

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

**2013-2014 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 Accreditation Commission for Education in Nursing (ACEN) 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)

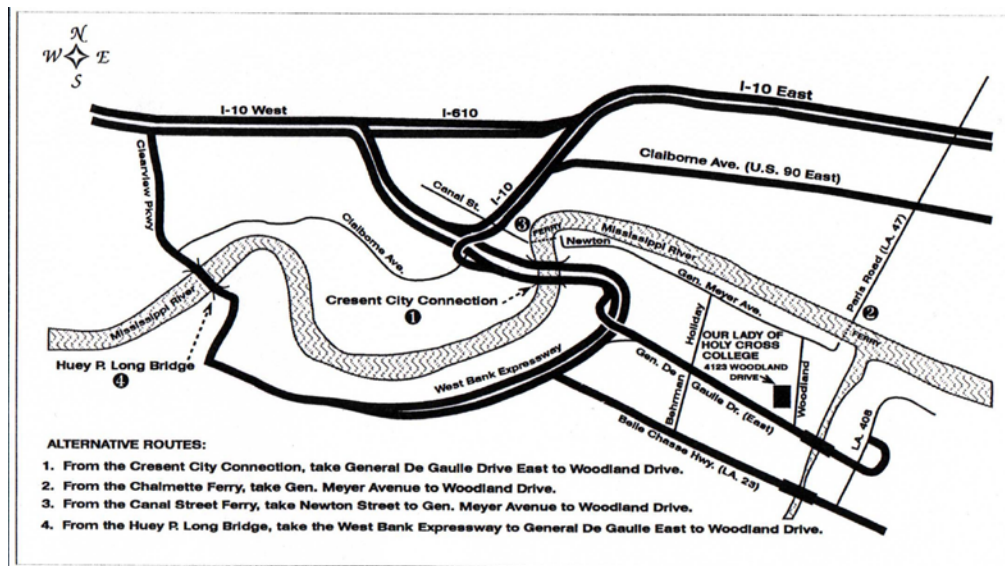
Students must meet all the requirements for a degree outlined in the issue of the College *Catalog* in force during their residence at the College. Students whose residence is interrupted for two regular semesters and those students changing majors or changing from undecided status to a major must abide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



## TABLE OF CONTENTS

Message from the President .....	<a href="#">5</a>
Accreditations .....	<a href="#">6</a>
Approvals .....	<a href="#">6</a>
Affiliations .....	<a href="#">6</a>
Articulation Agreements .....	<a href="#">6</a>
Consortial .....	<a href="#">6</a>
Contractual Agreements.....	<a href="#">6</a>
Memberships .....	<a href="#">6</a>
Description of Our Lady of Holy Cross College .....	<a href="#">8</a>
History of Our Lady of Holy Cross College .....	<a href="#">9</a>
Mission Statement.....	<a href="#">10</a>
Vision Statement.....	<a href="#">10</a>
ADMISSION TO OUR LADY OF HOLY CROSS COLLEGE .....	<a href="#">14</a>
Refunds .....	<a href="#">20</a>
Financial Aid.....	<a href="#">22</a>
Scholarships .....	<a href="#">25</a>
ADMISSIONS AND STUDENT AFFAIRS .....	<a href="#">27</a>
Programs and Services .....	<a href="#">27</a>
Activities and Organizations.....	<a href="#">29</a>
Disability Accommodation Policy.....	<a href="#">30</a>
Academic Policies.....	<a href="#">32</a>
Family Educational Rights and Privacy Policy (FERPA) .....	<a href="#">44</a>
College Offerings .....	<a href="#">46</a>
Assessment Program.....	<a href="#">53</a>
Library Services .....	<a href="#">55</a>
Religious Education Centers .....	<a href="#">57</a>
DIVISION of LIBERAL ARTS and SCIENCES .....	<a href="#">58</a>
Biology and Physical Sciences .....	<a href="#">59</a>
History, Social Sciences and Mathematics .....	<a href="#">77</a>
History.....	<a href="#">78</a>
Social Sciences.....	<a href="#">80</a>
General Studies .....	<a href="#">90</a>
Preparing Students for Success Program .....	<a href="#">93</a>
Humanities .....	<a href="#">98</a>
English .....	<a href="#">99</a>
Liberal Arts .....	<a href="#">102</a>
Theology .....	<a href="#">108</a>
DIVISION of PROFESSIONAL STUDIES.....	<a href="#">114</a>
Business Administration .....	<a href="#">115</a>
Concentration in Accounting .....	<a href="#">116</a>
Concentration in Management.....	<a href="#">116</a>
Concentration in Marketing .....	<a href="#">116</a>
Organizational Management.....	<a href="#">117</a>
Counseling and Behavioral Sciences .....	<a href="#">121</a>
Associate of Science .....	<a href="#">121</a>

Addiction Counseling .....	<a href="#">123</a>
Juvenile Counseling .....	<a href="#">124</a>
Bachelor of Science .....	<a href="#">125</a>
Addiction Counseling .....	<a href="#">125</a>
Applied Behavioral Sciences .....	<a href="#">127</a>
Psychology .....	<a href="#">129</a>
Social Counseling .....	<a href="#">131</a>
Early Entry Program .....	<a href="#">133</a>
Graduate Counseling .....	<a href="#">135</a>
Clinical Mental Health Counseling (formerly Community Counseling) .....	<a href="#">147</a>
Marriage and Family Counseling .....	<a href="#">149</a>
School Counseling .....	<a href="#">150</a>
<b>Education</b> .....	<a href="#">159</a>
Elementary Education .....	<a href="#">162</a>
Alternative Certification Programs .....	<a href="#">164</a>
Graduate Education Program .....	<a href="#">168</a>
<b>Nursing</b> .....	<a href="#">176</a>
<b>Allied Health</b> .....	<a href="#">185</a>
<b>Program in Radiologic Technology</b> .....	<a href="#">186</a>
AS Radiologic Technology .....	<a href="#">188</a>
BS Radiologic Technology .....	<a href="#">188</a>
<b>Program in Respiratory Care</b> .....	<a href="#">194</a>
BS Respiratory Care .....	<a href="#">194</a>
<b>Health Sciences</b> .....	<a href="#">196</a>
Diagnostic Medical Sonography .....	<a href="#">196</a>
Radiologic Technologist .....	<a href="#">198</a>
Respiratory Therapists .....	<a href="#">199</a>
Course Descriptions .....	<a href="#">202</a>
Officers of Administration .....	<a href="#">290</a>
Chief Academic Officer .....	<a href="#">290</a>
Full Time Faculty .....	<a href="#">291</a>
Part Time Faculty .....	<a href="#">295</a>
Professor Emeritus .....	<a href="#">302</a>
Administrative and Professional Staff .....	<a href="#">303</a>
Coat of Arms .....	<a href="#">306</a>

## President's Message

### College Catalog 2013-2014

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 of 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 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 both the present and the future.

Sincerely,

A handwritten signature in cursive script, reading "Ronald J. Ambrosetti".

Ronald J. Ambrosetti, Ph.D.  
President

**ACCREDITATIONS**

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

**APPROVALS**

Louisiana State Board of Nursing  
Louisiana State Department of Education

**AFFILIATIONS**

The CODOFIL Consortium of Louisiana Colleges and Universities  
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 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 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.

**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, and 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

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

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

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

In 1938, the Louisiana State Department of Education, again at the request of the Sisters, approved a program which would lead to the Bachelor of Arts degree in Education. Its first graduation was held in 1942 in the renamed College Department at the Academy of Holy Angels. Five years later, the Ernest B. Norman family presented the Sisters with a gift of forty acres of land on the West Bank of the Mississippi River in Algiers to be used for educational and religious purposes.

In the early 1950s, the College admitted lay women who were teaching in schools administered by the Marianites. When it was moved to its new quarters in Algiers in 1960, the name of the College was changed to Our Lady of Holy Cross College. In that same year, the first lay student received her degree. The first male students were admitted in 1967.

The Marianite Corporation organized a governing board in the late 1960s according to the requirements of the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). The Provincial Superior of the Marianites was the President of the College until 1969, when the two positions were separated, and for the first time the Board of Regents of Our Lady of Holy Cross College selected the President.

In the spring of 1971, the Board of Regents submitted the first status report, and the Commission on Colleges of SACS approved candidacy for accreditation of the College. The College grew in student enrollment, adding new academic and professional programs to the initial teacher education curriculum. In the academic year 1975-1976, the College awarded its first honorary

degree and celebrated its sixtieth anniversary. In 1976, the College received accreditation for a ten-year period from the Commission on Colleges of SACS.

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

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

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

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

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

Largely undamaged by the effects of Hurricane Katrina in August of 2005, the College resumed instruction in January of 2006. The RN to BSN online program at Our Lady of Holy Cross College was begun in 2007, with approval from NLNAC, when the Christus Health System provided a grant to the Department of Nursing and Allied Health to fund the program. SACS accreditation followed as the program was being established. The curriculum and courses were developed, and the first program was launched in the Spring of 2009, with the first student entering in Fall 2009. The program continues to grow and graduated its first two students in the Summer of 2011.

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

Today, as in the past, the College continues to meet the growing needs of its students, the community, and the Church. The Business department offers an Accelerated Organizational Management Program for a Bachelor of Science degree in Business Administration. The Education department provides Alternative Certification Programs for elementary and secondary teachers. The Archdiocesan Teachers Institute (ATI) is a partnership between the Office of Catholic Schools and Our Lady of Holy Cross College. This exciting program was created to provide additional educational opportunities for the teachers of the Archdiocese of New Orleans. All of these programs are designed for non-traditional adult students who are already working in the community.

With the start of the 2013-2014 academic year, Our Lady of Holy Cross College is entering a new era with the offering of its first Doctoral program, a Ph.D. in Counselor Education and Supervision by the Department of Counseling and Behavioral Sciences.

Rich in historical experience and led by a dynamic new President, Dr. Ronald J. Ambrosetti, as its centennial nears the College will continue to guide its students toward self-realization, professional competency, and dedicated service to the human family.

## **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**

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

## 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 of 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 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 or recognized home school program or have received a General Education Development diploma.

### *Admission Requirements*

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

- The student has completed a high school diploma or a General Education Development diploma (GED);
- High school Grade Point Average is 2.5 or higher;
- ACT composite score is 20 or higher or ACT COMPASS Placement Test equivalent;
- ACT subtest scores are not less than 16 or its ACT COMPASS Placement Test equivalent; and
- The student does not need more than one developmental course, based on ACT subtest scores.

### *Home Schooled Students*

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

### *Conditional Admission*

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

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

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

- Earned a 2.0 cumulative 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 is placed on academic probation. (Financial aid probation differs and takes place after one semester.) Exceptions to conditional admission limitations must be approved by the Chief Academic Officer or his or her designee.

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

### **Application Procedures**

In addition to a completed application form and fee, the following items must 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; and
- 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 the date when 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 are considered first time freshmen. Applicants in this category must refer to the policy for freshman admission.

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

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

Suspensions at another college or university are 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 students. Under this particular circumstance, course work completed in a non-degree seeking status is not 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 is denied admission to the College. The applicant may decide to request an Appeal to the Admission Review Committee by submitting a written statement and three letters of recommendation. The statement should address why the applicant should be granted admission to the College.

## **Experiential Learning Credits Policy**

Our Lady of Holy Cross College considers the acceptance of credits earned through the College Level Examination Program (CLEP), the Defense Activity Non-Traditional Educational Support (DANTES) Programs’ DANTES Subject Standardized Test (DSST), the Service Members Opportunity Colleges Network (SOC), the Proficiency Examination Program (PEP), Advanced Placement (AP), the College Entrance Examination Board (CEEB), 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 for which credits are requested or another examination agreed upon by the academic department.
  - b. Successful completion of the ASE is defined as a grade of 75% or higher, as assessed by the three separate faculty readers within the department, one of whom may be the department chair.
  - c. A maximum of two ASEs may be requested per student during the course of his or her career at OLHCC.

The Registrar forwards 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 receives copies of the documents submitted, assesses them using a rubric collaboratively developed by the department, and the committee jointly make a recommendation, through the Registrar, to the Chief Academic Officer or his or her designee, who makes the final decision. The Registrar notifies the student of the Chief Academic Officer's decision.

### **International Student Admission**

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.



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 their 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 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://www.olhcc.edu/financial-aid/tuition-2013-2014.html>.

## **REFUNDS**

**All computations for refunds 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 are 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 are made with the normal disbursement cycle.

### **Return of Title IV Funds FOR TITLE IV AID RECIPIENTS ONLY (Section 668.22[i])**

When a student withdraws from 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 or 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 when the student began the leave of absence is considered the withdrawal date.

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

### **Unofficial withdrawal**

The 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 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 or her family are able to contribute toward his or her educational expenses.

The types of aid and their sources are varied. The basic types of financial aid are scholarships and grants, loans, and work-study. Sources range from the federal Title IV program, state programs, civic and private organizations, to individuals. 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 a student's financial aid until it has all of the necessary documents;
5. return a signed award letter.

Once these steps are completed, the student is considered for all financial aid sources available at 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 are the same for the following year. If the reapplication process is not completed by July 1<sup>st</sup> for the fall semester, December 1<sup>st</sup> for the spring semester, or April 1<sup>st</sup> for the summer semester, the student should not assume that he or she will be eligible for federal financial aid. Also, students submitting their paperwork after the priority deadline may not assume they will receive their aid at registration.

### **First Time Freshman Applicants**

1. Apply for admission to Our Lady of Holy Cross College;
2. Begin the Financial Aid process in January of the year the student plans 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 the 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 students are taking out a loan, they should 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. Students 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, 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 from which they are transferring. (Financial aid is not transferable.) If Our Lady of Holy Cross College processes a loan for a transfer student, Our Lady of Holy Cross College cannot obtain a guarantee until the previous loan is cancelled.
3. Complete the FAFSA form online, at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), if not already completed. Be sure to include the Our Lady of Holy Cross College's SCHOOL CODE, 002023, on the FAFSA form whether students 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 the award letter carefully. Follow the directions on the letter and return it to the Office of Student Financial Aid by the designated date.
6. If taking out a loan for the first time, students 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 FAFSA has been received, a Financial Aid Award Letter describing the aid package is sent to the student. Students should read the Award Letter carefully and follow the instructions included. All pages of the Award Letter must be returned to the Office of Student Financial Aid, signed, and dated by the specific deadline (usually within 30 days). Receipt of the signed Award Letter constitutes acceptance of the award as written. Award Letters not returned by the specified deadline is considered declined, and those funds may be reallocated to other applicants.

Students not eligible for assistance are notified.

### **Federal Direct Loans**

Students must first have completed and submitted a Free Application for Federal Student Aid (FAFSA), and the resulting needs analysis must be on file before a student's loan application can be certified. Master Promissory Notes for Federal Direct Loans are available online on the United States Department of Education webpage at <http://www.studentsloans.gov>. Students need their ED PIN to sign both the MPN and the Entrance Interview. All students expecting to receive a loan must complete an Entrance Interview. It is also a requirement that all borrowers have an Exit Interview at the time of graduation or withdrawal. It is the responsibility of the

students to notify the Office of Student Financial Aid when they are graduating or withdrawing so they may complete their Exit Interview.

When completing the Master Promissory Note, students should 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 Course work	\$5,500	\$0	\$5,500
<b>Independent Students</b> (and dependent students whose parents were denied a PLUS loan)	<b>Combined Base Limit for Subsidized and Unsubsidized Loans</b>	<b>Additional Limit for Unsubsidized Loans</b>	<b>Total Limit for Unsubsidized Loans</b> (minus subsidized amounts)
First-Year Undergraduate (Freshman)	\$3,500	\$6,000	\$9,500
Second-Year Undergraduate (Sophomore)	\$4,500	\$6,000	\$10,500
Third-Year and Beyond Undergraduate (Junior, Senior)	\$5,500	\$7,000	\$12,500
Teacher Certification Course work	\$5,500	\$7,000	\$12,500

<b>Graduate and Professional Students</b>	<b>Combined Base Limit for Subsidized and Unsubsidized Loans</b>	<b>Additional Limit for Unsubsidized Loans</b>	<b>Total Limit for Unsubsidized Loans (minus subsidized amounts)</b>
Graduate and Professional Students	\$8,500	\$12,000	\$20,500

### **Federal Direct Parent Plus Loan**

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

### **Grants**

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

### **Scholarships**

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

### **Satisfactory Academic Progress (SAP)**

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

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

Undergraduate students must successfully complete a minimum of 75% of cumulative attempted hours AND maintain a minimum cumulative 2.0 OLHCC GPA.



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

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

### **Financial Aid Warning Period**

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

For further information on the SAP policy, please check the Our Lady of Holy Cross website at [http://www.olhcc.edu/Documents/admissions\\_financial\\_aid/SAP%20Policy%2009\\_02\\_2011.pdf](http://www.olhcc.edu/Documents/admissions_financial_aid/SAP%20Policy%2009_02_2011.pdf).

## **ADMISSIONS AND STUDENT AFFAIRS**

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

Working in concert with academics, the 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 within 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 are removed. *Please refrain from posting signs on painted surfaces.*

#### **Career Planning and Placement**

The Office of Student Affairs, in cooperation with the Thomas E. Chambers Counseling and Training Center, offers a wide variety of free services to students seeking career guidance. Some of the services available include individual career counseling, occupational and aptitude testing, and an extensive library of materials to assist students with career exploration. Workshops

covering the topics of effective career planning, résumé writing, and successful interviewing are conducted throughout the fall and spring semesters. Job postings, career services information, and resources are made available through the Our Lady of Holy Cross College website. For more information, contact the Office of Student Affairs at [mreed@lhcc.edu](mailto:mreed@lhcc.edu) or (504)398-2236.

### **Counseling Services**

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

### **Health Services**

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, who should contact the Office of Student Health Services at (504) 398-2127 for more information. The Office of Student Health Services also provides a wide variety of information and programming covering a host of physical, medical and psychological issues. Limited first aid supplies and over the counter medications are maintained in the Office of Student Health Services. Students are advised and encouraged to provide the Office of Student Health Services 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 utilizes the services of nearby hospitals, physicians, and ambulances.

### **The Hurricane Student Center**

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

### **ID Cards**

Student ID cards are issued to new students each semester, including fall, spring, and summer. The cards are used to provide access to 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 Office of Admissions 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) 398-2236 or [mreed@olhcc.edu](mailto:mreed@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 given in the *Student Handbook*. For more information about parking on campus, contact the Director of Security at (504) 398-2108.

## **Photocopying**

Coin-operated copy machines for student use are available 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 by 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 of 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 the Association of Graduate Students in Counseling (AGSC); the Student Nurses Association (SNA); the Pre-Dental Society; the Literary Club (English and Liberal Arts); the Association of Psychology Students (Psychology); 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 or her schedule each semester to request the release of the accommodation letter to faculty. Accommodation letters are NOT automatically sent to faculty – the student must request accommodation(s) each semester.
- The Disability Services Coordinator 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 or 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) 398-2236.

## 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 degrees 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's degree and those without a declared major are also assigned an academic advisor.

### Non-Degree Seeking

A non-degree seeking student, although taking courses in regular classes with other students, is one who is not a candidate for a degree. The student either does not fulfill minimum requirements for entrance as a regular student or has been formally permitted to take a limited or special selection of courses without regard to requirements for a degree. Courses taken in non-degree status cannot be applied to a degree, 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's 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 are limited to a maximum of 12 credit hours per semester.

## **Summer Term**

The maximum course load for students in the summer term is 9 credit hours. To receive financial aid in the summer session, the student must enroll in and complete a minimum of 6 semester hours.

## **Candidates for Graduation**

A candidate for graduation may 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 on the schedule.

## **STUDENT ADVISING**

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

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

## **PRIORITY REGISTRATION**

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

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

A period of advising for priority registration for the next semester is provided at the end of each regular semester. Currently enrolled students are expected to register for classes during the



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

Regular registration is held 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 Academic Calendar, 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 is 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 makes the final decision in consultation with the appropriate Department Chair.

## **TRANSFER OF CREDIT POLICY**

The Admissions Office performs the initial evaluation of credits for all course work completed at a regionally accredited college or university. The review is conducted in accordance with courses of study and requirements for graduation at Our Lady of Holy Cross College (OLHCC). Courses taken at a regionally accredited college or university for which a grade of D or below was earned are not accepted for transfer credit. Only sixty-six (66) semester hours of credit are transferable from an accredited college or university, unless otherwise stated for a particular course of study. Accepted transferrable courses are calculated into the student's OLHCC cumulative GPA. The Registrar or his or 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 are 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, becomes a requirement.

Credit earned while on suspension from another college or university are not accepted or 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 ENG 102 or MAT 105 must repeat the course and attain a grade of C. Students who receive a grade of D in a required course in their field of concentration must repeat the course and attain a grade of C.
- P - 0.0 quality points, indicates passing.
- AU - Audit (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 receive the grade of P. This grade is not computed in the student's average, carries no quality points, and cannot be translated to the grade of A, B, C, or D.

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

- F - Failure, unacceptable work.
- FN - Failure due to excessive absences. This grade is calculated into the students GPA in the same manner as an F.  
**Note: the FN is given to 1) students who never attended class but did not withdraw, or 2) students who stopped attending before the withdrawal deadline but did not withdraw. Students who stop attending after the withdrawal deadline and do not complete their course requirements should receive an F not an FN.**
- I - Incomplete. This grade is to be assigned when the instructor has been presented with serious and compelling reasons why the student should be allowed more time to complete the course requirements. The grade of I is not an automatic extension. 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) results 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 or courses are finished within the term's calendar dates before he or she requests a Medical Withdrawal, those courses are considered completed and an appropriate final grade other than WM is awarded. The WM grade can be assigned only by the Chief Academic Officer after proper documentation is received from the student's physician.

## **GRADE POLICY**

Midterm and final grades are posted on Self Service.

### **Midterm Grades**

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

### **Final Grades**

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

Errors in grades must be called to the attention of the Registrar within the next semester from the date on which grades were issued. Grade appeals must be made within ten (10) days of the beginning of the following semester, inclusive of summer semester. The student should follow this process:

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

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

### **GRADE POINT AVERAGE**

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

## **SEMESTER HONORS**

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 are noted on students' grade reports and transcripts.

## **GRADUATION HONORS**

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

- Required Grade Point Average:  
A cumulative Grade Point Average of at least 3.70                      **CUM LAUDE**  
A cumulative Grade Point Average of at least 3.80                      **MAGNA CUM LAUDE**  
A cumulative Grade Point Average of at least 3.90                      **SUMMA CUM LAUDE**
- No grade of D or F

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

## **REPEATING COURSES**

When a student repeats a course, only the highest grade and credits earned are used in computing the Grade Point Average. However, no grade or course is erased from the 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) for all hours pursued during a semester is 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 over a period of no more than two consecutive semesters.

