia* to the present. The course will thematically address the divine origin of the Church and its historical pilgrimage as a community of disciples. Events in the New Testament, the Patristic era, the Middle Ages, the encounter with Islam, the schism between the East and West, the Renaissance, Reformation, and the modern world will be explored. This course will also discern continuity and development in the Church.

**THE 210 THE DOCTRINE OF GOD 3 sem. hrs.**

This course covers the mystery of God in various cultures from antiquity to the present. There will be a survey of humanity's search for God and more importantly God's search humanity. Characteristics of the divine, such as spirit, unity, simplicity, goodness, omnipresence, etc. will be explored. This will culminate in the study of the Christian doctrine of the Tri-personal God.

**THE 220 RELIGIOUS TRADITIONS AND CULTURES 3 sem. hrs.**

This course will evaluate ancient and contemporary notions of religion and introduce the anthropological origins of belief in God or gods. World religious and philosophical traditions and cultures, e.g. Hindu, Buddhism, Islamic, materialist etc., will be analyzed and explored in relation to the Christian tradition.

**THE 225 PROPHETIC WOMEN OF FAITH 3 sem. hrs.**

A study of the influence and contribution of prominent women of faith in Jewish scripture, e.g., Naomi, Ruth, and Hannah, and Christian scriptures, including Jesus' Mother Mary, Martha, Mary Magdalene, and other women in the Christian tradition.

**THE 229 EXPLORING CHRISTIAN SPIRITUAL TRADITIONS 3 sem. hrs.**

Christians have expressed their relationship with God through a variety of spiritualities such as Augustinian, Benedictine, Carmelite, Cistercian, Dominican, Franciscan, and Ignatian. This course will focus on the historical, cultural, social, and religious aspects of these traditions from the early Church to the present. The transformative qualities of these spiritualities on the Church, culture, politics, other religious traditions, the environment, etc., will also be discussed.

**THE 230 SACRED LITURGY 3 sem. hrs.**

This course will study the biblical foundations and the theological developments of Catholic worship. There will be an examination of the term "liturgy" followed by a survey of liturgical connections between the Jewish and Christian traditions. This will culminate in the presentation of the Christian liturgy as participation in Christ and the Trinity and the renewal of the liturgy inaugurated by the Second Vatican Council.

**THE 231 SACRAMENTAL THEOLOGY 3 sem. hrs.**

This will be a theological examination of the sacraments derived from Scripture and the doctrines of the Church. This course explores the notion of sacrament, the origin and development of sacraments and sacramental theology.

**THE 241 FAITH AND REASON 3 sem. hrs.**

Drawing on resources from ancient and modern philosophy, theology, and selected works from, e.g., Augustine, Aquinas, Newman, and Popes John Paul II and Benedict XVI, this course illustrates the vital relationship between faith and reason in the Catholic theological tradition.

**THE 242 METAPHYSICS 3 sem. hrs.**

This will be a study of traditional and contemporary metaphysical principles and doctrines. Topics covered are the notion of being, becoming, *ousia*/substance, unity, form, matter, time, space, causality, and God.

**THE 243 EPISTEMOLOGY: BELIEF, KNOWLEDGE, AND TRUTH 3 sem. hrs.**

This is an introduction to the discipline of epistemology. Topics to be 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, Newman, etc., and traditions such as skepticism, nominalism, rationalism and empiricism will also be covered.

**THE 244 FAITH, PHILOSOPHY, AND SCIENCE 3 sem. hrs.**

An introduction to the historical relationships between Christian Faith, Philosophy, and Modern Science will be studied. Specific topics may include arguments for the existence of God, ancient and modern cosmology, animal and human evolution, and Christian contributions to philosophy and to science.

**THE 280 CATHOLIC MORAL PRINCIPLES 3 sem. hrs.**

This will be a presentation of the development of Christian moral principles with a focus on theological and cardinal virtues as well as the morality of happiness. The application the Catholic Church's moral teaching to everyday life will be discussed.

**THE 287 SOCIAL JUSTICE AND COMMUNITY SERVICE 3 sem. hrs.**

This class will survey Christian scriptures and magisterial documents (including councils, encyclicals, etc.) and participate in a weekly one-hour lecture and discussion. Students are required to perform two hours of ecclesial/community service each week under the supervision of the professor.

**THE 290 SPECIAL TOPICS IN THEOLOGY/RELIGIOUS STUDIES 3 sem. hrs.**

This course gives the student an opportunity to study selected topics in Catholic doctrine and Theology. It may be taken more than once.