Students who do not earn a C (2.0) on all hours as required are suspended for one full semester and 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, 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 is entered on the student's transcript.

### **Procedure for Formal Appeal of Academic Suspension**

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

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

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

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

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

### **SCHEDULE CHANGES**

Dropping or adding courses or changing to audit status must be done within the dates assigned on the Academic Calendar. The appropriate form, available from the Office of the Registrar, should be completed, and the procedure printed on the CHANGE OF SCHEDULE FORM should be followed. **Students assume full responsibility for all changes in schedule.** To be official all changes in a student's schedule must be processed through the Office of the Registrar. Within the prescribed time interval, a grade of W or AU is recorded on the student's permanent academic record for each course dropped.

### **CHANGE OF MAJOR**

Students may change their majors in the Office of the Registrar or at the time of admission in the Office of Admissions. Students who change their majors must follow the *Catalog* in effect at the time of the change.

## **WITHDRAWAL FROM 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 on the Academic Calendar. Students who withdraw from the College 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 or FN 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 violations, and graduation fees to the College.
5. Submission of an application for degree the semester prior to the graduation semester. The deadline is stipulated on the Academic Calendar. The form can be obtained in the Office of the Registrar.
6. Completion of a graduation clearance during the semester prior to the graduation semester. The clearance form must be signed by the department Chair.
7. Successful completion of all academic and institutional requirements.

Graduates are encouraged to attend all commencement ceremonies. Diplomas and transcripts are released only to students who have discharged their financial, administrative, and library obligations to the 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 department Chair. All students are required to take examinations at the time officially scheduled. A student who, because of serious, valid reasons, such as personal illness or death of a family member, is absent from any final examination may take a special examination only upon recommendation of the department Chair and with the agreement of the course instructor.

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

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

### **Advanced Placement**

Our Lady of Holy Cross College participates in the Advanced Placement (AP) Program of the College Board. In most cases, the College grants advanced placement and/or credit to students who score three (3) or better on the College Entrance Examination Board's (CEEB) AP examinations. Students should have their scores sent directly to the Office of the Admissions and Student Affairs at 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 reevaluation. Credit awarded by another college or university for AP is not transferable without proper documentation from the College Board verifying acceptable advanced placement scores. Students may not receive AP credit for courses taken at 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 are 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 toward residency requirements.

### **ACT Advanced Placement**

Students who score 24 or above on the English section of the ACT are placed in ENG 102 (English Composition II). A grade of P and three credits for ENG 101 (English Composition I) is 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 is given to a student who scores 30 or above on the ACT. This does 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) is 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 or the CLEP or DANTES subject examinations may gain college credit for subjects related to those portions of the test for which the 50<sup>th</sup> percentile score is reached. The Chief Academic Officer determines the application of these credits to a degree program.

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

### **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 co-sponsored by the American Association of State Colleges and Universities and the American Association of Community Colleges in cooperation with 13 other educational associations.

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

Service personnel applying for admission should submit DOD Forms DD-295 and/or DD-2586 for evaluation of military education and training in terms of academic credit. The Registrar determines college credit earned through military education.

### **Extension and Correspondence**

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

## **REPORTS AND TRANSCRIPTS**

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

Requests for transcripts must be in writing and signed by the student. Partial transcripts or the records of testing services or other universities are not issued. Every effort is made to issue transcripts by the next workday. At the end of the semester, approximately two weeks are required to post grades and to issue transcripts for students who have just completed courses.

No student will receive a semester report or transcript until all financial obligations to the 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 addresses and telephone numbers, dates of attendance, class standing, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred (including dates), full-time or part-time status, and e-mail address. Currently enrolled students may request in writing that the College withhold disclosure of any category of information under the act. Forms for requesting the withholding of Directory Information are available in the Office of the Registrar. This form must be renewed after every term registration.

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

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

- connection with the investigation or prosecution of terrorism crimes; and
10. for results of a disciplinary hearing to an alleged victim of a crime of violence.

A school official is 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 Congregational Leadership; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Requests to disclose educational information are always handled with caution and approached on a case-by-case basis. Students who believe their 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, informs the student of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised. The hearing officer who adjudicates such challenges is the Registrar, or a person designated by the Registrar who does not have a direct interest in the outcome of the hearing. The educational records are corrected or amended in accordance with the decisions of the hearing officer, if the decision is in favor of the student. If the decision is unsatisfactory to the student, the student may place in his or her educational records statements concerning the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing officer. The statements are placed in the educational records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students may contact the Registrar's Office with questions:

**Office of the Registrar**  
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**

#### **Doctoral Degree**

##### **Counseling**

Counselor Education and Supervision (Ph.D.)

#### **Master's 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

Social Sciences

Social Sciences with a Concentration in Criminal Justice

Social Sciences with a Concentration in Legal Studies

Social Sciences with a Concentration in Teacher Certification for  
Secondary Schools

Theology  
Theology with a Concentration in Religious Education

**Bachelor of Science**

Addiction Counseling  
Applied Behavioral Sciences  
Biology  
Biology  
Business Administration  
Concentrations in  
Accounting  
Management  
Marketing  
Organizational Management (non-traditional students)  
Elementary Education\*  
General Studies  
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  
Biology  
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
<b>TOTAL</b>	<b>28 semester hours</b>

\*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 (Art, Fine Arts, Music)	3 semester hours
Mathematics (with a minimum of 3 hours of College Algebra or Finite Mathematics, depending on degree requirements)	6 semester hours
Natural Sciences	9 semester hours
Philosophy	6 semester hours
Social Sciences (with a minimum of 3 hours in History)	12 semester hours
Fundamentals of Public Speaking	3 semester hours
Theology	6 semester hours
<b>TOTAL</b>	<b>54 semester hours</b>

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

### **GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE PROGRAMS**

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

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

Speech 101	3 semester hours
Theology	3 semester hours
<b>TOTAL</b>	<b>25 semester hours</b>

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

### **REQUIREMENTS FOR A MAJOR**

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

### **REQUIREMENTS FOR A MINOR**

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

### **AFFILIATIONS**

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, toward 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 of New Orleans, New Orleans Baptist Theological Seminary, Notre Dame Seminary, Nunez Community College, Our Lady of Holy Cross College, Southern University at New Orleans, Tulane University, the 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 of 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 five-week summer training at an Air Force base. Upon its successful completion, students enter the POC. Students interested in the two-year program

should apply no later than February in the spring semester of their sophomore year. Applicants normally have four semesters of either undergraduate or graduate work remaining prior to entry into the two-year POC. However, the one-year 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 three days per week of physical fitness training is required.

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

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

Students should consult the ROTC Coordinator for complete details and an advisor for integration of Military Science into their academic program. Satisfactory completion of both the Basic and Advanced courses 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 into 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 current ACT scores or previous college credit in these subjects in order to achieve appropriate placement in the curriculum.

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

To assess the achievement of students in the General Education curriculum prior to acceptance into a department, the 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 to the Teacher Education program. The Test for Essential Academic Skills (TEAS) is required for admission to the Nursing department.

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

### **Assessment for Baccalaureate Achievement**

During 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 program for graduation.

Standardized tests appropriate to the degree are required for all students seeking a degree in Education, Nursing, or Health Sciences. All required parts of the PRAXIS must be successfully completed prior to methods courses and student teaching or internship. All students in Theology with a Concentration in Religious Education and Social Sciences with a Concentration in Teacher Certification for Secondary Schools are must take all required parts of the PRAXIS before completing their methods courses and student teaching or internship (i.e., EDU 305, EDU 310, EDU 421, EDU 460B, EDU 460C, EDU 460D, EDU 461A, and EDU 461B). In order to graduate from the 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 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 department with authority and responsibility for the course of study. Failure to meet defined standards may delay graduation, certification, and/or licensure.

### **Assessment of Academic Programs**

The purpose of this assessment is to discover the strengths and weaknesses of the academic programs of the 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 of the decision-making process with regard to the continuance, discontinuance, and/or improvement of academic programs.

### **Graduate Survey**

The Division of Liberal Arts and Sciences and the Division of Professional Studies have instituted surveys for graduating students. These instruments measure satisfaction with the curriculum to determine whether students think they have been prepared for a chosen profession. The surveys are mandatory for each graduating student. Candidates for graduation are given the *Survey of Graduating Seniors* by the Office of the Registrar at the same time they receive the *Graduation Application*. These two documents are available during the semester prior to the semester of anticipated graduation. A filing 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 at other colleges and universities, enables the department Chairs, program coordinators, and faculty to evaluate the effectiveness of their programs in preparing students for an occupation.

## **LIBRARY SERVICES**

The Blaine S. Kern Library, the heart of intellectual pursuit on campus, provides resources and services to complement the educational and research activities of the students, faculty, staff, and administrators of Our Lady of Holy Cross College. Professional librarians are available 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 course work for credit or audit, students in these dioceses are assisted in

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

## **CAMPUS MINISTRY**

The Office of Campus Ministry is staffed by the Campus Minister. The staff provides for and nurtures the spiritual development of the College community by offering pastoral counseling, evenings of reflection, retreats, discussion and prayer groups, and opportunities for volunteerism through Christian witness. Religious services and celebrations are provided in accordance with 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, and 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 philosophy of a liberal arts education is that a broad, well-founded education is the key to developing an active and adaptive mind. A person with such a mind naturally stands ready to set out on any of various paths, career or otherwise. Indeed, a literate, logical, motivated person who has facility with oral and written communication, connection of ideas, and quantitative and critical thinking is well prepared for any endeavor or occupation.

Within the 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 of Arts degree in Liberal Arts and an Associate of Science degree in Biology.

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 and Sciences. The Liberal Arts and Sciences faculty and I stand ready to assist and guide you.

Very truly yours,

*Michael F. Labranche, Ph.D.*  
Dean of Liberal Arts and 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 an Associate of Science in Biology and a Bachelor of Science in Biology degrees. The Associate degree is offered primarily to provide a core curriculum for students who are pursuing a baccalaureate clinical program at an institution other than Our Lady of Holy Cross College. Since these programs are often on campuses where general education requirements are not offered, students applying must have already completed these requirements prior to acceptance into the program. The Associate of Science in Biology degree can be tailored to meet the prerequisites for application to these programs. The Bachelor's degree is offered through several concentrations that are intended to provide general biological background 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.

### **Degree Requirements**

#### **Associate of Science in Biology**

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

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

## ASSOCIATE DEGREE TRACK DESCRIPTIONS

### Biology

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

### ASSOCIATE OF SCIENCE BIOLOGY

#### FRESHMAN

BIO 101	General Biology .....	4
ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS	History Elective .....	3
MAT 105-160	College Algebra and Statistics .....	6
PHI 306	Philosophical Ethics .....	3
ART/FNA/MUS	Fine Arts Elective .....	3
SPE 101	Fundamentals of Public Speaking .....	3
THE	Theology Elective .....	3
		<b>(31)</b>

#### SOPHOMORE

BIO	Biology elective .....	9
Elective	Free elective .....	6
CHE 141-142	General College Chemistry I and II .....	8
ENG	Literature Elective .....	3
HIS	History Elective .....	3
		<b>(29)</b>
		<b>Total: 60</b>

### ASSOCIATE OF SCIENCE IN BIOLOGY SUMMARY

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

**Pre-Dental Hygiene track**

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

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

**FRESHMAN**

BIO 101	General Biology .....	4
ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS	History Elective .....	3
MAT 105-160	College Algebra and Statistics .....	6
PHI	Philosophy elective .....	3
SOC 101	Sociology .....	3
SPE 101	Fundamentals of Public Speaking.....	3
THE	Theology Elective .....	3
PSY 101	General Psychology.....	3
		<b>(34)</b>

**SOPHOMORE**

BIO 370	Microbiology.....	4
BIO 251	Zoology .....	4
BIO 351	Anatomy & Physiology I .....	4
BIO 352	Anatomy & Physiology II.....	4
CHE 141-142	General College Chemistry I and II .....	8
ENG	Literature Elective.....	3
HIS	History Elective .....	3
ART/FNA/MUS	Fine Arts Elective.....	3
		<b>(33)</b>
		<b>Total: 67</b>

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

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

## **Bachelor of Science in Biology**

The degree of Bachelor of Science in Biology offered by the Department of 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, and Mathematics courses and in the College's core curriculum courses to apply for graduation. 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 be credited 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 is that the HIS 201 is counted as core curriculum credit and HIS 101 is counted as elective credit in the Social Sciences or free electives. In order to complete the program of study and receive a degree, a student must complete an exit exam by taking one of the following national exams: the ETS Major Field Test, Biology; the GRE Subject Exam in Biology; the GRE Subject Exam in Biochemistry, Cell and Molecular Biology; the Medical College Admissions Test (MCAT); the Dental Admission Test (DAT); the Optometry Admissions Test (OAT); or the Pharmacy College Admission Test (PCAT) (with students paying the costs). The results must be reported to the College. Some tracks in Biology have a specific requirement for an exit exam; for example, students graduating with the Bachelor of Science in Biology following the track in pre-medicine are required to take the MCAT exam.

There are several tracks developed by the Department of Biology and Physical Sciences that lead to the Bachelor's degree. Each track includes 38 credit hours of Biology, 16 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, Geography, or Political Science), 3 credit hours of Fine Arts (courses in Music, Art, or Fine Arts), and 3 credit hours of Speech, for a total of 120 hours of credit required for the degree. Some tracks have more requirements or have specific course selections for the course areas listed above, and the requirements of some tracks may not allow for any free elective credit to be applied toward graduation. The current tracks are General Biology, Cell and Molecular Biology, Pre-Medicine, Pre-Veterinary, Pre-Dentistry, Pre-Pharmacy, Pre-Optometry, and Pre-Physical therapy.

Selection of a particular track does not guarantee admission to any post-graduate or professional program. These programs are often extremely competitive, and admission is subject to the selection processes of the institutions offering the advanced programs. The tracks simply allow the student to complete the requisite course work to be eligible for the application process. Selection of a particular track does not prevent students from applying to programs outside their track. Should students want to change their focus or apply to a different post-graduate program, an advisor in the department can provide guidance to accomplish the students' goals.

A minor in Biology or Chemistry is also offered by the Department of Biology and Physical Sciences. A minor is 18 hours in a discipline, nine of which must be 300 or 400-level courses. The courses in the minor may not be used to fulfill the core or General Education requirements. In Chemistry, students earn a minor in Chemistry if they complete the following sequence of courses: General Chemistry I and II, Organic Chemistry I and II, and Biochemistry; therefore,

students receiving a Bachelor of Science in Biology degree who take the CHE141, CHE142, CHE201, CHE202, and CHE360 sequence earn a minor in Chemistry.

## **HONORS PROGRAM**

An Honors Program is available in the Department of Biology and Physical Sciences. This program is intended to provide an exceptional educational experience for high-achieving students and opportunities for these students to grow academically, socially, and intellectually through service and research. Entry into the program is by one of three routes. First-time freshman may qualify by graduating in the top 10% of their high school class, having at least a 3.75 GPA in high school, or 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 who meet one or more of the requirements for the Honors Program receive an invitation letter if they are declared Biology majors. Students who transfer to 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 to be taken in their degree program, have no grades of D or F on their transcripts, and have a minimum 3.7 GPA for all college credit. Transfer students with less than 12 hours of college credit must 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 may qualify later for the Honors Program, provided they have at least 60 hours of credit remaining in their degree program and have a minimum 3.7 GPA on all college credit.

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

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

## BACHELOR OF SCIENCE IN BIOLOGY TRACK DESCRIPTIONS

### General Biology Track

The General Biology track leading to a Bachelor of Science in Biology degree is a program of a general nature, designed for the student who has not decided on a career path in Biology. It is readily adaptable to a specific goal and is the type of degree most commonly associated with applications to Master's or Doctoral programs in the Life Sciences. This degree is also suited to those students seeking certification in Secondary Education.

### BACHELOR OF SCIENCE BIOLOGY General Biology Track

#### FRESHMAN

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

#### SOPHOMORE

BIO 250	Botany .....	4
BIO (Zoology)	BIO251, BIO253, BIO254, or BIO355 .....	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
		<b>(29)</b>

#### JUNIOR

BIO 400	Ecology .....	4
BIO 375	Genetics.....	4
CHE 201-202	Organic Chemistry I and II .....	8
PHI	Philosophy elective .....	3
PHY 151-152	General Physics I and II.....	8
Social Sciences	Elective .....	3
		<b>(30)</b>

#### SENIOR

BIO 407	Histology.....	4
BIO 499	Exit Exam.....	0
BIO 409	Senior Seminar.....	1

BIO Electives	(Major) .....	9
CHE/BIO 360	Biochemistry .....	4
ART/FNA/MUS	Fine Arts Elective .....	3
THE	Theology Elective .....	3
Elective	Free elective .....	6
		<b>(30)</b>
		<b>Total: 120</b>

### BIOLOGY SUMMARY

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

### Cell Biology and Molecular Biology Track

The Cell and Molecular Biology track leading to a Bachelor of Science in Biology degree is a program of a general nature, designed for the student who has not decided on a career path in Biology but is more inclined to seek courses focused on the cellular and molecular organization of biological systems. It is readily adaptable to a specific goal and is a type of degree associated with application to Master's or Doctoral programs in the Life Sciences. This degree is also suitable for those students seeking certification in Secondary Education.

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

#### FRESHMAN

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

#### SOPHOMORE

BIO 250 or 400	Botany or Ecology .....	4
BIO (Zoology)	BIO251, BIO253, BIO254, or BIO355 .....	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
		<b>(29)</b>

**JUNIOR**

BIO 340	Cell Biology .....	3
BIO 375	Genetics.....	4
CHE 201-202	Organic Chemistry I and II .....	8
PHI	Philosophy Elective .....	3
PHY 151-152	General Physics I and II.....	8
	Social Sciences Elective .....	3
		<b>(29)</b>

**SENIOR**

BIO 370	Microbiology.....	4
BIO 409	Senior Seminar.....	1
BIO 499	Exit Exam.....	0
BIO Electives	(Major) .....	10
CHE/BIO 360	Biochemistry .....	4
ART/FNA/MUS	Fine Arts Elective .....	3
THE	Theology Elective .....	3
Electives	.....	6
		<b>(31)</b>

Total: **120**

**CELL BIOLOGY AND MOLECULAR BIOLOGY TRACK SUMMARY**

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

Total: **120**

## Pre-Physical Therapy Track

The Pre-Physical Therapy track is a curriculum for students applying to a Doctor of Physical Therapy Program. This curriculum is applicable to most schools of Physical therapy, but it is incumbent on students to insure that they have met the specific requirements of a particular program.

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

#### FRESHMAN

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

#### SOPHOMORE

BIO	250 or 400	Botany or Ecology .....	4
BIO (Zoology)		BIO251, BIO253, BIO254, or BIO355 .....	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
			<b>(29)</b>

#### JUNIOR

BIO	375	Genetics.....	4
BIO	407	Histology.....	4
CHE	201-202	Organic Chemistry I and II .....	8
PHI		Philosophy elective .....	3
PHY	151-152	General Physics I and II.....	8
PSY		Psychology Elective.....	3
			<b>(30)</b>

#### SENIOR

BIO	351-352	Human Anatomy and Physiology I and II .....	8
BIO	409	Senior Seminar.....	1
BIO	499	Exit Exam.....	0
BIO		Elective .....	5
CHE/BIO	360	Biochemistry .....	4
ART/FNA/MUS		Fine Arts Elective .....	3
MAT	160	Introductory Statistics .....	3
THE		Theology Elective .....	3

Elective	Free elective .....	3
		<b>(30)</b>
		<b>Total: 120</b>

### PRE- PHYSICAL THERAPY TRACK SUMMARY

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

### Pre-Medicine Track

Specifically, the Pre-Medicine track leading to the Bachelor of Science in Biology degree provides the student with the requisite course work to qualify for application to an accredited medical college. The program offers depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, 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 achieved while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Health Science). Students who wish to pursue this option should consult with the faculty pre-medical advisor to ensure that their course of study will qualify them for application to medical school.

If a student thinks that he or she is qualified, application to medical school should occur between the junior and senior years, following completion of the core courses in biology, chemistry, mathematics, and physics, and after taking the Medical College Admissions Test (MCAT). The exit exam for this track must be completed by taking the Medical College Admissions Test (MCAT) (with students paying costs) and reporting the results to the College.

### BACHELOR OF SCIENCE BIOLOGY Pre-Medicine Track

#### FRESHMAN

BIO	101	General Biology .....	4
ENG	101-102	English Composition I and English Composition II.....	6
CHE	141-142	General College Chemistry I and II .....	8
PHI		Philosophy Elective .....	3
MAT	105	College Algebra .....	3
PSY	101	General Psychology .....	3
SPE	101	Fundamentals of Public Speaking.....	3
			<b>(30)</b>

**SOPHOMORE**

BIO	351-352	Human Anatomy and Physiology I and II .....	8
CHE	201-202	Organic Chemistry I and II .....	8
HIS		History Elective .....	6
ENG		Literature Elective.....	3
MAT	106-160	Trigonometry and Statistics .....	6
			<b>(31)</b>

**JUNIOR**

BIO	250 or 400	Botany or Ecology .....	4
BIO	370	Microbiology.....	4
BIO	375	Genetics.....	4
BIO		Elective .....	5
MAT	250	Calculus.....	4
PHY	151-152	General Physics I and II.....	8
			<b>(29)</b>

**SENIOR**

BUS	218	Introduction to Business .....	3
BIO	407	Histology.....	4
BIO	409	Senior Seminar.....	1
BIO	499	Exit Exam.....	0
CHE/BIO	360	Biochemistry .....	4
ART/FNA/MUS		Fine Arts Elective .....	3
PHI		Philosophy Elective .....	3
THE		Theology Elective .....	6
Free Electives		.....	6
			<b>(30)</b>
			<b>Total: 120</b>

**PRE-MEDICINE TRACK SUMMARY**

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

## Pre-Dentistry Track

The specific purpose of the Pre-Dentistry track leading to the Bachelor of Science in Biology is to provide the student with the requisite course work to qualify for application to an accredited dental college. The program provides a depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, social sciences, and business to provide the student with a broad-based foundation for graduate study and success in the workplace. Dental school admission requirements can also be satisfied while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Health Science). Students who wish to pursue this option should consult with the 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) (with students paying costs) and reporting the results to the College.

### BACHELOR OF SCIENCE BIOLOGY Pre-Dentistry Track

#### FRESHMAN

BIO	101	General Biology .....	4
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

**(31)**

#### SOPHOMORE

BIO	250 or 400	Botany or Ecology .....	4
BIO	(Zoology)	BIO251, BIO253, BIO254, or BIO355 .....	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 .....	8
PHI	Philosophy Elective .....	3
PHY 151-152	General Physics I and II .....	8
Social Sciences	Elective .....	3
		<b>(30)</b>

### SENIOR

BIO 407	Histology.....	4
BIO 409	Senior Seminar.....	1
BIO 499	Exit Exam.....	0
BIO	Biology elective .....	1
BIO 351-352	Human Anatomy and Physiology I and II .....	8
BUS 218	Introduction to Business .....	3
CHE/BIO 360	Biochemistry .....	4
ART/FNA/MUS	Fine Arts Elective .....	3
THE	Theology Elective .....	3
Electives	.....	3
		<b>(30)</b>
		<b>Total: 120</b>

### PRE-DENTISTRY TRACK SUMMARY

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

### Pre-Pharmacy Track

The specific purpose of the Pre-Pharmacy track leading to the Bachelor of Science in Biology is to provide the student with the requisite course work to qualify for application to an accredited pharmacy program. The program provides a depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, social sciences, and business, to provide the student with a broad-based foundation for graduate study and success in the workplace. While this program has been specifically tailored to meet requirements for admission to pharmacy school, pharmacy school admission can also be satisfied while majoring in other baccalaureate programs within the College (for example, Bachelor of Science in Health Science). Students who wish to pursue this option should consult with the Pre-Pharmacy advisor to ensure that their course of study will qualify them for application to pharmacy school. It should be noted that the admission requirements of the two pharmacy programs in Louisiana are quite different and that the program described here most closely matches the requirements of Xavier University. Students wishing to apply to the Pharmacy program at the University of Louisiana at Monroe should check with the faculty pharmacy advisor for guidance. Admission requirements at both

institutions have been recently updated and may not remain constant in the near future, so students should check with their faculty advisor and with the admitting institution for the most current requirements. If a student 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) (with students paying costs) and reporting the results to the College.

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

**FRESHMAN**

BIO	101	General Biology .....	4
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	101	Introduction to Psychology .....	3
SPE	101	Fundamentals of Public Speaking .....	3
THE		Theology Elective .....	3
			<b>(31)</b>

**SOPHOMORE**

BIO	250 or 400	Botany or Ecology .....	4
BIO	(Zoology)	BIO251, BIO253, BIO254, or BIO355 .....	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
			<b>(29)</b>

**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 .....	8
PHY	151-152	General Physics I and II .....	8
			<b>(31)</b>

**SENIOR**

BIO	370	Microbiology .....	4
BIO	409	Senior Seminar .....	1
BIO	499	Exit Exam .....	0
BIO		Electives (Major) .....	5
BUS	205	Principles of Accounting I .....	3

CHE/BIO 360	Biochemistry .....	4
ECO 201	Principles of Economics .....	3
ART/FNA/MUS	Fine Arts Elective .....	3
THE	Theology Elective .....	3
PHI	Philosophy Elective .....	3
		<b>(29)</b>
		<b>Total: 120</b>

**PRE-PHARMACY TRACK SUMMARY**

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



## Pre-Veterinary Medicine Track

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

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

#### FRESHMAN

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

#### SOPHOMORE

BIO	250 or 400	Botany or Ecology .....	4
BIO (Zoology)		BIO251, BIO253, BIO254, or BIO355 .....	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
			<b>(29)</b>

### JUNIOR

BIO	Biology Elective.....		4
BIO 375	Genetics.....		4
CHE 201-202	Organic Chemistry I and II.....		8
PHI 305	Ethics and Value Theory.....		3
PHY 151-152	General Physics I and II.....		8
Social Sciences	Elective .....		3
			<b>(30)</b>

### SENIOR

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

Total: **120**

### PRE-VETERINARY MEDICINE TRACK SUMMARY

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

Total: **120**

## Pre-Optometry Track

The specific purpose of the Bachelor of Science in Biology with a concentration in Pre-Optometry program is to provide the student with the requisite course work to qualify for application to an accredited optometry college. The program provides a depth of study in biology and chemistry, as well as courses in science, mathematics, fine arts, humanities, social sciences, and business to provide the student with a broad-based foundation for graduate study and success in the workplace. While this program has been specifically tailored to meet requirements for admission to optometry school, optometry school admission requirements can also be satisfied while majoring in other baccalaureate programs within the 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) (with students paying costs) and reporting the results to the College.

### BACHELOR OF SCIENCE BIOLOGY Pre-Optometry Track

#### FRESHMAN

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

#### SOPHOMORE

BIO	250 or 400	Botany or Ecology .....	4
BIO (Zoology)		BIO251, BIO253, BIO254, or BIO355 .....	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
			<b>(29)</b>

### JUNIOR

BIO	370	Microbiology .....	4
BIO	375	Genetics.....	4
CHE	201-202	Organic Chemistry I and II .....	8
PHI		Philosophy Elective .....	3
PHY	151-152	General Physics I and II.....	8
Social Sciences		Elective .....	3
			<b>(30)</b>

### SENIOR

BIO	407	Histology.....	4
BIO	409	Senior Seminar.....	1
BIO	499	Exit Exam.....	0
BIO		Biology elective .....	1
BIO	351-352	Human Anatomy and Physiology I and II .....	8
BUS	218	Introduction to Business .....	3
CHE/BIO	360	Biochemistry.....	4
ART/FNA/MUS		Fine Arts Elective .....	3
THE		Theology Elective .....	3
Electives		.....	3
			<b>(30)</b>
			<b>Total: 120</b>

### PRE-OPTOMETRY TRACK SUMMARY

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

**Total: 120**

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

**Chair: Michael F. Labranche, Ph.D.**

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

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

**Bachelor of Arts**

History

Social Sciences

Social Sciences with a Concentration in Criminal Justice

Social Sciences with a Concentration in Legal Studies

Social Sciences with a Concentration in Teacher Certification for Secondary Schools

**Bachelor of Science**

General Studies

**Minors**

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

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

## **BACHELOR OF ARTS IN HISTORY**

**Coordinator: Dr. Craig Bauer**

### **Program Description**

The History program is centered on developing each student's understanding of the recurring patterns in our nation's history and culture and 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 are able to relate lessons and achievements from the past to the challenges of the present. History students enhance their intellectual maturation through the development of their thinking, speaking, research, and writing. A major emphasis of the History program is the sharpening of each student's ability to analyze critically and make sound judgments concerning the past as a prelude to the future.

The skills and material presented to students of the History program are essential to any number of modern careers. Among these job-attracting skills are critical reading skills, analytic and problem-solving skills, writing skills, oral communication and listening skills, research skills, information management and task organization skills--all talents in demand in the modern world of work. Most notably, these skills come to bear when addressing the needs of our students who plan to attend law school. History graduates are also prepared for employment in a wide variety of jobs and professions where 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 organizer, tourism management, grant writer, foreign service staff, insurance agent and adjuster, 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 demonstrate

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

## Degree Requirements

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

### Core and General Education Requirements

Biology	101	4	General Biology
	291	1	Stress Management
English	101	3	English Composition
	102	3	English Composition II
	Elective	3	Literature
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	101	3	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>Total</b>		<b>54</b>	

### Major Requirements

Computer Info Systems	Elective	3	CIS elective
English	Elective	3	Literature elective
Foreign Language	101 & 102	6	Elementary French/Latin/Spanish I & II
Geography	201	3	World Geography
	202	3	Geography of U.S. and Canada
History	201 & 202	6	History of U.S. I & II
	301	3	Louisiana History
	442	3	History of Contemporary America: 1945-Present
	or 485	3	Contemporary Europe: Europe since WWII
	450	3	Louisiana Heritage-Research in Louisiana History
History	Electives	15	History electives at or above 325 level
Free Electives	Electives	18	

<b>Major Total</b>	<b>66</b>
<b>Degree Total</b>	<b>120</b>

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

**Coordinator: Dr. Craig Bauer**

### **Program Description**

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

The skills and material presented to students of the Social Sciences program are essential to any number of modern careers. Among these job-attracting skills are critical reading skills, analytic and problem-solving skills, writing skills, oral communication and listening skills, research skills, information management, and task organization skills—all talents in demand in the modern world of work. Most notably, these skills come to bear when addressing the needs of our students who plan to attend law school. Social science graduates are also prepared for employment in a wide variety of jobs and professions where 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 organizer, tourism management, grant writer, foreign service staff, insurance agent and adjuster, 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 demonstrate

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



4. the ability to engage successfully in Social Science research; and
5. recall of important historical facts and the ability to read, understand, and critique works in the Social Sciences.

### **Degree Requirements**

The degree of Bachelor of Arts in Social Sciences is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.0 in all 120 semester hours of the curriculum, at least 2.0 in all core and general education requirements, and at least 2.5 in all course work pertaining to the major course of study. Social Sciences majors shall complete a course of study that includes a minimum of 36 hours of courses in social sciences, of which 24 must be 300 level or higher; a minimum grade of C must be earned in all courses pertaining to the major course of study. Note: MAT 100A and MAT 100B classes are not acceptable as electives.

### **Core and General Education Requirements**

Biology	101	4	General Biology
	291	1	Stress Management
English	101 & 102	6	English Composition I & II
	250/251	3	American Literature
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	101	3	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>Total</b>		<b>54</b>	

### **Major Requirements**

Computer Info Systems	Elective	3	CIS Elective
English	Elective	3	Literature Elective
Foreign Language	101 & 102	6	Elementary French/Latin/Spanish I & II
Geography	201	3	World Geography
		3	Geography Elective
History	201 & 202	6	History of U.S. I & 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	Courses may be taken in Criminal Justice, Economics, Geography, History, Political Science, Psychology, or Sociology
Free Electives	Electives	15	
<b>Major Total</b>		<b>66</b>	
<b>Degree Total</b>		<b>120</b>	

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

### **Program Description**

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

The Bachelor of Arts in Social Sciences with a Concentration Criminal Justice program is designed to provide students who are interested in a career in Criminal Justice and law enforcement with a strong background in the skills needed to achieve success in careers in law enforcement or post-graduate studies. The major is designed to stimulate critical and analytical thinking and inquiry about the theoretical and practical dynamics, historical framework, and cultural parameters of the study of Criminal Justice. Among the skills covered in the program are 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 Criminal Justice.

### **Outcomes**

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

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

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

### **Degree Requirements**

The degree of Bachelor of Arts in Social Sciences with a Concentration in Criminal Justice is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.0 in all 120 semester hours of the curriculum, at least 2.0 in all core and General Education requirements, and at least 2.5 in all course work pertaining to the major course of study. Social Sciences majors must complete a course of study that includes a minimum of 36 hours of courses in Social Sciences, of which 24 must be 300-level or higher; a minimum grade of C must be earned in all courses pertaining to the major course of study. Note: MAT 100A and MAT 100B classes are not acceptable as electives.

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

### **Core and General Education Requirements**

Biology	101	4	General Biology
	291	1	Stress Management
English	101 & 102	6	English Composition I & II
	250/251	3	American Literature
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
Mathematics	160	3	Intro to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
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>Total</b>		<b>54</b>	

### Major Requirements

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

### BACHELOR OF ARTS IN SOCIAL SCIENCES WITH A CONCENTRATION IN LEGAL STUDIES

#### Program Description

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

The Bachelor of Arts in Social Sciences with a Concentration 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 developed in the program are critical reading, analytic and problem solving, writing, oral communication and listening, research, information management and task organization—all talents in demand in the preparation 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 demonstrate

1. professional competence and the ability to recognize those beliefs that are essential to and necessary for the advancement of human life;
2. critical and analytical thinking and writing skills;
3. knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era;
4. the ability to engage successfully in Social Science research;
5. recall of important historical facts and the ability to read, understand, and critique work in the Social Sciences;
6. an interdisciplinary approach to the study of law and society; and
7. critical understanding of American social policy within the framework of the current concerns and practices in jurisprudence and theories of justice.

### Degree Requirements

The degree of Bachelor of Arts in Social Sciences with a Concentration in Legal Studies is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.0 in all 120 semester hours of the curriculum, at least 2.0 in all core and general education requirements, and at least 2.5 in all course work pertaining to the major course of study. Social Sciences majors must complete a course of study that includes a minimum of 36 hours of courses in Social Sciences, of which 24 must be 300 level or higher; a minimum grade of C must be earned in all courses pertaining to the major course of study. Note: MAT 100A and MAT 100B classes are not acceptable as electives.

#### Core and General Education Requirements

Biology	101	4	General Biology
	291	1	Stress Management
English	101 & 102	6	English Composition I & II
	250/251	3	American Literature
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Intro to Statistics

Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	101	3	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>Total</b>		<b>54</b>	

### Major Requirements

Computer Info 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 & 102	6	Elementary French/Latin/Spanish I & II
Political Science	375	3	Judicial Process
	380	3	Constitutional Law
History	201 & 202	6	History of U.S. I & II
History	301	3	Louisiana History
	450	3	Louisiana Heritage-Research in Louisiana History
	Elective	3	History elective
Psychology	101	3	General Psychology
Business	218	3	Intro to Business
	401 & 402	6	Business Law I & II
Free Electives	Electives	9	
<b>Major Total</b>		<b>66</b>	
<b>Degree Total</b>		<b>120</b>	

## BACHELOR OF ARTS IN SOCIAL SCIENCES WITH A CONCENTRATION IN TEACHER CERTIFICATION FOR SECONDARY SCHOOLS

### Program Description

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

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

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

### **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 demonstrate

1. professional competence and the ability to recognize those beliefs that are essential to and necessary for the advancement of human life;
2. critical thinking and writing skills;
3. knowledge and appreciation of the political, historical, social, economic, and broad cultural experiences of peoples from early times to the modern era;
4. the ability to engage successfully in Social Science research;
5. recall of important historical facts and the ability to read, understand, and critique works in the Social Sciences;
6. a passing grade in the PRAXIS I exam (reading, writing, and mathematics) or ACT of at least 22 and PRAXIS II exam (Social Studies content area); and
7. successful completion of all course work except for EDU 461A (Internship I) and EDU 461B (Internship II) required by the Louisiana Department of Education for teacher certification.

## Degree Requirements

The degree of Bachelor of Arts in Social Sciences with a Concentration in Teacher Certification for Secondary Schools is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.5 in all 123 semester hours of the curriculum, at least 2.0 in all core and General Education requirements, at least 3.0 in all Education (EDU) course work, and at least 2.5 in all other course work pertaining to the major course of study. Social Sciences majors must complete a course of study that includes a minimum of 36 hours of courses in Social Sciences, of which 24 must be 300-level or higher; a minimum grade of C must be earned in all courses pertaining to the major course of study. Note: MAT 100A and MAT 100B classes are not acceptable as electives.

To earn a concentration in Secondary Education, students must complete 18 hours in professional Education, five of which must be at the 300 or higher level. A GPA of 3.0 must be attained in the professional Education courses.

### Core and General Education Requirements

Biology	101	4	General Biology
	291	1	Stress Management
English	101 & 102	6	English Composition I & II
	250/251	3	American Literature
Fine Arts	Elective	3	ART/FNA/MUS
History	101 & 102	6	Western Civilization I & II
Mathematics	105	3	College Algebra
	160	3	Intro to Statistics
Natural Science	Elective	4	BIO/ESC/CHE/MAT/PHY
Philosophy	101	3	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>Total</b>		<b>54</b>	

### Major Requirements

Criminal Justice	Elective	3	Criminal Justice elective (above 300-level)
Foreign Language	101 & 102	6	Elementary French/Latin/Spanish I & II
Geography	201	3	World Geography
History	201 & 202	6	History of U.S. I & II
	301	3	Louisiana History
	450	3	Louisiana Heritage-Research in Louisiana History
		9	History electives (above 300-level)



Psychology	101	3	General Psychology
	340	3	Human Growth and Development
Social Science	Electives	9	Courses may be taken in Criminal Justice, Economics, Geography, History, Political Science, Psychology, or Sociology (above 300-level).
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
<b>Major Total</b>		69	
<b>Degree Total</b>		<b>123</b>	

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

\*\*These courses require successful completion of Praxis I and Praxis II content exams before a student can register for them. A minimum 2.5 overall GPA is also required for graduation. **To complete Louisiana certification in Secondary Education (grades 6-12), EDU 461A Internship I and EDU461B Internship II must be taken after graduation.**

## BACHELOR OF SCIENCE IN GENERAL STUDIES

### Program Description

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

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

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

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

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

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

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

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

### General Outcomes of the General Studies Program

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

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

### **Student Learning Outcomes of the General Studies Program**

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

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

### **Degree Requirements**

The degree of Bachelor of Science in General Studies is conferred upon students who complete the approved program of study with a Grade Point Average of at least 2.0 in all 123 semester hours of the curriculum, at least 2.5 in all core and General Education requirements, and at least 2.5 in all course work in the major and minor concentrations. General Studies majors must complete a course of study that includes a minimum of 33 semester hours of courses in a chosen major concentration, of which 12 must be 300-level or higher and 27 semester hours in a chosen minor concentration; a minimum grade of C must be earned in all courses pertaining to the major course of study. A minimum of 39 semester hours must be 300-level or higher. Note: MAT 100A and MAT 100B classes are not acceptable as electives.

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

#### **FRESHMAN**

BIO	101	General Biology .....	4
BIO	291	Stress Management .....	1
ENG	101	English Composition I .....	3
ENG	102	English Composition II .....	3
HIS	101/102 or 201/202	History of Western Civilization I or II or History of the United States I or II.....	3
MAT	105	College Algebra .....	3
PHI		Philosophy Elective .....	3
PSY	101	General Psychology .....	3
SPE	101	Fundamentals of Public Speaking.....	3

THE	Theology Elective .....	3
		<b>(29)</b>

**SOPHOMORE**

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

**JUNIOR & SENIOR**

During the junior and senior years, in consultation with and with the approval of the assigned General Studies advisor, the student must choose and complete a major concentration for a minimum of 33 semester hours and a minor concentration for a minimum of 27 semester hours. Additionally, 9 more semester hours must be earned in any elective courses.

**GENERAL STUDIES SUMMARY**

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

\*Completion of a minimum of 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, the following course equivalencies may apply:

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

## **PREPARING STUDENTS FOR SUCCESS PROGRAM**

**DIRECTOR: 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 continually evaluate a program that assists underprepared students in acquiring the knowledge, critical thinking skills, and attitudes necessary for success in the General Education curriculum. Subsidiary program goals promote development of the following:

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

The PSSP is guided by the Marianite core values, the 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 of college: Introduction to College Success (ICS 100), Introduction to College English (ENG 100), Fundamentals of Mathematics (MAT 099), Introduction to College Algebra I (MAT 100A), Introduction to College Algebra II (MAT 100B), and Introduction to College Reading (REA 100).

Successful completion of ICS 100 is required of all students taking one or more PSSP courses. Exemptions are granted to students who have previously taken ICS 100 or a similar course, juniors and seniors, and those whose ACT or placement scores exceed placement requirements. ICS 100 introduces students to the Marianite core values and the 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. Pre-college algebra mathematics skills (MAT 100A and MAT 100B) necessary to function successfully in college-level algebra as measured by a final semester grade of C or higher in MAT 105;
4. Prerequisite basic mathematics skills (MAT 099) necessary to function successfully in a pre-college algebra course, as measured by a final semester grade of C or higher in MAT 100A or MAT 100B;
5. Personal, technical, and social skills 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</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 HIS 101,102, 201, & 202, as approved by an advisor
	24-28	94-98	ENG 102 (ENG 101 exempted); also eligible to enroll in HIS 101, 102, 201& 202, as
	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	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 100A required.
	19	37-41	ICS 100, MAT 100B required.
	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</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 HIS 101,102, 201& 202, 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 midterm grades are essential components of all PSSP courses. The administrative office of the PSSP houses resource materials and equipment that may be checked out by instructors and students.

## **EARLY INTERVENTION**

In addition to posting midterm grades, PSSP instructors alert students and their advisors when grades and attendance are unsatisfactory. This is done through Early Intervention Forms, which are completed at midterm and throughout the semester. The 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 midterm grades in addition to final semester grades. Midterm 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 receive a midterm or final grade of FN, meaning failure due to non-attendance. Students with low academic performance and/or too many absences are referred for early intervention and support prior to or during the 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 is reduced by one letter grade.

### **ACADEMIC CREDITS**

Institutional credit hours earned upon successful completion of ICS 100, ENG 100, MAT 100A, MAT 100B, and REA 100 do not satisfy General Education requirements but may be used as electives, where applicable. Successful completion is defined as earning a final semester grade of C or higher.

Remedial credit hours earned upon successful completion of MAT 099 do not satisfy General Education requirements, nor are they applicable to any degree program. Successful completion is defined as earning a final semester grade of P on a PASS/NO CREDIT scale.

### **MAXIMUM NUMBER OF CREDITS**

Students enrolled in PSSP courses may enroll in a maximum of thirteen credit hours per semester.

### **REPEATING COURSES**

Students may spend one semester or a maximum of two semesters in each PSSP course. Courses repeated should be taken in the regular semester immediately following the first time they were taken. Students who are unsuccessful in completing MAT 099 a second time 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 depth of knowledge. Specifically, students should demonstrate

1. proficiency in effective oral and written communication;
2. capability for disciplined, analytical, and creative thinking and problem solving;
3. sensitivity to a variety of human values and attitudes in order to develop a personal value system;
4. awareness of and respect for the spiritual dimension of human existence; and
5. critical appreciation of artistic creations and their impact on cultures, past and present.

Through the study of the Humanities in the major curricula offered, students are encouraged to acquire a broad view of human life and learning and to study in depth those subjects that are vital to a liberal arts education.

### **ASSOCIATE OF ARTS DEGREE:**

Liberal Arts

### **BACHELOR OF ARTS DEGREES:**

English

Liberal Arts

Theology

Theology with a Concentration in Religious Education

## BACHELOR OF ARTS IN ENGLISH

**Coordinator: Dr. Claudia M. Champagne**

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 admitted.

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

An undergraduate major in English consists of a total of 39 semester hours in English. English majors must complete 30 semester hours from courses above the 9 hours of General Education requirements in English (ENG 101, 102, and 200). Most of the courses in the English major are required.

All English courses, both General Education (ENG 101, 102, and 200) and major courses, must be passed with a grade of C or higher for students to be eligible for graduation.