**THE 300 THEOLOGICAL PRINCIPLES AND METHODS 3 sem. hrs.**

This course introduces the student to the principles and methods used in theological inquiry and practice within the Christian tradition. Emphasis will be on fundamental notions in theology, e.g., being, spirit, faith, nature, grace, history, sacrament, etc. The course will present vocabulary and concepts that facilitate contemporary theological discussion and development.

**THE 304 THEOLOGICAL ANTHROPOLOGY 3 sem. hrs.**

The nature and vocation of the human person who is made in the image of God is examined. Topics include the human person in Scripture, the Church Fathers, Scholastics, and in the modern era. Special attention is given to recent developments in Christian anthropology, especially Pope John Paul II's Theology of the Body.

**THE 305 MORALITY AND SCIENCE 3 sem. hrs.**

This will be a presentation of the development of Christian moral principles with a focus on issues raised by health care science and technology and of the Catholic Church's teachings in light of these issues.

**THE 306 CATHOLIC SEXUAL ETHICS 3 sem. hrs.**

An overview of the Catholic Church's basic moral principles applied to human sexuality. Drawing upon the teachings, e.g., of Vatican II, Paul VI, John Paul II, and the *Catechism of the Catholic Church*, this course presents the Christian vision of the meaning and purpose of human love and explores its expression through the vocations of marriage, singlehood, and celibacy.

**THE 308 CATHOLIC SOCIAL TEACHING 3 sem. hrs.**

Christian faith requires action motivated by justice and peace. This course reflects on the Church's social teaching from scripture, the Patristic and Medieval Church, magisterial documents and other Christian resources.

**THE 310 THE DYNAMIC SYNTHESIS OF ST. THOMAS AQUINAS 3 sem. hrs.**

Prerequisite: PHI 206, PHI 230, PHI 250

Themes, principles, and developments in St. Thomas Aquinas' dynamic synthesis of philosophy and theology will be explored through his various writings and in selected commentaries. (Same as PHI 315)

**THE 319 PRINCIPLES OF CATECHESIS 3 sem. hrs.**

An analysis of and patristic and doctrinal catechetical writings, this course is designed to assist the student in understanding and preparing for participation in the mission of teaching the Christian Faith. Specific attention may be given to the General Directory for Catechesis, the National Directory for Catechesis, and the Catechism of the Catholic Church.

**THE 330 MARIOLOGY 3 sem. hrs.**

A scriptural, historical, theological and ecumenical study of Marian Theology from the New Testament to the present will be covered.

**THE 342 EUCHARISTIC THEOLOGY 3 sem. hrs.**

This course offers an introduction to Eucharistic theology, worship, and spirituality. This course explores the origins of the Eucharist in Scripture and its ecclesial and theological development.

**THE 360 OLD TESTAMENT 3 sem. hrs.**

A study of the theology, history, and literary forms of the Old Testament is offered. Students will explore the historical background of the Jewish people as well as fundamental biblical hermeneutics. This course traces God's revelation through the Jewish people to the birth of

Christ. The course will pay particular attention to the various covenants made between God and persons. Reading intensive.

**THE 370 NEW TESTAMENT 3 sem. hrs.**

A study of the theology, history, and literary forms of the New Testament is offered. Students will explore the historical background of the early Church as well as fundamental biblical hermeneutics. They will read and reflect upon the Gospels, Pauline Epistles and other New Testament writings. Reading intensive.

**THE 380 THE CATHOLIC THEOLOGICAL TRADITION 3 sem. hrs.**

This course is designed to introduce students to the major themes in the Catholic theological tradition from a historical/developmental perspective. The course presents the questions, terms, and concepts that developed through the Church Fathers to the present in order to show the change and continuity of the Catholic theological tradition.

**THE 390 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. It may be taken more than once.

**THE 420 DIRECTED STUDY IN THEOLOGY 3 sem. hrs.**

This course includes student development of a research project under the guidance of a mentor in the Theology program or related discipline/department. Permission of both the Theology Coordinator and the Chair of Humanities is required.

**THE 421 PATRISTIC AND MEDIEVAL THEOLOGY 3 sem. hrs.**

Topics, themes, and developments in theology from the 2<sup>nd</sup> century to the 14<sup>th</sup> will be explored in depth.

**THE 422 RENAISSANCE AND REFORMATION THEOLOGY 3 sem. hrs.**

Topics, themes, and developments in theology from the 15<sup>th</sup> century to the 18<sup>th</sup> will be explored in depth.

**THE 423 MODERN AND POSTMODERN THEOLOGY 3 sem. hrs.**

Topics, themes, and developments in theology from the 19<sup>th</sup> century to the present will be explored in depth.