English courses at the 300 and 400-levels, except ENG 321 (Creative Writing), ENG 400 (Advanced Grammar), and ENG 401 (Advanced Composition) are offered according to a 2-year

cycle. Students are advised to plan ahead as early as possible to make sure their major is well balanced and that courses they wish to take are available.

**BACHELOR OF ARTS  
ENGLISH**

**FRESHMAN**

ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS 101 and 102	History of Western Civilization I and II .....	6
MAT 105	College Algebra .....	3
PHI 207	Introduction to Logic and Critical Thinking .....	3
SPE 101	Fundamentals of Public Speaking .....	3
THE	Theology Elective .....	3
	Biological Science Elective .....	4
FRE/LAT/SPA	Foreign Language Elective .....	3
		<b>(31)</b>

**SOPHOMORE**

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

**JUNIOR**

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

**SENIOR**

ENG 400 or 401	Advanced Composition or Advanced Grammar .....	3
ENG 352	Shakespeare I .....	3
ENG 407 or 410	Seminar in Selected Topics or Shakespeare II .....	3
ENG 498 or 499	Senior Internship or Senior Thesis .....	3
ENG	English Elective (300-level or above) .....	3
	Art/Fine Arts/Music Elective .....	3
THE	Theology Elective .....	3
	General Electives .....	9
		<b>(30)</b>

**Total: 120**

## ENGLISH SUMMARY

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

## REQUIRED COURSES FOR ENGLISH MINOR

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

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

## REQUIREMENTS FOR CERTIFICATION TO TEACH ENGLISH AT THE SECONDARY EDUCATION LEVEL:

Students who want to be certified to teach English at the Secondary Education level (Grades 6-12) may use their General Electives to fulfill 15 hours of the following Education requirements:

Education	301	Educational Psychology	3
Education	306	Classroom Organization & Management	3
Education	304A	Learners with Special Needs	3
Education	309	Human Growth and Development	3
Education	311	Reading in the Content Area	3
Education	460B	Curriculum and Instructional Strategies	3
Education	460D	Instructional Methodologies	3
		<b>TOTAL: 21</b>	

Upon graduating with a Bachelor of Arts in English and a GPA of 3.00 in all EDU courses, students may complete the ALTERNATIVE PATH TO CERTIFICATION IN SECONDARY (Grades 6-12) EDUCATION by passing the PRAXIS I and II and successfully completing the following courses:

Education	461A	Internship I	3
Education	461B	Internship II	3
		<b>TOTAL: 6</b>	

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

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

**LIBERAL ARTS PROGRAM**

**DESCRIPTION OF PROGRAM**

The curricula of the Liberal Arts degree programs are structured to offer a broad range of courses at the Associate's level and to provide the student with a choice of concentrations in two subject areas of interest at the Bachelor's level. The Bachelor of Arts program gives the student latitude in creating a curriculum to meet his or her needs and interests. It affords the opportunity to combine areas of concentration mutually enhancing to each other, thereby providing a more effective and comprehensive education.

**PROGRAM PURPOSE/OUTCOMES**

The broad purpose of the programs in Liberal Arts is to provide a firm foundation upon which to gain understanding and appreciation of mankind's accomplishments in the arts, sciences, and humanities. This purpose is described by the following Student Learning Outcomes for the Liberal Arts degrees:

1. The successful student gains knowledge and appreciation of the artistic, political, historical, social, economic, and broad cultural experiences of peoples from prehistoric times to the modern era;
2. The student is given the opportunity to pursue areas of special interest in various disciplines across the combined curricula of the College: Humanities, Business, Psychology, Sociology, Natural Sciences, Social Sciences, and Mathematics.

**DEGREES OFFERED**

Associate of Arts in Liberal Arts  
Bachelor of Arts in Liberal Arts

**DEGREE REQUIREMENTS FOR ASSOCIATE OF ARTS IN LIBERAL ARTS**

An Associate's degree in Liberal Arts prepares students through multi-disciplinary course work in Humanities, Natural Sciences, Social Sciences, and the Arts. This is an ideal course of study for a wide variety of entry-level positions or as a basis for graduate study.

**STUDENT OUTCOMES OF THE LIBERAL ARTS ASSOCIATE'S PROGRAM**

Liberal Arts graduates

1. develop thoughtful judgment;
2. understand problems;
3. imbue critical thinking with ethical values; and

4. communicate those solutions to others.

Many employers seek college graduates who possess these skills.

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

**ASSOCIATE OF ARTS  
LIBERAL ARTS**

**FRESHMAN**

BIO	Biology Elective.....	4
ENG 101	English Composition I .....	3
ENG 102	English Composition II.....	3
FRE/LAT/SPA	Foreign Language Elective .....	3
HIS	Electives .....	6
MAT 105	College Algebra .....	3
PHI 207	Introduction to Logic and Critical Thinking .....	3
SPE 101	Fundamentals of Public Speaking.....	3
THE	Theology Elective.....	3
		<b>(31)</b>

**SOPHOMORE**

BIO 291	Stress Management .....	1
ENG	Literature Elective.....	3
ART/FNA/MUS/	Fine Arts Elective .....	3
FRE/LAT/SPA	Foreign Language Elective .....	3
MAT	Mathematics Elective (above 105).....	3
PHI	Elective .....	3
	Physical Science Elective .....	4
PSY 101	General Psychology .....	3
	Social Science Elective .....	3
THE	Elective .....	3
		<b>(29)</b>

**Total: 60**

**DEGREE REQUIREMENTS FOR BACHELOR OF ARTS IN LIBERAL ARTS**

The degree of Bachelor of Arts in Liberal Arts is conferred upon students who complete an approved program of study with a 2.0 or higher cumulative Grade Point Average and a minimum grade of C in all courses within the chosen curricular modules.

**STUDENT OUTCOMES OF THE LIBERAL ARTS BACHELOR’S PROGRAM**

Upon successful completion of the Liberal Arts Bachelor of Arts program, with regard to the chosen areas of concentration, students should be able to

1. recall essential factual information;
2. read, understand, and critique primary texts and scholarly or professional articles;
3. assess critical theories and trends;
4. synthesize theoretical and empirical knowledge; and
5. demonstrate the ability to engage in critical thinking and independent judgment.

The Liberal Arts curriculum is made up of General Education courses, a foreign language requirement, 3 other required courses, and two (2) discipline modules chosen by the student. Each of these modules is twenty-one (21) hours, twelve (12) of which are at or above the 300-level. Each module includes course work pertinent to a specific discipline (or combination of allied disciplines) and a capstone course. These modules all adhere to the rules that define official minors and are formulated by departments and approved by the Academic and Curriculum Council.

The courses required for each of the Liberal Arts modules are listed below:

<b>Module 1: Biology</b>			
Biology	200 and above	Elective	4
Biology	300 and above	Electives	8
Biology	375	Genetics	4
Biology	400	Ecology	4
Biology	409	Senior Seminar	1
			<b>Total: 21</b>
<b>Module 2: Business</b>			
Economics	201	Principles of Economics I	3
Business	205	Principles of Accounting I	3
Business	251 or 252	Principles of Management or Principles of Marketing	3
Business	321	Consumer Behavior	3
Business	416	Organizational Behavior	3
Business	455	International Management	3
Business	400-level	Elective	3
			<b>Total: 21</b>
<b>Module 3: English</b>			
English	250/251	American Literature I and II	6
English	300/301	British Literature I and II	6
English	352	Shakespeare I	3
English	300 or 400-level	Elective	3
English	407 or 410	Seminar in Selected Topics or Shakespeare II	3
			<b>Total: 21</b>
<b>Module 4: Philosophy</b>			
Philosophy	101	Introduction to Philosophy	3
Philosophy	250	Epistemology	3
Philosophy	330	Phenomenology & Existentialism	3
Philosophy	390	Special Topics in Philosophy	3



Philosophy	405	Philosophical Issues in Bioethics	3
Philosophy	480	Senior Seminar	3
Philosophy	490	Social and Political Philosophy	3

**Total: 21**

**Module 5: Social Sciences**

History	201/202	History of U. S. I and II	6
History	301	Louisiana History	3
History	305	Intro to Public History	3
History	Above 325	Elective	3
History	400-level	Elective	3
History	450 or 465	Louisiana Heritage or New Orleans Highlights	3

**Total: 21**

**Module 6: Theology**

Theology	201	Christology	3
Theology	210	The Doctrine of God	3
Theology	280	Catholic Moral Principles	3
Theology	342	Eucharistic Theology	3
Theology	360	Old Testament	3
Theology	370	New Testament	3
Theology	432 or 433 or 434	Senior Thesis or Senior Comprehensive Exam or Senior Theology Practicum	3 3 3

**Total: 21**

**BACHELOR OF ARTS  
LIBERAL ARTS**

**FRESHMAN**

BIO	Biology Elective.....	4
ENG 101	English Composition I.....	3
ENG 102	English Composition II.....	3
FRE/LAT/SPA	Foreign Language Elective.....	3
HIS 101	Western Civilization I.....	3
HIS 102	Western Civilization II.....	3
MAT 105	College Algebra.....	3
PHI 207	Introduction to Logic and Critical Thinking.....	3
SPE 101	Fundamentals of Public Speaking.....	3
THE	Theology Elective.....	3
		<b>(31)</b>

**SOPHOMORE**

ENG 200	Introduction to Literary Forms.....	3
ART/FNA/MUS	Fine Arts Elective.....	3
FRE/LAT/SPA	Foreign Language Elective.....	3

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

**JUNIOR**

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

**SENIOR**

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

**LIBERAL ARTS SUMMARY**

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

## **BACHELOR OF ARTS IN THEOLOGY**

**Coordinator of Theology Program: Dr. David Delio**

**Coordinator of the Catholic Intellectual Tradition: Rev. Simon Kim, Ph.D.**

### **MISSION**

The Mission of the Theology program at Our Lady of Holy Cross College is to guide students in their studies of the Catholic Tradition and to prepare them to communicate their knowledge.

### **VISION**

We seek to be a center for Catholic theological study and practice in New Orleans and a workshop for students and scholars members that will enable those who participate to inspire the world through the Gospel.

### **CORE PRINCIPLES**

1. Personal excellence—Intellectual, Moral, Spiritual
2. A “philosophic habit of mind”
3. Ecumenical and interfaith outlook
4. Theology in service to others

### **PROGRAM DESCRIPTION**

The purpose of studying Catholic theology at Our Lady of Holy Cross College is to understand the extent and depth of the Christian tradition. The Theology program aspires to be faithful to Church teaching in reflecting upon Scripture, faith and practice, philosophy and culture, and other religious traditions.

In pursuing a major in Theology at Our Lady of Holy Cross College, the student also completes a minor in philosophy. Thus, the student will be prepared to pursue advanced theological studies, law, history, education, or other fields. 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 traditions; and
6. Engage in successful theological research in order to demonstrate the ability to analyze critically and to articulate clearly theological arguments in both writing and 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 admitted.

### 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.

## BACHELOR OF ARTS THEOLOGY

### FRESHMAN

ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
LAT	Latin Elective.....	3
HIS 101 or 102	History of Western Civilization I or II .....	3
MAT 105	College Algebra .....	3
PHI 206	History of Philosophy .....	3
BIO/PHY	Natural Science Elective .....	4
SPE 101	Fundamentals of Public Speaking .....	3
THE 103	The Christian Tradition .....	3
THE 200	Ecclesiology .....	3
		<b>(31)</b>

### SOPHOMORE

ENG	Literature Elective.....	3
HIS 201 or 202	History of the United States I or II.....	3
MAT	Mathematics Elective (above MAT 105) .....	3
PHI 207	Introduction to Logic and Critical Thinking.....	3
BIO/CHE/ESC/PHY	Natural Science Elective .....	4
THE 201	Christology.....	3
THE 210	Doctrine of God.....	3
PHI 230	Metaphysics.....	3
SOC	Sociology Elective .....	3
ART/FNA/MUS	Fine Arts Elective.....	3
		<b>(31)</b>

### JUNIOR

PHI 250	Epistemology: Belief, Knowledge and Truth .....	3
PHI 306	Philosophical Ethics.....	3
PSY	Psychology Elective .....	3

THE 230	Sacred Liturgy.....	3
THE 231	Sacramental Theology .....	3
THE 280	Catholic Moral Principles.....	3
THE 360	Old Testament .....	3
THE 370	New Testament .....	3
BIO/CHE/ESC/PHY	Natural Sciences Elective .....	1
	Free Elective .....	3
		<b>(31)</b>

### SENIOR

FLA	French or Spanish Elective.....	3
THE 300	Theological Principles and Methods.....	3
PHI 315	Dynamic Synthesis of Thomas Aquinas .....	3
PHI 330	Phenomenology and Existentialism.....	3
PHI 260/270/380/495	Philosophy Elective.....	3
THE 380	Catholic Theological Tradition .....	3
THE 432 or 433	Senior Thesis or Senior Comprehensive Exams .....	3
THE 434	Senior Practicum.....	3
THE	Theology Elective.....	3
ART/FNA/MUS	Fine Arts Elective.....	3
		<b>(27)</b>
		<b>Total: 120</b>

### THEOLOGY SUMMARY

English .....	9	Mathematics .....	6
Fine Arts.....	6	Natural Sciences .....	9
Foreign Language .....	6	Philosophy.....	24
General Electives .....	3	Social Sciences .....	6
History.....	6	Speech .....	3
Theology .....	42		

**Total: 120**

### REQUIRED COURSES FOR THEOLOGY MINOR

#### General Education Requirements:

THE 103	The Christian Tradition .....	3
THE 200	Ecclesiology .....	3
		<b>TOTAL: (6)</b>

#### Minor Requirements for Theology:

THE 201	Christology .....	3
THE 210	Doctrine of God .....	3
THE 280 or	Catholic Moral Principles or	
THE 285	Theology and Health Care Ethics.....	3
THE 340 or	Sacred Liturgy or	
THE 341	Sacramental Theology .....	3
THE 360	Old Testament .....	3
THE 370	New Testament .....	3

**TOTAL: (18)**

**TOTAL FOR THEOLOGY MINOR: 24**

## **BACHELOR OF ARTS IN THEOLOGY WITH A 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 Religious 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 a Concentration in Religious Education at Our Lady of Holy Cross College, a student is introduced to theological study and prepared to employ their theological knowledge in ministry at the parish and/or school levels. Parish catechists and religious education teachers in Catholic Schools acquire the necessary background in Theology for ministry in church or school.

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

Upon successful completion of the Bachelor of Arts in Theology with a Concentration in Religious Education 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 analyze critically and articulate clearly 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 a 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 a 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 by the Education Department by successfully entering 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 composite score of 22 or higher are exempted from the PPST.

### **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. Passing of a comprehensive Theology exam is required for graduation from this program.

**BACHELOR OF ARTS  
THEOLOGY  
WITH A CONCENTRATION IN RELIGIOUS EDUCATION**

**FRESHMAN**

ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
LAT	Latin Elective.....	3
HIS 101 or 102	History of Western Civilization I or II .....	3
MAT 105	College Algebra .....	3
PHI 206	History of Philosophy .....	3
PHY/BIO	Physics/Biology Elective .....	4
SPE 101	Fundamentals of Public Speaking .....	3
THE 111	Principles and Methods of Theology .....	3
THE 200	Ecclesiology .....	3

**(31)**

**SOPHOMORE**

EDU 301	Educational Psychology .....	3
EDU 309	Human Growth and Development (first semester) .....	3
EDU 311	Teaching Reading in the Content Area (second semester)...	3
ENG	English Literature Elective.....	3
HIS 201 or 202	History of the United States I or II .....	3
MAT	Mathematics Elective (above MAT 105) .....	3
PHI 207	Introduction to Logic and Critical Thinking.....	3
PHY/BIO	Physics/Biology Elective .....	4
THE 201	Christology.....	3
THE 210	Doctrine of God.....	3
PHI 230	Metaphysics.....	3

**(34)**

**JUNIOR**

EDU 305	Curriculum and Instructional Strategies.....	4
EDU 306	Classroom and Organizational Management.....	3
PHI 250	Epistemology: Belief, Knowledge and Truth .....	3
PHI 306	Philosophical Ethics.....	3
THE 230	Sacred Liturgy.....	3
THE 231	Sacramental Theology .....	3
THE 280	Catholic Moral Principles .....	3
THE 308	Catholic Social Teaching .....	3
PSY/SOC	Psychology/Sociology Elective .....	3
	Natural Sciences Elective .....	1

**(29)**

**SENIOR**

EDU 310	Instruction Methodologies.....	5
FRE/SPA	Foreign Language Elective.....	3
THE 300	Theological Principles and Methods.....	3
THE 319	Principles of Catechesis .....	3

THE 360	Old Testament .....	3
THE 370	New Testament .....	3
THE 380	Catholic Theological Tradition .....	3
THE 441	Practicum in Teaching Religion (second semester only) .....	3
ART/MUS/FNA	Fine Arts/Humanities Elective.....	3
		<b>(29)</b>
		<b>Total: 123</b>

### THEOLOGY RELIGIOUS EDUCATION SUMMARY

Education .....	21	Mathematics .....	6
English .....	9	Natural Sciences .....	9
Fine Arts Electives .....	3	Philosophy.....	15
Foreign Languages .....	6	Social Sciences .....	3
History.....	6	Speech .....	3
Theology .....	42		
			<b>Total: 123</b>

**NOTES:**

EDU 301, 309, and 311 are prerequisites for EDU 210.

EDU 301, 306, 309, 311, and 210 are prerequisites for EDU 305.

Passage of PRAXIS I (PPST) is a prerequisite for EDU 305.

EDU 305 is a prerequisite for EDU 310.

EDU 310 is a prerequisite for THE 441.

**All Theology and Philosophy courses must be completed prior to enrolling in THE 441.**



## **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 by 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. 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](#)

## **DEPARTMENT OF BUSINESS ADMINISTRATION**

**Chair: Dr. Lawrence S. 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 Education 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 accredited by the International Assembly for Collegiate Business Education.

### **MISSION STATEMENT**

The Department of Business Administration offers a student-centered learning environment by providing its students a quality education that prepares them to assume successful professional careers in a dynamic global environment. An emphasis is placed on theoretical knowledge, reinforced with practical application in the areas of technological innovations, communications skills, ethical decision making, critical thinking, acceptable management practices, and Catholic values.

### **OUTCOMES**

The specific outcomes of the Business Administration program are to

1. provide comprehension of ethical business decision making;
2. practice critical thinking in the application of sound business practice;
3. expose students to social and for-profit entrepreneurship concepts; and
4. expose students to and practice international management and marketing principles

### **ADMISSION REQUIREMENTS**

Admission to the degree programs in the Department of Business Administration is determined by permission of the Chair of the department.

### **DEGREES OFFERED**

The degree offered in the Business Administration Department is a **Bachelor of Science in Business Administration**. In addition, students may 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

1. complete an approved program of study with a 2.0 cumulative Grade Point Average;
2. attain a 2.5 Grade Point Average in professional course work; and
3. earn a minimum grade of C in all courses pertaining to the major course of study.

## **CURRICULA**

All Business Administration students receive a Bachelor of Science Degree in Business Administration. Students may choose an area of concentration or may choose to pursue the Business Administration degree with no area of concentration. Concentrations are earned by successfully completing 18 semester hours of advanced course work in an area of concentration. Concentrations are offered in accounting, management, organizational management (accelerated program), and marketing. The Business Administration curriculum provides broad exposure to all functions of business, a necessary requirement for a successful professional career.

### **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 120 credit hours for completion. One hundred and fifty (150) credit hours are required to sit for the Certified Public Accountants Examination in the State of Louisiana. Specific required courses are included in this program. Students who plan to sit for the exam in another state should inform themselves of the requirements in that state. The Business Administration department offers continuing education classes designed to meet the course and credit hour requirements of the State of Louisiana and further prepare the student for successful completion of the CPA exam.

### **Management Concentration**

The curriculum in management provides the Business student with an extension or concentration beyond the basic functions of the general Business Administration principles. This curriculum meets the special demands of and topics relevant to the professional manager's individual and corporate responsibilities. In addition to the required fundamental management courses, the student is afforded the opportunity to select additional management electives for special concentration or interest.

### **Marketing Concentration**

Marketing interests and demands are now considered essential to every entity in today's world of business. Special emphasis is placed on the needs and understanding of those demands and requirements through this discipline. Understanding the complexities of the impact of marketing upon the profitability of the business entity is the primary objective of this curriculum. The

student is directed within this curriculum to develop the skills necessary for positions in the marketing profession.

### **Organizational Management**

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

The program prepares students to enter the field of management in a wide range of organizations and industries. Because there are many different fields within Organizational Management, this curriculum is designed to be applicable across most fields. This program enables adult enrollees to complete course work for a college degree at times most convenient to them: evenings and weekends.

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

Students interested in pursuing the BS in Organizational Management are admitted to the Our Lady of Holy Cross College with the same procedure as any other transfer students. The admission steps are listed below. Students

1. Must be admitted to OLHCC;
2. Must be 23 years of age or older;
3. Must have earned an Associate of Arts or Associate of Science degree from an accredited institution or must have two years of prior college work with at least 60 semester hours of college credits with grade “C” or above;
4. Must have a GPA of at least 2.00; and
5. Must be employed or have had significant work experience.

Conditional admission is possible. To be admitted in the conditional category, the candidate must have minimum of 54 semester hours of course work, along with the compensating qualities in the field of Management (5 or more years of experience in managerial work). Admission must be approved by the program’s admission committee. More information may be obtained by contacting the Business Administration department at 504-398-2304 or the department chair at [laudler@olhcc.edu](mailto:laudler@olhcc.edu).

### **CLASS SCHEDULES**

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

**Students are cautioned to register for required courses in the years and semesters listed below.** Failing to do so may create a scheduling conflict in a subsequent semester that could delay graduation.

**Business Administration Level 1  
Freshman – Fall**

BIO	Biological Science Elective .....	4
BUS 218	Introduction to Business .....	3
ENG 101	English Composition I .....	3
ART/FNA/MUS	Fine Art Elective .....	3
THE	Theology Elective .....	3
		<b>(16)</b>

**Freshman – Spring**

CIS 111	Intermediate Computer Literacy .....	3
ENG 102	English Composition II .....	3
PHI 207	Introduction to Logic and Critical Thinking .....	3
MAT 105	College Algebra .....	3
PSY 101 or	General Psychology or	
SOC 101	Introduction to Sociology .....	3
SPE 101	Fundamentals of Public Speaking .....	3
		<b>(18)</b>

**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
MAT 215	Finite Mathematics .....	3
		<b>(15)</b>

**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
		<b>(16)</b>

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

BUS 301	Business and Economic Statistics I .....	3
BUS 311	Principles of Business Finance .....	3
BUS 210	Business Communication Skills .....	3
BUS/ECO	Elective at the 300 Level .....	3
ENG	Literature Elective .....	3
		<b>(15)</b>

**Junior – Spring**

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

**Senior – Fall**

BUS 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
		<b>(15)</b>

**Senior – Spring**

BUS 409	Business and Society.....	3
BUS 414	Business Policy and Problems .....	3
BUS/ECO	Elective at the 300 or 400 Level .....	3
THE	Theology Elective .....	3
		<b>(12)</b>
		<b>Total: 120</b>

**CONCENTRATIONS**

Students who select a concentration should substitute the classes listed below for 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	Elective.....	3

**Concentration in Marketing**

BUS 312	Physical Distribution and Logistics.....	3
BUS 313	Principles of Advertising.....	3
BUS 321	Consumer Behavior.....	3

BUS 326	Salesmanship.....	3
BUS 377	Marketing Management.....	3

**Concentration in Organizational Management**

MGT 301	Principles of Management.....	3
MGT 302	Ethical Issues of Business.....	3
MGT 303	Human Resource Management.....	3
MGT 305	Entrepreneurship.....	3
MGT 307	Foundations of Accounting.....	3
MGT 309	Marketing Management.....	3
MGT 311	Applied Business Statistics.....	3
MGT 312	Foundations of Economics.....	3
MGT 403	Business Law/Legal Aspects of the Business.....	3
MGT 405	Managerial Economics.....	3
MGT 406	Managerial Finance.....	3
MGT 409	Operations Management.....	3
MGT 414	Accounting for Managers.....	3
MGT 417	Organizational Behavior.....	3
MGT 418	Strategic Management.....	3
MGT 420	Senior Capstone Project 1.....	1
MGT 421	Senior Capstone Project 2.....	2
MGT 458	International Management.....	3

**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 Bachelor of Science 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
ELEC	General or Business Electives.....	7



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

**Chair: Dr. Carolyn C. White**

The Department of Counseling and Behavioral Sciences offers Associate of Science degrees in Addiction Counseling and Juvenile Counseling; Bachelor of Science degrees in Addiction Counseling, Applied Behavioral Science, Psychology, and Social Counseling; as well as a Master of Arts degree in Counseling with concentrations in Clinical Mental Health Counseling, Marriage and Family Counseling, and School Counseling; and a Ph.D. in Counselor Education and Supervision. In addition, we offer an Early Entry program in Counseling which allows students who desire a Master's degree in Counseling to enter the graduate program in Counseling during what would be their senior year of Baccalaureate studies.

### **MISSION STATEMENT**

The Counseling and Behavioral Sciences Department supports the Mission of 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 the content courses in Behavioral Sciences. Our individual Mission is to impact social change within specific professional areas of practice, as well as within American social systems. To accomplish this, the Behavioral Sciences faculty provide highly relevant course work to the students in our program. Graduates of the department are able to implement our Mission by applying academic knowledge and expertise in a variety of institutional, agency, community, and educational settings.

### **UNDERGRADUATE DEGREES OFFERED**

#### **Associate of Science**

Addiction Counseling  
Juvenile Counseling

#### **Bachelor of Science**

Addiction Counseling  
Applied Behavioral Sciences  
Psychology  
Social Counseling

### **OUTCOMES**

The specific outcomes of the Bachelor of Science Degrees in Counseling and Behavioral Sciences are to

1. prepare students for entry-level positions in the 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 LEARNING OUTCOMES**

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

1. master the General Education requirements;
2. identify the foundations of the field of Behavioral Sciences;
3. understand the history, philosophy, and trends in the Behavioral Sciences disciplines;
4. understand a variety of models related to the Behavioral Sciences;
5. understand the ethical considerations related to the Behavioral Science disciplines;
6. have the academic foundation to pursue post-baccalaureate studies in the Behavioral Sciences;
7. 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 Bachelor of Science degree program in the Counseling and Behavioral Sciences department must have

1. successfully completed all of the core curriculum courses in their freshman and sophomore years;
2. attained a minimum overall Grade Point Average of 2.0; and
3. attained a minimum Grade Point Average of 2.5 in all Behavioral Sciences classes.

## **DEGREE REQUIREMENTS**

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

## ASSOCIATE OF SCIENCE IN ADDICTION COUNSELING\*

### FRESHMAN

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

### SOPHOMORE

COU 202	Introduction to Addictive Behavior .....	3
COU 307	Addiction Counseling .....	3
COU 318	Interviewing and Counseling .....	3
COU 320	Recovery Counseling .....	3
COU 402	Advanced Studies in Addictions.....	3
COU/PSY	Counseling or Psychology Elective .....	3
ART/FNA/MUS	Fine Arts Elective .....	3
	General Electives .....	9
		<b>(30)</b>
		<b>Total: 61</b>

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

### ASSOCIATE DEGREE IN ADDICTIONS COUNSELING SUMMARY

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

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

**FRESHMAN**

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

**SOPHOMORE**

COU 202	Introduction to Addictive Behaviors.....	3
COU 305	Juvenile Delinquency.....	3
COU 318	Interviewing and Counseling .....	3
COU 320	Recovery Counseling .....	3
COU/PSY	Counseling or Psychology Elective .....	3
ART/FNA/MUS	Fine Arts Elective .....	3
PSY 303	Adolescent Psychology.....	3
PSY 405	Abnormal Psychology.....	3
	General Electives .....	6
		<b>(30)</b>
		<b>Total: 61</b>

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

**ASSOCIATE OF SCIENCE DEGREE IN JUVENILE COUNSELING SUMMARY**

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

**BACHELOR OF SCIENCE  
ADDICTION COUNSELING**

**FRESHMAN**

BIO 101	General Biology .....	4
ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS	History Elective .....	3
MAT 105	College Algebra .....	3
PHI	Philosophy Elective .....	3
PSY 101	General Psychology .....	3
SOC 101	Introduction to Sociology .....	3
SPE 101	Fundamentals of Public Speaking.....	3
	General Elective.....	3
		<b>(31)</b>

**SOPHOMORE**

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

**JUNIOR**

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

**SENIOR**

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

COU/PSY	Counseling or Psychology Electives.....	6
PSY 405	Abnormal Psychology.....	3
	General Electives .....	12
		<b>(30)</b>
		<b>Total: 120</b>

**ADDICTION COUNSELING SUMMARY**

Counseling .....	30	Philosophy.....	6
English .....	9	Psychology.....	15
Art, Fine Arts, Music .....	3	Sociology .....	3
History.....	6	Speech .....	3
Mathematics.....	6	Theology .....	6
Natural Sciences.....	9	General Electives .....	24
			<b>Total: 120</b>

**BACHELOR OF SCIENCE IN  
APPLIED BEHAVIORAL SCIENCES**

**FRESHMAN**

BIO 101	General Biology .....	4
ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS	History Elective .....	3
MAT 105	College Algebra .....	3
PHI	Philosophy Elective .....	3
PSY 101	General Psychology .....	3
SOC 101	Introduction to Sociology .....	3
SPE 101	Fundamentals of Public Speaking.....	3
	General Elective.....	3
		<b>(31)</b>

**SOPHOMORE**

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

**JUNIOR**

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

**SENIOR**

COU 408	Advanced Interviewing and Counseling.....	3
PSY 405	Abnormal Psychology.....	3

PSY 490	Research .....	3
PSY	Psychology Electives (300 level or above).....	6
	General Electives .....	12
		<b>(27)</b>
		<b>Total: 120</b>

**APPLIED BEHAVIORAL SCIENCES SUMMARY**

Counseling .....	3	Philosophy .....	6
Criminal Justice .....	12	Psychology .....	30
English .....	9	Sociology .....	6
Art, Fine Arts, Music .....	3	Speech .....	3
History .....	6	Theology .....	6
Mathematics .....	6	General Electives .....	21
Natural Sciences .....	9		
			<b>Total: 120</b>



## BACHELOR OF SCIENCE IN PSYCHOLOGY

### FRESHMAN

BIO 101	General Biology .....	4
ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS	History Elective .....	3
MAT 105	College Algebra .....	3
PHI	Philosophy Elective .....	3
PSY 101	General Psychology .....	3
SOC 101	Introduction to Sociology .....	3
SPE 101	Fundamentals of Public Speaking .....	3
	General Elective .....	3
		<b>(31)</b>

### SOPHOMORE

ENG	Literature Elective .....	3
ART/FNA/MUS	Elective .....	3
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
		<b>(32)</b>

### JUNIOR

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

## SENIOR

COU 408	Advanced Interviewing and Counseling.....	3
PSY 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)
		<b>Total: 120</b>

## PSYCHOLOGY SUMMARY

Counseling .....	6	Psychology .....	42
English .....	9	Sociology .....	3
Art, Fine Arts, Music .....	3	Speech .....	3
History .....	6	Theology .....	6
Mathematics .....	6	General Electives .....	21
Natural Sciences .....	9		
Philosophy .....	6		
			<b>Total: 120</b>

**BACHELOR OF SCIENCE IN SOCIAL COUNSELING**

**FRESHMAN**

BIO 101	General Biology .....	4
ENG 101	English Composition I .....	3
ENG 102	English Composition II .....	3
HIS	History Elective .....	3
MAT 105	College Algebra .....	3
PHI	Philosophy Elective .....	3
PSY 101	General Psychology .....	3
SOC 101	Introduction to Sociology .....	3
SPE 101	Fundamentals of Public Speaking.....	3
	General Elective.....	3
		<b>(31)</b>

**SOPHOMORE**

ENG	Literature Elective.....	3
ART/FNA/MUS	Elective .....	3
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
		<b>(29)</b>

**JUNIOR**

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

**SENIOR**

COU 408	Advanced Interviewing and Counseling.....	3
COU/PSY	Counseling or Psychology Elective .....	6
PSY 405	Abnormal Psychology.....	3
PSY 407	Death and Dying .....	3

PSY 490	Research .....	3
	General Electives .....	12
		<b>(30)</b>
		<b>Total: 120</b>

**SOCIAL COUNSELING SUMMARY**

Counseling .....	15	Psychology .....	18
English .....	9	Sociology .....	3
Art, Fine Arts, Music .....	3	Speech .....	3
History .....	6	Theology .....	6
Mathematics .....	6	Psychology/Counseling Electives .....	12
Natural Sciences .....	9	General Electives .....	24
Philosophy .....	6		
			<b>Total: 120</b>

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

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

Upon completion of all requirements for the Early Entry program in Counseling (which includes a 60-hour Master's degree in Counseling), the student 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 intend to apply for admission to the Graduate Counseling Program at Our Lady of Holy Cross College may enroll in up to two graduate-level courses for graduate credit. Graduate credit for a graduate course completed with no less than a grade of B is given when the student has changed his or her status and is formally admitted to the graduate Counseling program.

Within the first semester the student enrolls for a graduate-level Counseling course, he or she is required to submit a completed Graduate Application to the graduate Counseling department, submit three letters of reference, submit a personal goals statement, be interviewed by the graduate Counseling faculty, and meet all requirements to be admitted into the graduate Counseling department.

### **Eligibility for Early Entry**

1. GPA 3.0 in major;
2. Completion of first three years of curriculum in Addiction Counseling or Social Counseling;
3. Proficiency in technology and writing;
4. Submission of goal statement;
5. Behavioral qualities/characteristics appropriate to the counseling profession;
6. Interview with and recommendation by graduate Counseling faculty;
7. Three letters of recommendation (two from Addiction or Social Counseling faculty); and
8. Recommendation by the Chair of the Department of Counseling and Behavioral Sciences.

### **Benefits of Early Entry**

Allows students to

1. begin graduate studies one year earlier;
2. begin post-Master's supervision one year earlier;
3. enter the profession of counseling one year earlier; and
4. 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
ART/FNA/MUS	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 450	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>

## **GRADUATE STUDIES IN COUNSELING MASTER OF ARTS IN COUNSELING**

The Department of Counseling and Behavioral Sciences offers a Master of Arts degree in Counseling in three specialty areas: Clinical Mental Health Counseling (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 in Counseling seek to provide opportunities for intellectual, psychological, and spiritual growth to foster individuals' contributions within a pluralistic society. The Catholic heritage of the College and the Christian understanding of service are integral to the philosophy of the Graduate Programs in Counseling.

The Graduate Programs in Counseling are specifically designed to enhance the students' knowledge, skills, and attitudes in their chosen academic arenas and to prepare them to accept professional responsibilities. Success in the Graduate Programs in Counseling is based not only on completing the required course work but also on demonstrating competencies and attitudes appropriate to the profession. Whether they counsel, administer, or teach, graduates of the Graduate Programs in Counseling of Our Lady of Holy Cross College promote holistic development of each individual and the spirit of justice that brings about social equity and global harmony.

### **MISSION AND PHILOSOPHY OF THE GRADUATE PROGRAMS**

The Graduate Programs in Counseling incorporate the Mission of the College in their own statement of Mission and Philosophy. The various specialties in Counseling nurture students to become self-developing, competent professionals who can contribute to their communities, both personally and professionally. The programs emphasize the whole person's development of spiritual, intellectual, cultural, and material values necessary to live responsibly, respect individuality, seek truth and peace, and foster justice in society. The programs emphasize the delivery of services from sociocultural, systemic, developmental, and wellness perspectives. The Graduate Programs in Counseling integrate their philosophy into their Mission through measurable objectives for teaching, research, and public service.

## **PROGRAM OUTCOMES**

The objectives of the Graduate Program in Counseling include

1. to recruit, maintain, and matriculate a diverse student body;
2. to foster students' identification as professional counselors;
3. to foster students' development of a sociocultural, systemic, developmental, and wellness perspective of mental health;
4. to promote students' development of clinical skills as counselors;
5. to promote students' development of skills necessary to consume, conduct, and apply scholarly research in the field of mental health;
6. to monitor students to assess personal wellbeing and to promote personal and professional development;
7. to maintain a counseling and training center providing both an opportunity for the development of students' clinical skills, as well as opportunities to engage in public service by providing low cost counseling within the community;
8. to provide a graduate assistantship experience resulting in acquisition of professional experiences and skills; and
9. to maintain national accreditation of the program.

## **STUDENT LEARNING OUTCOMES**

Upon successful completion of the Master's Program in Counseling, graduates 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;
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. accept individual responsibility and accountability for personal and professional growth; and
8. have the necessary academic and clinical skills to obtain professional licensure.

## **NATURE OF GRADUATE WORK**

Course work at the graduate level serves mainly as a guide to independent study. Students are expected to demonstrate knowledge, skills, and attitudes appropriate to their respective professions rather than just to pass courses or simply comply with formal requirements. Graduate students are expected to exceed minimum requirements and assume responsibility for pursuing lifelong learning that best meets their professional needs.



## **SPECIALTIES OFFERED**

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

### **Master of Arts (M.A.) in Counseling**

- Specialization in Clinical Mental Health Counseling (formerly Community Counseling)
- Specialization in Marriage and Family Counseling
- Specialization in School Counseling

## **GRADUATE ADMISSIONS**

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

## **ADMISSION PROCEDURES**

Applicants must first be admitted to Graduate Studies. Application, all official transcripts, and proof of immunizations must be sent to the Office of Enrollment Services, Our Lady of Holy Cross College (OLHCC), 4123 Woodland Dr., New Orleans, LA 70131.

To be considered for admission to Graduate Studies in Counseling, applicants must submit the following prior to the semester application due date of the semester for which they are applying:

1. A completed official graduate application form (sent to Enrollment Services);
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, which must be sent directly from the institutions attended to the Office of Enrollment Services;
4. At least three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise. Letters should address the candidate's character, work ethic, leadership, ability to work with others, communication skills, and ability to complete graduate-level academic work successfully. These letters should be sent to the Chair of Graduate Counseling;
5. A two-page, double-spaced, typed personal goal statement to be sent to the Chair of Graduate Counseling. The goal statement should provide some background information, the reason the candidate has chosen counseling as a profession, and some future professional goals.

## **ACADEMIC REQUIREMENTS**

Admission to Graduate Studies at Our Lady of Holy Cross College is based on the evaluation of the applicant's personal, professional, and academic records by the Graduate Faculty. The

College recruits qualified applicants from diverse sociocultural backgrounds who display professional promise, intellectual achievement, personal character, and educational commitment. At a minimum, applicants are expected to have the following academic qualifications:

1. A baccalaureate degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign university;
2. A record of undergraduate study that is predictive of success in graduate studies, preferably in a field related to counseling, with a cumulative undergraduate Grade Point Average of 3.0 or higher on a 4.0 scale;
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 ADMISSION TO THE COLLEGE**

Students conditionally admitted must possess an undergraduate degree from an accredited college or university and may take a maximum of six hours of graduate credit at Our Lady of Holy Cross College on a conditional basis. Conditional admission does not guarantee admission to any of the graduate programs and is limited to one semester.

Conditional admission constitutes the following conditions:

- A minimum 3.0 undergraduate Grade Point Average is required.
- A student accepted conditionally may take a maximum of six hours of graduate credit.
- A student accepted conditionally must attend the graduate orientation. (One is held in the fall, and one is held in the spring.)
- **No student under conditional acceptance can register for the next semester until he or she has been approved by the Graduate Counseling department for progression in the program.**
- Conditional admission is limited to one semester.

## **STAGE TWO: ADMISSION TO GRADUATE PROGRAMS**

Applicants cannot take more than six hours until they have been accepted into the graduate program in Counseling. In order to be accepted, applicants must meet the following conditions:

- The graduate admission criteria must be completed. Please refer to the criteria listed above. Deadlines to complete the graduate application package are
  - June 15 for Fall Registration
  - October 15 for Spring Registration
  - February 15 for Summer Registration
- Once the admission criteria are completed, the applicant is invited to attend an interview process. This includes an interview by Graduate Counseling faculty and a writing sample. Graduate Counseling applicants should submit their goal statement prior to the interview. Applicants may receive information regarding the interview process and the written statement from the Chair of the department.
- Graduate program faculty determine admission into the program. The criteria for admission are based upon the following indicators:
  1. Completed admissions criteria;
  2. Undergraduate Grade Point Averages;
  3. Three letters of recommendation;
  4. Results of writing sample, goal statement, and program interview;
  5. Recommendations from OLHCC instructors; and
  6. Available space for new students within the program (based on CACREP requirements for FTE).
- Applicants are notified in writing by the Chair of the Department of Counseling and Behavioral Sciences regarding the results of their admission application. Those who are accepted are allowed to register for the next semester. Those who are not accepted are not allowed to continue graduate studies in Counseling at OLHCC.

## **STAGE THREE: CANDIDACY**

Students remain at stage two status until they are accepted for Candidacy. Candidacy is primarily determined through academic achievement in graduate classes and demonstration of appropriate dispositions. See page 12 of the *Handbook of Graduate Studies in Counseling* for Candidacy requirements.

## **LETTER OF GOOD STANDING**

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

## **COURSE LOAD**

To be classified as a full-time graduate student, a student must register for at least nine (9) credit hours in a regular semester and at least six (6) credit hours in a summer term. An overload of three (3) semester hours may be approved by the Chair of the department.

## **GRADE POINT REQUIREMENTS**

An overall Grade Point Average of 3.0 or higher on a 4.0 scale is required for the maintenance of good standing in the graduate program. A passing grade for graduate students in Counseling is no lower than a B. A graduate student who attains a C or lower in any course is automatically placed on **probationary status**, must repeat the course the next semester it is offered, and must earn a minimum grade of B in that course, or the student is dropped from the graduate Counseling program. Students are allowed to repeat a course only once, and the course must be repeated at OLHCC. A maximum of two grades of C may be earned during the student's program of study. If a student receives more than two grades of C, the student is dropped from the graduate program in Counseling.

Graduate students whose semester average in course work is below 3.0 are placed on **probationary status** and are not allowed to register for more than six (6) semester hours during the following semester. To be removed from probationary status, the graduate student must complete six (6) semester hours with an earned grade of not less than B and a cumulative Grade Point Average of 3.0 at the end of those six hours. If the graduate student is on probation for falling below a 3.0 overall GPA and is unable to remedy the deficient overall GPA at the end of six semester hours of the probationary period, the student is dropped from the graduate program.

Subject to the review of the Graduate Counseling Faculty, students may be dropped from the programs for factors other than Grade Point Average without having a probationary period. Status is then determined by the Graduate Counseling Faculty. The student may appeal decisions of the Graduate Counseling Faculty by submitting a written appeal to the Provost of the College.

## **PROCEDURES FOR DISMISSAL FOR OTHER THAN ACADEMIC REASONS**

In addition to terminating students for academic failure, students may be dismissed for ethical violations and/or personal unsuitability for the profession. The following protocol is followed as a part of ongoing student screening when faculty identify behaviors that indicate possible incompatibility with the counseling profession:

1. Faculty initiated private verbal discussions, including a collaborative dialogue between the faculty member(s) and the student, identifying problematic behaviors and addressing specific suggestions for remediation;
2. If problematic behaviors continue, documentation of specific concerns collected by faculty, including documentation of any discussions with student. This documentation continues throughout the process;

3. Meeting of graduate faculty to discuss concerns regarding the student. The meeting includes graduate faculty and the Provost of the College. Faculty collaboratively address alternatives and future course of action;
4. Meeting with the student to discuss continued concerns and options. Specific goals for remediation are addressed, including time line and consequences of noncompliance. The student receives written feedback detailing problem areas, including clear guidelines for retention;
5. If retention goals are not met within specified time lines, and problematic behaviors inconsistent with the goals of the Graduate Counseling program persist, the student is dismissed from the program for nonacademic reasons.

## **APPEAL**

Subject to the review of the Graduate Counseling Faculty, students may be dismissed from the program for factors other than Grade Point Average (GPA) without a probationary period. Status is then determined by the Graduate Counseling Faculty. The student may appeal decisions of the Graduate Counseling Faculty by submitting a written appeal to the Provost of the College. If the decision to dismiss remains firm, the student may then appeal to the Director of Student Life and follow the College Appeal Procedure.

## **TIME LIMIT**

A maximum of five (5) years from the first semester attended is allowed to complete the requirements for the graduate programs in Counseling. If the time limit is exceeded, the graduate student must apply for readmission to the graduate program in Counseling and document in writing the reason(s) for a need of extension. Readmission is an extension and does not qualify the applicant to begin anew the five-year requirement.

## **STUDENT RESPONSIBILITY**

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Master's degree. Students should become familiar with this section of the *Catalog*, the *Handbook of Graduate Studies in Counseling, Master's Program*, and the offerings and requirements of their areas of specialization. Students should be aware of the fee payment required as they make progress through their academic program.