**THE 432 SENIOR THESIS 3 sem. hrs.**

This course introduces students to methodology and resources for a theological research paper. The goal of this course is for a student to produce a 20-30 page research paper on a topic approved by a faculty member in theology. This course may be taught individually or in seminar format. Theology majors only.

**THE 433 SENIOR COMPREHENSIVE EXAMS 3 sem. hrs.**

In lieu of doing a senior thesis, students may opt for a series of comprehensive essay examinations. Students will develop a list of fifteen books or equivalent articles under the direction of a theology faculty member. These books and articles will make up the content of the

exams. 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. Theology majors only.

**THE 434 SENIOR THEOLOGY PRACTICUM 3 sem. hrs.**

This course requires students to put their theology studies into action. Students will combine some form of service work in the Church with a senior seminar guided by a theology faculty member. Students will read about and reflect on their work. Theology majors only.

**THE 435 SENIOR SEMINAR 3 sem. hrs.**

This course requires students to reflection upon their theological studies. Students will read selected books and articles on themes and ideas in theology and interact in a seminar guided by a theology faculty member. Designed for LAS students.

**THE 441 PRACTICUM IN TEACHING RELIGION 3 sem. hrs.**

Prerequisite: EDU 305 and EDU 310

This course includes 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 college supervisor is required. Passage of a comprehensive theology exam is also required to graduate from this program and is incorporated into this course. For Theology majors with concentration in Religious Education only.

**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. It may be taken more than once.



2012 – 2013

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## COAT OF ARMS

As one looks at the shield of the terms dexter and sinister must be understood contrariwise as the shield was worn on the arm in medieval days and these terms were used in the relationship of the bearer of the shield.

The arms in the dexter impalement, to the left of the viewer, are those of the College and of the Archdiocese of New Orleans and the State of Louisiana. The pelican in her piety is placed at the base of the dexter impalement. This symbol is found on the seal of the Archdiocese of New Orleans and the State Seal of Louisiana. In this symbol the pelican, an aquatic bird, is found nourishing and protecting its young which it loves. For some, this symbol has an allegorical reference to Christ. This charge was placed at the base of the dexter impalement to indicate the relationship the College has with the Archdiocese of New Orleans and State of Louisiana. The fleur-de-lis was adopted by the French king Clovis in the early 500's after an angel gave it to him for accepting Christianity. Three fleurs-de-lis on a field usually refer to the Trinity. In this particular pattern, they are meant to symbolize spiritual achievement. In this country, it indicates the French influence (Bourbon) not only in the State, in the Archdiocese, but also in the College, because the Marianites were founded in France. The hurricanes with the three tinctures (gules) in the dexter chief canton represent the College. The hurricane symbolizes swiftness and also refers to the notion of a four year liberal arts school whose basic philosophy is to transmit a broad spectrum of knowledge resulting in a foundation upon which the individual may continue to build.

The sinister impalement, to the right of the viewer, has the charges of the Congregation of Marianites of Holy Cross, though the disposition varies from the seal of the Congregation itself. The crown over the cross represents Mary as Queen of Heaven. It also suggests Louis IX, saint and King of France, again indicating the French origin of the Marianites. Louis was austere and prayerful, energetic, considerate of the people, especially the poor. The roses adjacent to the crown also symbolize Mary, of the house of David. The rose was also an emblem of the early Church. It is believed that the rose was the first flower to be brought under cultivation. The cross is the primary symbol of the Family of Holy Cross. The distinctive charism of the Marianites of Holy Cross is imitating the union of the Mother of God with her Crucified Son. This is represented with the heart aflame imposed on the elongated swordlike cross. The cross plays a central role in the Marianite spirituality as a life of immolation. In ancient times, primitive peoples regarded the heart as the very soul or spirit of the person, the core or center of the body. The heart symbolizes tenderness and sympathy. The anchor used here is the Admiralty anchor, which is a symbol of safety and hope in the future. The anchor is to be found as one of the symbols in the early Church where it stood for hope in life eternal, as found in Paul's Letter to the Hebrews, 5:19-20.

The motto, *Spes Unica* (One Hope), refers to the fact that the cross is our one hope. A motto briefly expresses an ideal, a program of life, and the spirit of one who selects it. This one refers to the unity to be found in the Family of Holy Cross, and to this end, the founder, Blessed Basil Anthony Moreau C.S.S. consecrated and dedicated the priests to the heart of Jesus, the brothers to the heart of St. Joseph, and the sisters to the heart of Mary pierced with a sword of sorrow. Hope has a dual reference: to the Holy Cross, on which Jesus died, symbolizing a life of immolation, and to the suburb of Holy Cross outside the gates of LeMans. Hence, the religious community was referred to as Sisters of Holy Cross and Moreau saw them as the hope of the people with whom and for whom they worked.