## **PERSONAL COUNSELING REQUIREMENT**

In order for graduate Counseling students to increase self-awareness and to experience the process and benefits of counseling, students in the OLHCC Graduate Counseling program are required 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. There are post-Master's students available at the Thomas E. Chambers Counseling and Training Center who can counsel students in the Master's program at no charge to the student. Students should consult the program Chair for further information.

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

### ***Recommended Phases of Counseling Experience***

- Phase I** Students in the first year of their Counseling program should avail themselves of individual and/or group counseling experience and are responsible for scheduling their sessions.
- Phase II** It is required that, throughout the practicum and internship experience, a student remains in personal counseling or retains the availability of a counselor.

### **PROFESSIONAL ASSOCIATION AFFILIATION**

Memberships in the Association for Graduate Students in Counseling (AGSC), the American Counseling Association (ACA), and the Louisiana Counseling Association (LCA) are required for Graduate Counseling students. Students should budget for this along with their other fees. Also, for purposes of early socialization in the profession, grants are sometimes available through the College organization (AGSC) for attendance at state conventions and conferences. Students are expected to attend workshops and seminars whenever possible to enhance and complement their graduate studies. Membership in other professional organizations is also strongly encouraged. Students are encouraged to join the appropriate counseling organizations that represent their respective specializations: the American Mental Health Counselors Association (AMHCA) for students in the Clinical Mental Health Counseling specialization; the International Association of Marriage and Family Counselors (IAMFC) for students in the Marriage and Family Counseling specialization; and the American School Counselors Association (ASCA) and/or the Louisiana School Counselors Association (LSCA) for students in the School Counseling specialization.

### **LIABILITY INSURANCE**

Liability insurance is required before students can begin their practicum experience in counseling. This insurance can be obtained through the American Counseling Association (ACA) at no additional charge to members. Documentation of proof of professional liability insurance is requested with practicum applications and must remain active and on file throughout the student's practicum and internship.

### **TRANSFER CREDITS**

A maximum of twelve (12) semester hours may be transferred to the Master of Arts program in Counseling. Approval of all transfer credits must be obtained from the Chair of the Department. These courses must be verified by an official transcript from the institution where the courses were taken. Graduate credit is not awarded for portfolio-based experiential learning. Only courses taken within the previous five years may be transferred.

## **MAJOR ADVISOR**

Each student is assigned a major advisor. The major advisor aids the student with his or her program of study and registration.

## **PROGRAM OF STUDY**

The student works closely with the major advisor to develop a program of study that outlines the courses to be taken toward the Master's degree. The program is designed to meet both the goals and objectives for graduate study of the student and of the institution. The planned program of study must be approved by the student's major advisor and the Chair. Changes in the program of study may be made with the approval of the major advisor and the Chair of the department.

Clinical course sequence begins with COU 616 (Techniques), followed the next semester by COU 699 (Practicum). Each following semester, the student must be enrolled in an internship class (and actively seeing clients) until the student graduates. If the student is unable to follow COU 616 with COU 699 in the next semester, then COU 616 must be repeated in the semester prior to beginning Practicum (COU 699) and Internship (COU 701, 702, 703).

## **ADMISSION TO PRACTICUM**

To be admitted to practicum, students must have completed the required core courses and submit an application for practicum to the Practicum and Internship Coordinator. This application must be submitted during the semester prior to beginning practicum. The courses required prior to practicum are COU 600; COU 606; COU 609; and COU 616. Students must also show proof of liability insurance.

## **APPLICATION TO CANDIDACY**

Admission to Graduate Studies does not imply admission to candidacy for a degree. Students must file a formal petition with the Chair of the Department during their practicum semester. This application must be completed and signed by the student's advisor and submitted to the Chair of Graduate Programs in Counseling. It is then presented to the Graduate Council for final approval.

To be considered for candidacy, the student must

- Be admitted to graduate studies;
- Be currently registered at Our Lady of Holy Cross College;
- Be currently in his or her practicum semester;
- Have a cumulative Grade Point Average of at least 3.0 on a scale of 4.0;
- Have a positive recommendation from his or her major advisor and a positive consensus from the Counseling Program Faculty; and
- Declare his or her counseling specialization.

Students not recommended to candidacy are informed in writing by the Chair of the Department of Counseling and Behavioral Sciences, and a remediation plan is implemented.

## **ADMISSION TO INTERNSHIP**

During the semester prior to the beginning of internship, students must apply for and plan with the Internship Coordinator the supervised intern experience. The student must have completed the following required courses prior to internship: COU 600; COU 606; COU 609; COU 616; and COU 699.

Each semester students are in the clinical part of their programs of study and are engaged in counseling with clients, the students must be officially registered with the College for internship (COU 701, COU 702, or COU 703). During internship, in addition to required supervision at their internship site, students are scheduled for 1 hour of individual supervision and 1.5 hours of group supervision each week.

## **REQUIREMENTS FOR GRADUATION**

A minimum of sixty (60) semester hours in Graduate Counseling is required for the Master of Arts degree in Counseling. Within the sixty semester hours, the Master of Arts degree in Counseling requires a 100-hour Practicum (40 direct client contact hours), and a 600-hour Internship (240 direct client contact hours). In addition, the student must successfully complete a written and oral comprehensive examination as their final assessment. Students are required to pass all practicum, internship, and comprehensive assessments. If a student fails, he or she is required to repeat the practicum or internship the following semester. If a student fails to pass the oral or written examination, he or she is not allowed to graduate and must re-take the examination the following semester. The student must be enrolled in the program for internship during the semester he or she takes the oral and written comprehensive examinations.

## **COMPREHENSIVE EXAMINATION**

Students must be enrolled during the semester they complete the oral and written components of the comprehensive examination.

### ***Written Component***

The National Board of Certified Counselors (NBCC) Counselors Preparation Comprehensive Examination (CPCE) serves as the written component of the comprehensive examination. All graduate students in Counseling must take the CPCE as the exit examination requirement. Students who do not pass the CPCE must retake it the next semester. After a failed attempt, Graduate Counseling faculty may develop a remediation plan for the student to assist the student when he or she retakes the examination. After a student has taken the CPCE 3 times without passing, he or she is dismissed from the program and does not graduate.



### ***Oral Component***

Graduate Program faculty in the specialty pose pre-determined questions to the defending student. The date and time of the oral examination is set by the program faculty member chairing the comprehensive examination. Students are informed of the questions that will be posed in the oral component when they are notified of the scheduling for the exam. If the student has attempted the oral exam 3 times without passing, he or she is dismissed from the program and does not graduate. If a student fails to pass the oral exam, he or she may (at the discretion of the graduate Counseling faculty) be allowed to retake the exam once during the semester. If the student fails to pass the oral exam the second time, he or she must wait until the following semester to retake the oral exam. If the student fails to pass the oral examination after the second attempt, graduate Counseling faculty may develop a remediation plan to assist the student in being successful.

### **THESIS/MANUSCRIPT**

Upon the recommendation of the student's advisor and approval of the Graduate Council, a student may request to write a thesis. If the thesis option is approved, those semester hours are 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 during 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 Academic Calendar and to pay the appropriate graduation fees.

### **COMMENCEMENT**

Upon successful completion of course work, practicum/internship, and the final assessment of the written and oral comprehensive examinations, **the student is expected to attend commencement exercises.**

### **CERTIFICATION/LICENSURE REQUIREMENTS**

The State of Louisiana requires persons practicing the profession of counseling to be licensed (or registered as a counselor intern) by the Licensed Professional Counselor Board of Examiners. Licensure in the state is also available for those graduating with the specialization in Marriage and Family 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 of post-Master's supervised internship is

required by the Board to become eligible for licensure, along with the respective national licensing exam, (i.e., the National Counselors Exam [NCE] and/or the National Marriage and Family Therapy license exam).

National certification is available to counselors through the National Board of Certified Counselors (NBCC). Certification requirements include specific academic course work and passing the NCE. The Graduate Programs in Counseling at 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).

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

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

**Total: 60**

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

**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 615	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**

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

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

**MASTER OF ARTS IN COUNSELING  
SCHOOL COUNSELING**

COU 600	Human Growth and Development .....	3
COU 602	Social and Cultural Foundations .....	3
COU 605	Career and Lifestyle Development .....	3
COU 606	Theories of Counseling .....	3
COU 607	Theory and Practice of Group Counseling .....	3
COU 609	Professional Orientation/Ethics in Counseling .....	3
COU 610	Research Methodology and Program Evaluation .....	3
COU 615n	Diagnosis and Treatment of Mental Disorders .....	3
COU 616	Techniques of Counseling .....	3
COU 618	Appraisal in Counseling .....	3
COU 623	Foundations of School Counseling .....	3
COU 624	Contextual Dimensions of School Counseling .....	3
COU 625n	Crisis Intervention.....	3
COU 635	Chemical Dependency from a Systems Perspective.....	3
COU 662	Counseling Families.....	3
COU 699	Practicum .....	3
COU 701	Internship I .....	3
COU 702	Internship II .....	3
COU	Marriage and Family Elective.....	3
COU	Elective in Graduate Counseling .....	3

**Total: 60**

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

## **GRADUATE STUDIES IN COUNSELING Ph.D. IN COUNSELOR EDUCATION AND SUPERVISION**

The Department of Counseling and Behavioral Sciences offers a Ph.D. in Counselor Education and Supervision (Ph.D. in Counseling). The Ph.D. in Counseling is designed to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The program provides graduates with the knowledge and skills necessary to carry out scholarly research, lead professional organizations, create new knowledge to better assist the community and their clients, and enhance knowledge and skills in chosen academic areas. Whether they counsel, administer, or teach, graduates of the Doctoral Program in Counseling promote holistic development and the spirit of justice.

The program leading to the Ph.D. in Counseling consists of a minimum of 108 credit hours, which includes the Master's degree in Counseling, a clinical practicum, a clinical internship, a candidacy examination, and a dissertation.

### **SCOPE AND PURPOSE**

In keeping with the stated philosophy of Our Lady of Holy Cross College, the Ph.D. in Counseling seeks to provide opportunities for intellectual, psychological, and spiritual growth to foster the individual's contribution within a pluralistic society. The Catholic heritage of the College and the Marianite tradition of service are integral to the philosophy of the Doctoral program in Counseling.

### **MISSION AND PHILOSOPHY OF THE GRADUATE PROGRAMS**

The Graduate Programs in Counseling incorporate the Mission of the College in their own statement of Mission and Philosophy. The various specialties in Counseling nurture students to become self-developing, competent professionals who can contribute to their communities, both personally and professionally. The programs emphasize the whole person's development of spiritual, intellectual, cultural, and material values necessary to live responsibly, respect individuality, seek truth and peace, and foster justice in society. The programs emphasize the delivery of services from sociocultural, systemic, developmental, and wellness perspectives. The Graduate Programs in Counseling integrate their philosophy into their Mission through measurable objectives for teaching, research, and public service.

### **STUDENT LEARNING OUTCOMES**

Upon successful completion of the Ph.D. Program in Counseling, graduates should be able to

1. practice professional counseling, consultation, teaching, and supervision skills within the scope of a multicultural and changing society;
2. extend and contribute to theoretical and empirical knowledge in the field of counseling;

3. demonstrate the ability to engage in critical thinking, decision making, and independent judgment;
4. design, conduct, evaluate, and disseminate research in counseling and its related disciplines for its applicability to counseling theory and counseling practice;
5. practice leadership skills in collaboration with members of the counseling profession;
6. evaluate the impact of counseling theory and practice as it relates to assisting clients, students, supervisees, and other professionals in their growth and development;
7. evaluate the impact of supervision theory and practice as it relates to promoting the professional development of counselors in training;
8. demonstrate the advocacy role within the multicultural perspective for the uniqueness, dignity, and worth of the client and others; and
9. accept individual responsibility and accountability for personal and professional growth.

## **NATURE OF GRADUATE WORK**

Course work at the graduate level serves mainly as a guide to independent study. Students are expected to demonstrate knowledge, skills, and attitudes appropriate to their respective professions rather than just to pass courses or simply comply with formal requirements. Graduate students are expected to exceed minimum requirements and assume responsibility to pursue lifelong learning that best meets their professional needs.

## **GRADUATE ADMISSIONS**

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

## **ADMISSION PROCEDURES**

Applicants must first be admitted to Graduate Studies. Application, all official transcripts, and proof of immunizations must be sent to the Office of Enrollment Services, Our Lady of Holy Cross College (OLHCC), 4123 Woodland Dr., New Orleans, LA 70131.

To be considered for admission to the Doctoral Program in Counseling, applicants must hold a Master's degree in Counseling from a regionally accredited program, and submit the following prior to the due date of the semester for which they are applying:

The following should be sent directly to the Office of Enrollment Services:

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 must be sent from the institutions attended;

The following should be sent directly to Dr. Carolyn White, Chair of Graduate Counseling:

1. At least three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise. Letters should address the applicant's character, work ethic, leadership, ability to work with others, communication skills, and ability to complete doctoral-level academic work. These letters should be addressed to Dr. Carolyn White, Chair of Graduate Counseling. It is recommended, but not required, that the applicant include at least one letter from a previous faculty member in the Master's degree program and at least one from a supervisor of an internship site or job where the applicant had Counseling experience;
2. A two-page, double-spaced, typed letter of intent providing background information about the candidate, reasons for having selected the counseling profession, and future professional goals, particularly as related to the desire for a Doctoral degree in Counseling;
3. An official GRE score sent to the Admissions Department. (A minimum GRE score is not required, but applicants with higher GRE scores are more likely to be accepted into the Doctoral program.)
4. A 50-minute role playing counseling session, recorded on DVD; and
5. A current resume.

## **ACADEMIC REQUIREMENTS**

Admission to the Doctoral Program in Counseling at Our Lady of Holy Cross College is based on the evaluation of the applicant's personal, professional, and academic records by the Graduate Counseling Program Faculty. 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 met the following academic qualifications:

1. A Master's degree from a university or college approved by a recognized regional accrediting agency in the United States, CACREP programs preferred, or proof of equivalent training at a foreign university;
2. A record of graduate level study predictive of success in a Doctoral program. This requires a Master's degree in Counseling with a cumulative Grade Point Average of 3.5 or higher on a 4.0 scale;
3. A satisfactory academic standing at the last university or college attended; and
4. An official printout of a recent Graduate Record Examination (GRE) score. There is no minimum cutoff score; however, applicants with higher scores are more likely to be admitted to the Doctoral program.

## **FOREIGN AND ESL STUDENTS**

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in reading, writing, and speaking English. The applicant may do so by presenting a satisfactory score on the TOEFL (normally 500). For information about TOEFL, the applicant should write to TOEFL, 1755 Massachusetts Avenue NW, Washington, DC 20036.

## **LETTER OF GOOD STANDING**

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

## **COURSE LOAD**

To be classified as a full-time doctoral student, he or she must register for at least nine (9) credit hours in a regular semester and at least six (6) credit hours in a summer term. An overload of three (3) semester hours may be approved by the Chair of the Department.

## **GRADE POINT REQUIREMENTS**

An overall Grade Point Average of 3.00 or higher on a 4.00 scale is required for the maintenance of good standing in the Doctoral program. Passing grades for Doctoral students are A and B. A graduate student who attains a C in any course is automatically placed on probationary status and a remediation plan is designed by the Graduate Counseling Faculty. The student's status is then subject to review by the Graduate Counseling Faculty. A maximum of one grade of C may be applied to a program of study.

Doctoral students whose semester average in course work is below 3.00 are placed on probationary status. To be removed from probationary status, the graduate student must complete nine semester hours with an earned grade not less than B and a cumulative Grade Point Average of at least 3.00 at the end of those nine hours. If the Doctoral student on probation for falling below a 3.00 overall Grade Point Average is unable to remedy the deficient overall Grade Point Average at the end of nine semester hours of the probationary period, the student is dropped from the doctoral program. In order to progress to candidacy, Doctoral students must have an overall graduate GPA of at least 3.50.

## **PROCEDURES FOR DISMISSAL FOR OTHER THAN ACADEMIC REASONS**

In addition to terminating students for academic failure, students may be dismissed for ethical violations and/or personal unsuitability for the profession. The following protocol is followed as a part of ongoing student screening when faculty identify behaviors that indicate possible incompatibility with the counseling profession:



1. Faculty initiated private verbal discussions, including a collaborative dialogue between the faculty member(s) and the student, identifying problematic behaviors and addressing specific suggestions for remediation;
2. If problematic behaviors continue, documentation of specific concerns collected by faculty, including documentation of any discussions with student. This documentation continues throughout the process;
3. Meeting of graduate faculty to discuss concerns regarding the student. The meeting includes graduate faculty and the Provost of the College. Faculty collaboratively address alternatives and future course of action;
4. Meeting with the student to discuss continued concerns and options. Specific goals for remediation are addressed, including time line and consequences of noncompliance. The student receives written feedback detailing problem areas, including clear guidelines for retention;
5. If retention goals are not met within specified time lines, and problematic behaviors inconsistent with the goals of the Graduate Counseling program persist, the student is dismissed from the program for nonacademic reasons.

## **APPEAL**

Subject to the review of the Graduate Counseling Faculty, students may be dismissed from the program for factors other than Grade Point Average (GPA) without a probationary period. The student's status is then determined by the Graduate Counseling Faculty. The student may appeal decisions of the Graduate Counseling Faculty by submitting a written appeal to the Provost of the College. If the decision to dismiss remains firm, the student may then appeal to the Director of Student Life and follow the College Appeal Procedure.

## **TIME LIMIT**

A maximum of ten (10) years from the first semester attended is allowed in order to complete the requirements for the Doctoral Program in Counseling. If the time limit is exceeded, the graduate student must apply for readmission to the Doctoral Program in Counseling and document in writing the reason(s) for a need of extension. Readmission is an extension and does not qualify the applicant to begin anew the ten-year requirement.

## **STUDENT RESPONSIBILITY**

Each student is responsible for knowing all pertinent requirements and regulations for the successful completion of the Doctoral degree in Counseling. Students should become familiar with this section of the *Catalog*, the *Handbook of Graduate Studies in Counseling*, and the *Dissertation Handbook*. Students should be aware of the fee payment required as they make progress through their academic program.

## **PROFESSIONAL ASSOCIATION AFFILIATION**

Memberships in the Association for Graduate Students in Counseling (AGSC), the American Counseling Association (ACA), and the Louisiana Counseling Association (LCA) are required for Doctoral Counseling students. Students should budget for this along with their other fees.

Students are expected to attend workshops and seminars whenever possible to enhance and complement their Doctoral studies. Membership in other professional organizations is also strongly encouraged.

### **LIABILITY INSURANCE**

Documentation of proof of professional liability insurance is required for all students conducting counseling or supervision. This insurance can be obtained through the American Counseling Association (ACA).

### **TRANSFER CREDITS**

Sixty hours of required Master's-level credits in counseling may be transferred to the Doctoral Program. In addition to the 60 hours of required Master's credits, 9 hours of doctoral credits from another institution may be transferred to the Doctoral Program. A minimum of 39 of the required 108 doctoral credits must be earned at Our Lady of Holy Cross College. These courses must be verified by an official transcript from the institution where the courses were taken. Graduate credit is not awarded for portfolio-based experiential learning. Approval of all transfer credits must be obtained from the Chair of Graduate Counseling.

### **MAJOR ADVISOR**

Each student is assigned a major advisor. The major advisor aids the student with his or her program of study and registration.

### **PROGRAM OF STUDY**

The student works closely with the major advisor to develop a program of study that outlines the courses to be taken toward the Doctoral degree. The program is designed to meet both the goals and objectives for graduate study of the student and of the institution. The planned program of study must be approved by the student's major advisor and the Chair of the Department. Changes in the program of study can be made with the approval of the major advisor and the Chair of the Department.

### **CLINICAL EXPERIENCE**

Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student's practicum, supervision occurs as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a Doctoral-level practicum.

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes

most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the Doctoral advisor and the student on the basis of experience and training.

During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a Doctorate in Counselor Education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

### **ADMISSION TO PRACTICUM AND INTERNSHIP**

To be admitted to practicum and internship, students must submit an application to the Practicum and Internship Coordinator. This application must be submitted during the semester prior to beginning practicum.

### **APPLICATION TO CANDIDACY**

Students must file a formal petition for candidacy with the Chair of the Department once they have successfully completed the general examination. This application must be completed and signed by the student's advisor and submitted to the Chair of the Department. It is then presented to the Graduate Council for final approval.

Students not recommended to candidacy are informed in writing by the Chair of the Department and a remediation plan is implemented.

### **REQUIREMENTS FOR GRADUATION**

A minimum of one hundred and eight (108) semester hours is required, which includes the Master's and Doctoral course requirements. In addition, the student must develop a portfolio, complete a general examination, and successfully design, propose, and defend a dissertation research study.

### **PORTFOLIO**

Students must develop a portfolio with their major professor. Upon completion of a student's course work, the portfolio is reviewed by a graduate counseling faculty committee and assessed with a rubric designed for that purpose. If students fail to meet the required proficiency level on the rubric, then they collaboratively design an improvement plan with their major professor.

### **GENERAL EXAMINATION**

Students must complete a general examination which is designed in collaboration with their major professor. The examination is evaluated by the student's dissertation committee, and students must pass the examination in order to progress to their dissertation research.

## DISSERTATION RESEARCH

Students must design a research study in collaboration with their major professor and dissertation committee. Once the topic of study has been approved, students prepare a dissertation proposal consisting of the first three chapters and then orally defend this proposal to their dissertation committee. Once a study has passed the oral defense, it is submitted to the College's Institutional Review Board (IRB) committee for approval to begin the study. Once the dissertation research is completed, the final product must again be defended orally.

## APPLICATION FOR GRADUATION

The requirements for graduation, as outlined by 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 Academic Calendar and to pay the appropriate graduation fees.

## COMMENCEMENT

Upon successful completion of course work, practicum/internship, and of the final assessments, including the portfolio, general examination, and successful oral defense of the dissertation research, **the student is expected to attend commencement exercises.**

## DOCTORATE IN COUNSELOR EDUCATION AND SUPERVISION

COU	Required Master's Courses in Counseling .....	60
COU 806	Advanced Counseling Theories .....	3
COU 810	Advanced Diagnosis and Treatment of Mental Disorders .....	3
COU 820	College Teaching .....	3
COU 825	Counselor Supervision .....	3
COU 830	Introduction to and Application of Basic Statistical Methods in Research .....	3
COU 831	Introduction to Quantitative Research Designs .....	3
COU 832**	Advanced Statistical Methods in Research .....	3
COU 834	Introduction to Qualitative Research Designs .....	3
COU 837**	Advanced Qualitative Research Design and Analysis .....	3
COU 839	Advanced Multicultural, Ethical, and Legal Issues in Counseling .....	3
COU 840	Program Development, Administration, and Evaluation .....	3
COU 845	Doctoral Practicum in Counseling .....	3
COU 846	Doctoral Internship in Counseling I .....	3
COU 847	Doctoral Internship in Counseling II .....	3
COU 850	Research Seminar in Counseling .....	3
COU 851*	Dissertation Research .....	1
COU 852*	Dissertation Research .....	3
COU 853*	Dissertation Research .....	6

**Total: 108**

\*Students must complete a minimum of six (6) hours of Dissertation Research. Students must be enrolled in at least one (1) hour of dissertation research each semester until the dissertation is successfully defended.

\*\*Students choose either COU 832 or COU 837 (depending on their research interest).

## 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-Master's Certification Only, Elementary (Grades 1-5)
  - b. Non-Master's 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 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 described in the *OLHCC Teacher Observation Form*, which is modeled from the *Charlotte Danielson's Framework for Teaching*.

The Teacher Education Program undergoes continual revision as data are acquired in the field of educational research. On-going evaluations by faculty, students, graduates, and outside agencies are an integral part of the design of the program and are used to improve program and unit effectiveness.

The 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 satisfactory ratings on the *OLHCC Teacher Observation Form* and on the OLHCC lesson plan rubric;
3. recognize, appreciate, and plan for teaching to diversity, as evidenced by the satisfactory completion of a *Diversity Plan*;
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 forms completed by College supervisors and cooperating teachers;
5. impact student learning as evidenced by the completion of interdisciplinary thematic unit plans, teacher work samples, and clinical experiences; and
6. demonstrate a commitment to professional growth, reflection, and evaluation and an understanding of the need to collaborate with families, colleagues, and community agencies, as evidenced by satisfactory completion of the *Professional Development Portfolio*.

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

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

1. Completed freshman and sophomore level courses;

2. Attained an overall minimum Grade Point Average of 2.5 with a remediation plan for any course with a grade below C and a minimum Education Grade Point Average of 3.0;
3. Completed EDU 201, 204, 301, and 312;
4. Met the State required scores on the Praxis I PPST Pre-Professional Skills Tests in reading, writing, and mathematics or scored a 22 or higher on the ACT or a 1030 on the SAT;
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); and
6. Demonstrated dispositions appropriate for the teaching profession (as evidenced in dispositions forms and completed reference forms).

Admissions to the traditional, undergraduate Teacher Education Program takes place each spring. Application packets become available in October of each year. Candidates must be admitted to the program to enroll in EDU 305, 307, 308, 310, 401, 402, and 421.

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

Supervised student teaching and practicum experiences are provided in cooperating schools in neighboring parishes. Cooperating teachers are selected by the Education Department on the basis of their certification, proven excellence in teaching, and their competencies in guiding potential teachers. Candidates must spend their final semester of their program of study 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 to Student Teaching, candidates must have

1. Completed a 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 EDU 305 or EDU 310 must repeat the course prior to admission to student teaching, practicum, or internship.);
3. Passed, with state-required scores, all parts of the PRAXIS I and II;
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. 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 Grade Point Average in Education course work. Students are evaluated after each semester in three areas: Knowledge, Skills, and Dispositions for the profession.



In order to be retained in the Teacher Education Program, the candidate must

1. Successfully meet the requirements included in all Education course(s);
2. Maintain a 2.5 overall Grade Point Average and a 3.0 Education Grade Point Average;
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 are dismissed from the Teacher Education Program if they fail to meet the requirements above. In addition, candidates are 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 receive a Bachelor of Science degree.*

### **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 receive a Bachelor of Science degree.

**FRESHMAN**

**FALL SEMESTER**

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

**SPRING SEMESTER**

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

**SOPHOMORE**

**FALL SEMESTER**

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

**SPRING SEMESTER**

BIO 270	Human Nutrition .....	3
EDU 301	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
		<b>(18)</b>

**JUNIOR**

**FALL 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
		<b>(16)</b>

**SPRING 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 score of 1030 and be admitted to the Teacher Education Program, prior to enrolling in these courses.

**SENIOR**

**FALL SEMESTER**

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

**(14)**

**SPRING SEMESTER**

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

**(12)**

**Total: 123**

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

**CERTIFICATION-ONLY PROGRAMS  
ALTERNATIVE PATH TO CERTIFICATION  
ELEMENTARY (GRADES 1-5) and SECONDARY (GRADES 6-12)**

**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 who are seeking to become certified teachers. Areas in which candidates can earn alternative certification are Elementary (Grades 1-5) and Secondary (Grades 6-12) in the following content areas: Biology, English, Family and Consumer Science, French, General Business, General Science, Mathematics, Physics, Social Studies, Spanish, and Speech.

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

To be accepted by the Certification-Only Program Alternative Path to Certification, applicants **MUST**

1. Be screened by a faculty member in the Certification-Only Program;
2. Hold a baccalaureate degree from a regionally accredited university;
3. Have earned a minimum 2.5 Grade Point Average in undergraduate work;
4. 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,
5. **Complete two courses: EDU 301, Educational Psychology; and EDU 306, Classroom Management.**

\*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.

Note: Full admission to the Certification-Only Alternative Path to Certification Program requires a completed (yellow) application packet. Prior to taking EDU 460 B/C/D and EDU 461 A/B, candidates must be fully admitted to the Program. The application packet requires official transcripts from every college or university attended. These transcripts are in addition to the transcripts required for admission to OLHCC. When requesting transcripts for admission to OLHCC, applicants must request additional copies to be used later when applying for full admission to the Program. These additional transcripts are needed to be sent to the Louisiana Department of Education for teacher certification.

**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 course work. Candidates are evaluated after each semester in three areas: Knowledge, Skills, and Dispositions for the profession. If it is found that a candidate is not meeting all requirements in these three areas, the candidate may be summoned to meet with the Admission and Retention Committee. Failure to meet all requirements and conditions set by this committee may result in expulsion from the program.

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

1. Successfully meet the requirements included in all Education course(s);

2. Pass the PRAXIS I\* and the PRAXIS II (content-specific examination[s]) **PRIOR TO REGISTERING** for EDU 305, EDU 310, EDU 460B, EDU 460C, EDU 460D, EDU 461A, or EDU 461B;
3. Earn a minimum Grade Point Average of 3.0 in Education courses;
4. Be employed as a full-time teacher in the area in which the candidate is seeking certification at an accredited school during the internship (EDU 461 A and EDU 461B) and methods (EDU 460 B/C/D) semesters.
5. Demonstrate competencies in all methods courses (EDU 305, EDU 310, EDU 460 B/C/D). (Candidates must achieve a minimum grade of B or the course must be repeated. A methods course may be repeated only once.);
6. Maintain liability insurance for classroom participation (Liability insurance is required before a candidate is allowed to participate in experiential service in the Professional Laboratory Experience Program, Student Teaching, or Internship. Membership in the Associated Professional Educators of Louisiana includes liability insurance required for classroom participation. In the case of full-time employed teachers, evidence of liability insurance must be provided.); and
7. Demonstrate appropriate dispositions for the teaching profession.

\*A composite of 22 on the ACT, a 1030 on the verbal and math portions of the SAT, or a Master’s degree may be substituted for the PRAXIS I (PPST). Official score reports or transcripts must be provided to the College to take advantage of this exemption.

Candidates are dismissed from the Certification-Only Program if they fail to meet the above requirements. In addition, candidates are dismissed for academic dishonesty, questionable moral character, or behavior not becoming of a student of 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 are written once classes have begun in the semester in which candidates are enrolled. The programs of study are outlined below.

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

EDU 301	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 XXX	Reading Methods Elective .....	3
EDU XXX	Reading Methods Elective.....	3
EDU 312	Materials and Methods for Teaching Mathematics I .....	3
EDU 460B*	Curriculum and Instructional Strategies .....	3
EDU 460C*	Instructional Methodologies .....	3
EDU 461A*	Internship I .....	3
EDU 461B*	Internship II .....	3

**(33)**

\*Candidates must have passed PRAXIS I and PRAXIS II content examinations, be currently employed as full-time teachers in the area of certification, and be admitted to the certification-only program to be admitted to these courses.

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

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

\*Candidates must have passed PRAXIS I and PRAXIS II content examinations, be currently employed as full-time teachers in the area of certification, and be admitted to the certification-only program to be admitted to these courses.

**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 the Theology with a Concentration in Religious Education program in the Department of Humanities 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 320, SED 321, SED 322, SED 323, SED 324, and SED 325. Once candidates have completed all of their requirements for certification in their major concentration areas, the completion of these 18 hours allows 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 of these courses since some of them are offered only once a session, including summer sessions.

## **MINOR IN EDUCATION**

Undergraduate students in any discipline may minor in Education by taking 18 hours in Education. It is recommended that these students take EDU 301, 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 in their degree programs as electives. It is possible to complete most of the course work necessary for alternative certification as an undergraduate student with only methods and internship courses remaining after graduation to complete the requirements for state certification. Please see an Education advisor for further information.*

## **DEPARTMENT OF EDUCATION GRADUATE 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 course work, 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 to become self-developing, competent professionals who can contribute to their community both personally and professionally. To carry out this philosophy, the program emphasizes the whole person's development in areas of cognitive, intrapersonal, and interpersonal skills to live responsibly, respect individuality, seek truth and peace, and foster justice in society. The philosophy of the whole person's development is stressed in the Education Department's Conceptual Framework, which is "Developing Reflective Stewards: Educating the Mind and Heart and Providing Experiential Service." The Graduate Education Program implements its philosophy and conceptual framework through objectives that focus on improving candidates' 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 candidates' identification as professionals through membership in professional associations and to encourage lifelong learning by instilling awareness of continuing education needs and opportunities.
2. The Program prepares candidates to become discerning consumers of research and to apply appropriate methodology in the pursuit of graduate level research.
    - a. Support candidates in scholarly research through academic resources and faculty mentoring.
    - 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

1. Practice professional teaching and educational administration skills within the scope of a multicultural and changing society;
2. Synthesize theoretical and empirical knowledge in the field of education;
3. Demonstrate the ability to engage in critical thinking, decision making, and independent judgment;
4. Conduct and evaluate research in education and its related disciplines for its applicability to educational theory and practice;
5. Practice leadership skills in collaboration with members of the education profession;
6. Evaluate the impact of educational theory and practice as it relates to assisting the student in achieving the optimal level of learning;
7. Demonstrate the advocacy role within the department's conceptual framework for the uniqueness, dignity, and worth of the students and others;
8. Accept individual responsibility and accountability for personal and professional growth, decisions, actions, and their outcomes;
9. Formulate strategies for the improvement of learning;

10. Contribute to effecting change in the educational profession through actions as school leaders; and
11. 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 lifelong 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 OUR LADY OF HOLY CROSS 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 course work. (Transcripts must be sent directly to the Office of Admissions from each institution attended which must indicate completion of a minimum of a baccalaureate degree from a university or college approved by a recognized regional accrediting agency in the United States or proof of equivalent training at a foreign university.); and
3. Three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise.

The above-listed criteria should be received by the Office of Admissions within 30 days of the beginning of the applicant's first semester. During this semester, the applicant may take a maximum of six hours of graduate course work. 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. 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 are evaluated on the basis of a number of criteria to ensure their readiness for graduate studies prior to acceptance into their specific programs of study. This evaluation takes place during the first semester of graduate course work. These criteria include the following:

1. 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. Admission of candidates with a Grade Point Average of 2.499 - 2.999 is considered on a case-by-case basis.
2. Completion of the Writing Assessment Test (WAT) with a minimum score of 75%. The WAT is a writing assessment based upon a given grading rubric. Unsuccessful completion of the WAT results in mandatory writing sessions or required registration for ENG 401: Advanced Composition. This decision is based upon the grade received.
3. Submission of the agreement contract. 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 Student Handbook*. The graduate student must sign and turn in to his or her advisor the Agreement Contract which is attached to the *Graduate Student Handbook*.
4. Completion of an interview with Education graduate faculty members. Progress in the applicant's first six hours of course work, educational dispositions, professional goals, and communication skills are part of the interview evaluation. This interview takes place only after the above criteria numbered 1-3 have been completed.

After the completion of the interview process, the graduate faculty evaluate each applicant based upon all of the criteria in order to determine acceptance into a program of study. The criteria are assessed individually as well as holistically to determine the applicant's readiness for graduate studies. For example, if an applicant does not receive a minimum score of 75% on the WAT, possess a minimum 3.0 undergraduate GPA, or have a successful interview, he or she would be considered for admission to the program on a case-by-case basis.

Once accepted in the program, a student is considered a candidate. This stage of candidacy continues until the candidate completes all the requirements for graduation.

## **FOREIGN AND ESL STUDENTS**

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in the reading, writing, and speaking of English. The applicant may do so by presenting a satisfactory score on the TOEFL (normally 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 to which graduate students may apply. Information about other loan options may be obtained from the Office of Admissions.

## **LETTER OF GOOD STANDING**

Students enrolled in graduate programs at other institutions who wish to register for transfer credits must submit a Letter of Good Standing and are not be required to submit complete transcripts. The Letter of Good Standing must come from the dean of the student's graduate school.

## **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 Average of 3.0 on a 4.0 scale is required to remain in the Graduate Program. Passing grades, for graduate students, are A, B, and C. A minimum grade of B is needed to successfully complete EDG 730A and EDG 730B, which are the two required internships for Educational Leadership. A graduate student who attains a grade lower than a B in these courses (EDG 730A and EDG 730B) must repeat the course at Our Lady of Holy Cross College.

A graduate student who attains 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. The student's status is then subject to the review of the Graduate Council.

Students whose semester average in course work is below a 3.0 are placed on probation and are not allowed to register for more than six 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 and no grade lower than a "B." If at the end of the probationary period the cumulative Grade Point Average remains less than 3.0, the student is dropped from the Graduate Program.

## **APPEAL**

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

## **TIME LIMIT**

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

## **STUDENT RESPONSIBILITY**

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

## **TRANSFER CREDITS**

A maximum of nine semester hours may be transferred from a regionally accredited institution. Approval of all transfer credits must be obtained from the Academic Program Coordinator/Graduate Programs. An official transcript from the institution in which the courses were taken must verify these courses. Only courses taken within the past five years may be transferred if approved, unless an exception is made by the Chair of the Education Department upon the recommendation of the Coordinator of Educational Leadership.

## **ADVISOR**

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

## **PROGRAM OF STUDY**

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

## **INTERNSHIP INFORMATION**

Candidates in the Program 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.

(An exception to this requirement is considered in unusual circumstances.)

Only EDG 730A, Internship I: Summer requires an application form. The application is in the back of *The OLHCC Graduate Education 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 test 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 and a job placement as an assistant principal or principal are 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 course work throughout the program and, in particular, during the Internships.

### **COMMENCEMENT**

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

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

## 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 résumé with this request.

### MASTER OF 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:</b>	<b>36</b>

## EDUCATIONAL LEADERSHIP COURSE CYCLE

Course cycles may change for reasons such as changes in the 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 PRE-LICENSURE PROGRAM**

**Chair: Dr. Patricia M. Prechter, RN, MSN, Ed D; Professor of Nursing**

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 Accreditation Commission for Education in Nursing (ACEN) and is approved by the Louisiana State Board of Nursing. The graduate is eligible to apply to write NCLEX-RN (the examination for licensure for a registered nurse).

#### **DESCRIPTION OF PROGRAM**

During the freshman year, students are expected to complete many of the core courses. Students may be admitted to the Department of Nursing in 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 lifelong learning;
5. Foster the development of safe, clinical decision-making and critical thinking skills relevant to evidence-based nursing practice and quality improvement; and
6. Prepare nurses who become leaders in providing patient/family-centered, safe, quality cost-effective health care to diverse populations.

#### **Graduate (terminal) Outcomes**

Upon successful completion of the program in Nursing the graduate will

1. Practice professional nursing within the scope of a diverse, global society;



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

**DEGREE OFFERED**  
**Bachelor of Science**  
**Nursing (Pre-Licensure Program)**

**ADMISSION REQUIREMENTS**

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

1. reading proficiency at college-level in comprehension and vocabulary;
2. completion of a minimum of 32 semester hours of Level I designated core and support courses with a grade of C or better;
3. minimum grade-point average of at least 2.5;
4. successful score on all entrance examinations;
5. formal application for admission to the Department of Nursing;
6. evidence of health compatible with curriculum requirements; and
7. three letters of recommendation.

Preference is given to applicants who complete 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; and
3. accessing/transferring data through the Internet.

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

### **Admission Policy for an L.P.N.**

The Department of Nursing has the following plan for an L.P.N. to attain the B.S.N. degree at 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. is 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 Grade Point Average of 2.0; and
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
BIO	352	Human Anatomy and Physiology II .....	4
CHE	105	General, Organic, and Biochemistry .....	3
ENG	101	English Composition I .....	3
ENG	102	English Composition II .....	3
MAT	105	College Algebra .....	3
PHI	207	Introduction to Logic and Critical Thinking .....	3
PSY	101	General Psychology .....	3
SOC	101	Introduction to Sociology .....	3
SPE	101	Fundamentals of Public Speaking .....	3
			<b>(32)</b>

#### SOPHOMORE (Level Two)

THE	285	Theology and Healthcare Ethics .....	3
BIO	370	Microbiology.....	4
HIS		History.....	3
NSG	200	Dimensions of Professional Nursing (fall semester) .....	3
NSG	202	Pharmacology (fall semester) .....	3
NSG	203	Nursing I with Clinical Component (spring semester) .....	7
NSG	205	Health Assessment with Laboratory Component (spring semester)	3
ENG	(200)	Literature Elective (200 level or above) .....	3
			<b>(39)</b>

#### JUNIOR (Level Three)

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

**SENIOR (Level Four)**

THE	Theology Elective .....	3
ART/FNA/MUS	Elective .....	3
NSG 400	Nursing IV with Clinical Component (fall semester) .....	9
NSG 401	Nursing Leadership and Management (fall semester) .....	3
NSG 402	Perspectives in Nursing (spring semester) .....	2
NSG 403	Preparation for Professional Nursing Practice (spring semester) .....	2
NSG 420	Nursing V with Clinical Component (spring semester) .....	7
	<b>(29)</b>	
	<b>Total: 121</b>	

**NURSING SUMMARY**

Biology .....	15	Nursing .....	58
Chemistry .....	3	Philosophy .....	6
English .....	9	Psychology .....	3
Fine Arts, Music or Art .....	3	Sociology .....	3
History .....	3	Speech .....	3
Mathematics .....	6	Theology .....	6
		SOC/PSY/HIS	
		GEO/PSC/COU/CJU Elective .....	3
		<b>Total: 121</b>	

## **RN TO BSN PROGRAM (Online Program)**

The student is admitted to the program upon graduation from an accredited Associate of Science Degree in Nursing Program or diploma Nursing Program. There are several options to choose from for completion of the program depending on the student's preferred timeframe. There is one clinical 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 evidence-based practice, scholarship, collaboration and lifelong learning;
5. Foster the development of safe, clinical decision-making and critical thinking skills relevant to evidence-based nursing practice and quality improvement; and
6. Prepare nurses who become leaders in providing patient/family-centered, safe, quality, cost-effective health care to diverse populations.

## **Graduate (terminal) Outcomes**

Upon successful completion of the program in Nursing the graduate will

1. Practice professional nursing within the scope of a diverse, global society;
2. Manage a plan of care based on the nursing process to provide safe, quality patient-centered care;
3. Demonstrate the ability to engage in critical thinking, decision making, and independent judgment governed by professional, legal, and ethical standards;
4. Evaluate research in nursing and the related disciplines for its applicability to nursing theory and evidence-based practice;
5. Improve health care delivery by practicing leadership skills and by collaborating with the interdisciplinary health care team;
6. Evaluate the impact of nursing as it relates to assisting the patient to achieve optimum health;
7. Demonstrate the advocacy role within the Christian perspective of respect for the uniqueness, dignity, and worth of the patient and others;
8. Accept individual responsibility and accountability for nursing decisions and for personal and professional growth;

9. Formulate strategies for continuous quality improvement of health care delivery and advancement of professional nursing as a practice discipline; and
10. Promote accessible, comprehensive, cost effective, quality patient centered care to diverse populations across the lifespan.

### Admission Requirements

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

1. evidence of successful completion of the Associate of Science in Nursing degree from an accredited institution;
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; and
6. three letters of recommendation.

### BACHELOR OF SCIENCE IN NURSING Online RN to BSN Program

BIO 351	Human Anatomy and Physiology I .....	4
BIO 352* or CHE*	Human Anatomy and Physiology II or Inorganic, Organic and .....	4
BIO 370	Microbiology .....	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
SOC101	Introduction to Sociology .....	3
SOC/PSY/HIS/ GEO/PSC/COU/CJU	Social Science elective.....	3
SPE 101	Fundamentals of Public Speaking .....	3
HIS	History Elective .....	3
PHI	Philosophy Elective.....	6
ART/FNA/MUS	Elective.....	3
THE	Theology Elective .....	6
		<b>(57)</b>

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

## 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
		<b>(27)</b>

## NURSING SUMMARY

Biology .....	8 or 12*	Social Science elective.....	3
Chemistry .....	4*	(SOC/PSY/HIS/GEO/PSC/COU/CJU)	
English .....	9	Philosophy .....	6
Fine Arts, Music or Art.....	3	Psychology.....	3
History .....	3	Sociology .....	3
Mathematics.....	6	Speech .....	3
Nursing .....	27	Theology.....	6
Transferred Nursing credits.....	36		
		<b>Total:</b>	<b>120</b>

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

## **DEPARTMENT OF NURSING**

### **Nursing Honors Program**

#### **Purposes**

1. To recognize Nursing students who have demonstrated exceptional academic ability in their major;
2. To enhance the educational experience of high achieving Nursing students;
3. To offer Nursing students an opportunity to develop additional skills in nursing research, innovative clinical practice, ethics or leadership as preparation for a professional nursing career and/or graduate study in nursing; and
4. To offer opportunity for completion of a scholarly project in an area of individual interest.

#### **Eligibility**

##### **Acceptance into the Nursing Honors Program requires the student to**

1. Have completed and earned a 3.10 GPA (not rounded) in NSG 203, 205, 300, 307 and 308 (pre-licensure student);
2. Have completed four (4) courses in the RN to BSN curriculum (RN student);
3. Have earned a 3.00 cumulative GPA;
4. Have submitted the Honors Program Application Form (include a one page typed paper to include long-term goals and why want to participate in the program); and
5. Have been selected by the Honors committee from application and transcript evaluation prior to August of the senior year (pre-licensure student); the RN student will apply upon completion of the four courses.



## **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 Undergraduate Medical Education 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)

<b>JUNIOR and SENIOR</b>	
Clinical Program at Ochsner* .....	61

**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	Introduction to Radiologic Technology
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 INTRODUCTION TO RADIOLOGIC TECHNOLOGY**

Introduces an overview of the foundations in radiography and the practitioner's role in the healthcare delivery system. Acquaintance with goals, philosophies, and the departmental organization and personnel will be discussed. This course sets the pace for the student's professional growth in radiologic technology.

#### **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.

#### **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 will display proficiency in ethical and professional communication, proper body mechanics, and basic radiologic technology skills within the radiology department. Students will undertake labs in IVP and fluoroscopic studies of the gastrointestinal tract. Students will be simulated for chest, abdomen and portable radiography along with basic axial and appendicular skeletal routines.

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

RAD 202	Principles of Radiographic Exposure
RAD 206	Radiographic Anatomy and Physiology II
RAD 217B	Basic Radiographic Positioning II
RAD 225	Radiographic Physics
RAD 280	Digital Imaging
RAD 302	Clinical Practicum II

**RAD 202 PRINCIPLES OF RADIOGRAPHIC EXPOSURE**

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 bony thorax, vertebral column, skull, sinuses, facial bones and trauma spinal radiography.

**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 will consist of the areas of clinic and hospital radiography along with emergency department radiography procedures with inclusion of special modality observation training.

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

RAD 104	Medical Terminology
RAD 115	Image Processing
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 115 IMAGE PROCESSING**

A course covering film/screen imaging, darkroom design, maintaining and troubleshooting malfunctions found in processing systems and common processing artifacts.

**RAD 210 IMAGE CRITIQUE**

A discussion course of student’s images designed to assist the individual student in problem/weak areas of radiographic acquisition. Course will also include review and discussion of required knowledge and comprehension of the structures, physiological systems, and functions of the human body as it relates to radiologic technology.

**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 280 DIGITAL IMAGING**

Study of the computer components, computer language, applications and operation of digital imaging systems in radiology. Factors affecting image acquisition, display, archiving and retrieval are studied.

**RAD 290 HUMAN STRUCTURE AND FUNCTIONING**

A course providing the student with an in-depth study of radiographic procedures, practices, and content designed to provide the basic concepts of routine and emergency patient care.

**RAD 303 CLINICAL PRACTICUM III**

The student will begin to display competency in all clinic and hospital radiography areas along with the inclusion of observation and participation of special modality training.

**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 304	Clinical Practicum IV

**RAD 210 IMAGE CRITIQUE**

A discussion course of student’s images designed to assist the individual student in problem/weak areas of radiographic acquisition. Course will also include review and discussion of required knowledge and comprehension of the structures, physiological systems, and functions of the human body as it relates to radiologic technology.

**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 304            CLINICAL PRACTICUM IV**

Advanced clinical training and competency will be within the clinical and hospital radiology areas. Other clinical training will include clinical rotations through the specialized modalities of medical 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            IMAGE CRITIQUE**

A discussion course of student's images designed to assist the individual student in problem/weak areas of radiographic acquisition. Course will also include review and discussion of required knowledge and comprehension of the structures, physiological systems, and functions of the human body as it relates to radiologic technology.

**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 CLINIAL PRACTICUM V**

Clinical training of advanced procedures within the clinic and hospital radiology areas. Other clinical training will include the specialty modalities of medical imaging. The student completes competency and will reach 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)
-----------------------	------

**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
--	---	----

**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>	

**BACHELOR OF SCIENCE  
HEALTH SCIENCES**  
*Curriculum for non-clinicians*

**FRESHMAN**

<b>Course</b>	<b>Title</b>	<b>Semester hours</b>
ENG 101	English Composition I.....	3
ENG 102	English Composition II .....	3
HIS	Elective.....	3
HIS	Elective.....	3
MAT 105	College Algebra.....	3
PHI	Philosophy Elective.....	3
PSY 101	General Psychology.....	3
THE	Elective.....	3
HSC 110	Medical Terminology.....	3
SPE 101	Fundamentals of Public Speaking .....	3
		(30)

**SOPHOMORE**

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

**JUNIOR**

PHI	Elective.....	3
THE	Elective.....	3
HSC 301	Human Health and the Environment.....	3
HSC	Electives .....	9
BUS	Electives .....	6
	Natural Science Electives.....	6
		(30)

**SENIOR**

	Electives from the following disciplines: health sciences, nursing, radiologic technology, respiratory care, biology, physical sciences, business.....	21
HSC 400	Introduction to Public Health .....	3
HSC 410	Bioethics.....	3
HSC 450	Internship .....	3
		(30)



## HEALTH SCIENCES SUMMARY

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

## 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



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

The course requirements include completing all assignments, attending all field trips and excursions, keeping a daily journal of personal impressions of the masterpieces seen on the trip, and writing a term paper on a topic approved by the teacher.

**ART 315                    ART APPRECIATION                    3 sem. hrs.**

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

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

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

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

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

**Prerequisites: ART 304 and 305**

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

**BIOLOGY**

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

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

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

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

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

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

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

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

**BIO101 lecture**

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

**BIO 202                    PHARMACOLOGY                    3 sem. hrs.**

**(FOR HEALTH SCIENCES MAJORS)**

This course focuses on promoting the pharmacological principles of therapeutic agents including classifications and mechanism of action. Provides knowledge of clinical implications, administration, and adverse affects of drugs. Emphasis to be placed on cardiopulmonary drugs and drugs used during radiographic diagnostic procedures.





**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.**

**Prerequisites: 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.**

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

A laboratory session developed to provide reinforcements of the principles in 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.**

**Prerequisites: 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.**

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

A laboratory session developed to provide reinforcements of the principles in 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 3 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 2.5 hours per week and lab for 1.5 hour 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.**  
**Prerequisites: CHE 202 and MAT 160**  
An introduction to the fundamental principles of biochemistry. Topics will include the chemical and structural organization of biological macromolecules and how this organization relates to function. Principles of thermodynamics, 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 and MAT105**  
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.**  
**Prerequisites: 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 375**                    **GENETICS**                    **4 sem. hrs.**  
**Prerequisites: BIO 101 and MAT 160**  
An introduction to the basic principles of heredity, with applications to human traits, diseases, behavior, population genetics, evolution, and genetic counseling. Laboratory experiences are integrated with lecture. 6 hours per week.
- BIO 375H**                    **GENETICS HONORS**                    **0 sem. hrs.**  
**Prerequisites: BIO 375 and permission of the Honors Committee**  
A directed project, approved by the Honors Committee of the Department of Biology and Physical Sciences, used to earn honors credits. May not be repeated and grade is pass/fail.
- BIO 380**                    **INTRODUCTION TO EPIDEMIOLOGY**                    **3 sem. hrs.**  
**Prerequisite: BIO 101 or BIO 370**



Epidemiology is the study of the distribution and determinants of disease in a population. This course focuses on interpretation of epidemiologic data and approaches used in epidemiologic investigations of both infectious and non-infectious diseases.

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

Investigations into special areas of biology.

**BIO 400**                    **ECOLOGY**                    **4 sem. hrs.**  
**Prerequisites: BIO 250, or BIO251, or BIO253, or BIO254, or BIO355**  
**and MAT 160**

A study of the relationships between organisms and their environment including interactions, energy, and materials flow. Also includes the study of populations, communities, and ecosystems, with special emphasis on Louisiana examples.

**BIO 402**                    **ADVANCED STUDIES**                    **1-4 sem. hrs.**

Investigation in areas related to biological science.

**BIO 403**                    **DIRECTED STUDY IN BIOLOGY**                    **1-4 sem. hrs.**

Advanced study of biological concepts and theories, research, readings, and evaluation of current literature. A research experiment is required. May not be repeated for credit.

**BIO 405**                    **BIOETHICS**                    **4 sem. hrs.**  
**Prerequisite: BIO 101**

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. (Same as PHI 405 and HSC 405)

**BIO 407**                    **HISTOLOGY**                    **4 sem. hrs.**  
**Prerequisite: BIO 101 and CHE142**

The study of cells, tissues, and organs using a functional approach that integrates physiological considerations into anatomical studies on the microscopic level. Laboratory is integrated with lecture.

**BIO 409**                    **SENIOR SEMINAR IN BIOLOGY**                    **1 sem. hr.**  
**Prerequisites: CHE 202 and MAT 160 and either BIO 250, BIO 251, BIO 253, BIO 254, or BIO355**

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

**BIO 420**                    **MOLECULAR BIOLOGY**                    **3 sem. hrs.**  
**Prerequisite: BIO 375**

This course focuses on the processes of the Central Dogma of Biology (Replication, Translation, Transcription) comparing the mechanism and regulation of these processes in viral, prokaryotic, and eukaryotic examples. A description of the techniques of genetic engineering and their application to biological problems is incorporated into the context of the course.

**BIO 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.

**BIO 499 EXIT EXAM IN BIOLOGY 0 sem. hr.**

**Prerequisite or co-requisite: BIO409**

In order to complete the program of study and receive a degree, an exit exam must be completed by taking one of the following national exams: the ETS Major Field Test, Biology; the GRE Biology Subject Exam; the Medical College Admissions Test (MCAT); the Dental Admission Test (DAT); the Optometry Admissions Test (OAT); or the Pharmacy College Admission Test (PCAT) course. Course completion will be accomplished by the submission of the results of one of the examinations to the Department Chair. Grade will be recorded as pass/fail and a passing grade must be attained for graduation.

**BUSINESS ADMINISTRATION**

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

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

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

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

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

Fundamental theories, principles and practices of management in terms of the basic tasks of management: planning, organizing, staffing, directing, and controlling the operations of any type of enterprise. A multi-disciplinary, contingency approach, with emphasis on the optimization of managerial effectiveness under conditions of uncertainty. (Previously BUS 304) (Fall only)

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

**Prerequisite: MAT 105**

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

Managerial analysis of the marketing function of business, its environmental and institutional structure. The course examines market identification, marketing mix development, operational strategies, and tactics. Emphasis on the major elements of marketing mix: product, place, promotion, and price, in terms of the marketing concepts of business. (Previously BUS 305) (Spring only)

**All 300 and 400 courses require admission in level 2**

**Business Administration or Chair permission.**

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

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

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

**Prerequisite: MAT 215**

**BUS 302 BUSINESS AND ECONOMICS STATISTICS II 3 sem. hrs.**

**Prerequisite: BUS 301 and MAT 215**

An introductory course in statistical methods and their use in gathering and interpreting quantitative data upon which to base decisions under conditions of uncertainty. First semester

covers probability, sampling, inference, simple correlation, and regression. Second semester includes variance and time-series analysis, non-parametric statistics, statistical forecasting, decision-making, and quality control. (Same as MAT 301 and MAT 302) (Fall only for BUS 301 and Spring only for BUS 302).

**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.**

**Prerequisites: MAT 105 and MAT 215**

A survey of problems and practices in the operation of integrated logistics systems which meet production needs for materials and components as well as marketing needs for the distribution of finished goods. Customer service standards, transportation modes and rates, materials handling and inventory control, warehousing, traffic management, system design operation and control are also covered. (Spring only)

**BUS 313                    PRINCIPLES OF ADVERTISING                    3 sem. hrs.**

**Prerequisite: MAT 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**

An intensive study of Accounting theories, principles, standards, and concepts. Individual accounts of financial statements are covered in detail in regard to their proper accounting and presentation.

- BUS 315**                    **INTERMEDIATE ACCOUNTING II**                    **3 sem. hrs.**  
**Prerequisites: 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.**  
**Prerequisites: 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.**  
**Prerequisites: 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.**  
**Prerequisites: BUS 251 and BUS 252**  
A problem-solving approach to the unique aspects of marketing goods and services to business, industry, and government. Emphasis on the distinctive characteristics of organizational markets and customers, including market segmentation, buying behavior, multiple buying influences, a formalized and complex purchasing process. Emphasis on the unique application of marketing mix elements to the organizational buying function in terms of the marketing concept of business.

- BUS 323                    PRINCIPLES OF REAL ESTATE                    3 sem. hrs.**  
 Nature of real property and property rights. Residential and commercial appraisal, acquisition, financing, development, and management. Mortgages, liens, deeds, titles, contracts, and other legal instruments. Leasing, sale and brokerage.
- BUS 324                    PRINCIPLES OF INSURANCE                    3 sem. hrs.**  
 Survey of risks, risk-bearing, and types of protection. Life and disability coverage; property coverage including marine insurance, fidelity and surety bonds; casualty coverage including liability, aviation, and labor insurance. Legal concepts and state regulations.
- BUS 325                    MARKETING RESEARCH                    3 sem. hrs.**  
**Prerequisites: MAT 215, BUS 251, BUS 252, BUS 301, and BUS 302**  
 Application of scientific research techniques to marketing problems, to provide a data base for decision-making. Project design, questionnaire construction, sources, sampling, data collection, validity/reliability measurement, and control. Tabulation and reporting of data, including analysis and interpretation. Individual/group projects. (Spring only)
- BUS 326                    SALESMANSHIP                    3 sem. hrs.**  
**Prerequisites: SPE 101 and BUS 252**  
 Intensive study of the principles of personal selling, as practiced at various marketing-channel levels. Prospecting buyer motivations, structure and content of sales presentations, selling aids, overcoming objections, closing. Development and delivery of oral sales presentation. (Fall only)
- BUS 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.**  
**Prerequisites: MAT 215 and BUS 251**  
 The study of computers in their relationship to management as tools for decision making and data analysis. This course explores the nature of computer information systems and allows the students to experience practical applications of these systems to all forms of business entities. Both hardware and software applications 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: BUS 311, ECO 201, ECO 202, and MAT 215**

The study of the central and commercial banking systems and their effect on the credit and output markets. Emphasis is placed on the tools available to and the specific policies followed by the Federal Reserve System along with the analysis of interest rates, exchange rates, and the effect of foreign trade and investment on the capital markets. (Same as ECO 350)

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

An introduction to the retailing function of marketing covering chain, franchise, and independent operations. Store location, purchase and leasing; inventory planning and control; buying and pricing; advertising, display, and selling; finance and personnel.

**BUS 353                    NOT-FOR-PROFIT ACCOUNTING                    3 sem. hrs.**  
**Prerequisites: 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.**  
**Prerequisites: 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.**  
**Prerequisites: BUS 252 and MAT 215**

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

**BUS 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.**  
**Prerequisites: BUS 218, BUS 315, and MAT 215**  
 A survey of those areas of accounting theory not covered elsewhere in the Accounting program. Included are business consolidations, foreign currency transactions, segment reporting, and an in-depth study of parent company/subsidiary consolidations, working paper techniques, and financial statements.
- BUS 407 ADVANCED ACCOUNTING II 3 sem. hrs.**  
**Prerequisites: BUS 218, BUS 406, and MAT 215**  
 A survey of those areas of accounting theory not covered elsewhere in the Accounting program. Included are partnerships, reorganizations and liquidations, governmental accounting, and accounting for non-profit organizations.
- BUS 408 FINANCIAL MANAGEMENT 3 sem. hrs.**  
**Prerequisites: BUS 311 and MAT 215**  
 Asset, capital, and debt management including acquisition, conservation, and liquidation. Acquisitions, mergers, takeovers, reorganization, and divestment. 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 or she prepares for a career in tourism management.

**BUS 413 DIMENSIONS IN TOURISM 3 sem. hrs.**  
**Prerequisite: Senior standing**

This course prepares the student for proper development of tourism packages, tours, convention, and travel. A study of the forces that influence the ability of the tourism manager to develop, cost, and measure properly the efforts in the tourism industry for profit and market interest.

**BUS 414 BUSINESS POLICIES AND PROBLEMS 3 sem. hrs.**  
**Prerequisites: MAT 215 and Senior standing**

A capstone seminar for general business majors, integrating all prior course work. Planning, goal determination, strategy and policy formulation and implementation, as applied to the major functions of business and the enterprise as a whole. Contingency and crisis planning. MBO/MBE, societal responsibility. A case study approach to the diagnosis and resolution of complex managerial problems and challenges, amid real-world constraints and uncertainties. (Spring only)

**BUS 415 MARKETING AND PROMOTIONAL STRATEGY 3 sem. hrs.**  
**Prerequisites: BUS 313 and BUS 325**

This course offers both 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.**  
**Prerequisites: PSY 101 or SOC 101 and BUS 251**

An interdisciplinary approach to the understanding of human inter-relationships in formal and informal organizational settings. Viewing the organization as a social system, attention is focused on its two elements: attitudes and behavior. Emphasis is placed on group dynamics, leadership, and intergroup relations with an introduction to change and conflict. (Fall only)

**BUS 418            MANAGEMENT OF TECHNOLOGY AND 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.**  
**Prerequisites: BUS 375, BUS 408**

This course is structured around students learning to make advanced business decisions using data accumulated within a company and from outside sources to maximize 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.**  
**Prerequisite: Senior Business Standing**

This course is structured around students using business scenarios to plan changes to their business operations or actions designed to counter changes in the environment. Medium to large companies/organizations 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 MANAGEMENT/ENTREPRENEURSHIP    3 sem. hrs.**  
Application of managerial principles and practices to the unique risks, problems, and opportunities in the formation and early operation of small business enterprises. Development of objectives, strategies, and tactics, capitalization, financial controls, liquidity, and profitability; economic, legal, and marketing environments and constraints; human resource management; survival, contingency, and growth planning.

**BUS 455            INTERNATIONAL MANAGEMENT                            3 sem. hrs.**  
**Prerequisite: Senior standing**

Comparative management philosophies and techniques with emphasis on environmental dynamics: economic, legal, political, and social. Intercultural managerial behavior, organizational structures and business practices, forms of ownership and control, political and

legal constraints. International monetary and investment considerations, foreign trade channels and logistics. Multinational companies, global production, procurement, and sales.

**BUS 456                    INTERNATIONAL MARKETING                    3 sem. hrs.**

**Prerequisites: Senior standing and BUS 252**

The study of marketing in a dynamically changing global environment. Emphasis on pricing, placement, promotion, and products is the focus of this investigation of multinational marketing efforts. This study also addresses the influences of diverse business practices in the sales, pricing, and distribution of domestic and foreign products and services.

**BUS 457                    INTERNATIONAL BUSINESS 3                    3 sem. hrs.**

This course considers the objectives and strategies of international business in the context of global competition. While accessible to students who have not yet taken Principles of Economics I and II, this course emphasizes economic analysis of the forces driving international business, competitive advantages, modes of global market entry, foreign direct investments and so on. Part of the course briefly covers international business and financial institutions, and fundamental differences between business systems among developed and developing countries.

**BUS 460                    SPECIAL TOPICS IN BUSINESS                    1-6 sem. hrs.**

**Prerequisites: Senior standing and permission of the Department Chair**

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

**BUS 461                    E-MARKETING                    3 sem. hrs.**

**Prerequisite: BUS 252**

This course introduces the student to many marketing uses of the Internet. The development and evaluation of a strategic marketing plan for a product or product mix offering on the Internet are analyzed.

**BUS 462                    INTERNSHIP IN BUSINESS ADMINISTRATION                    3 sem. hrs.**

**Prerequisites: 15 semester hours of Level 2 Business course work 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.**  
**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 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.

**BUS 470**                    **FRAUD EXAMINATION I**                    **3 sem. hrs.**  
**Prerequisites: BUS 205 and 06**

An analytical and case study approach to the study of how and why fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Open to senior students in the fall semester.

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

Open to senior students in their last semester. Students will be required to purchase the ACFE Student Package. The Student Package consists of the CFE Exam Prep Course and the CFE Exam. The Exam Prep Course is a self-study course produced by the Association of Certified Fraud Examiners to prepare individuals for the CFE Exam. The course encompasses four modules 1) Fraud Prevention and Deterrence, 2) Financial Transactions and Fraud Schemes, 3) Investigations, and 4) Law. In order to obtain the Student Package, you must first be a student member of the ACFE. Student membership is available to students enrolled in at least 9 semester hours (proof must be submitted with application to ACFE). The CFE Exam Prep Course mirrors the format of the actual exam.

College credit is obtained by successfully completing all four modules with a passing grade of 70%. Student's progress will be under the direction of a member of the faculty.

## CHEMISTRY

**CHE 105**                    **GENERAL, ORGANIC AND BIOCHEMISTRY**                    **3 sem. hrs.**  
**Prerequisite or Co-requisite: MAT 105**

A course designed to cover the basic principles of inorganic chemistry, including matter and energy, atomic theory, compounds, ions, acids and bases, pH, solutions, organic chemical naming and properties, biochemical composition of living cells, metabolism and its regulation, and radioactivity. 3 hours lecture.

**CHE 105L      GENERAL, ORGANIC AND BIOCEMISTRY – LAB      1 sem. hr.**  
**Co-requisite: CHE 105**

A laboratory session to provide reinforcement of the principles in CHE 105. Experiments include metric measurements, composition and properties of chemical compounds, fluid transport, calorimetry, organic compounds, carbohydrates, lipids and proteins. 3 hours laboratory per week.

**CHE 141      GENERAL COLLEGE CHEMISTRY I      4 sem. hrs.**  
**Prerequisite or Co-requisite: MAT 105**

A course in the fundamentals of modern chemistry, including chemical bonding, stoichiometry, gas laws, basic atomic theory, nuclear reactions, thermochemistry, and basic properties and reactions of representative elements. 3 hours lecture and 3 hours laboratory per week.

**CHE 141H      GENERAL CHEMISTRY I HONORS      0 sem. hrs.**  
**Prerequisites: CHE 141 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of 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: Lecture credit for CHE141 and Permission of Department**

**Chair**

A laboratory session developed to provide reinforcement of the principles in CHE 141. Experiments include introduction to laboratory techniques, safety, chemical reactivity of select elements, and qualitative and quantitative analytical techniques. 3 hours laboratory per week.

**CHE 142      GENERAL COLLEGE CHEMISTRY II      4 sem. hrs.**  
**Prerequisites: CHE 141, MAT 105 or equivalent**

Continuation of CHE 141, including solutions, kinetics, equilibria of acid-base, free energy, redox, electrochemistry, and brief introduction to organic chemistry. 3 hours lecture and 3 hours laboratory per week.

**CHE 142H      GENERAL CHEMISTRY II HONORS      0 sem. hrs.**  
**Prerequisites: CHE 142 and permission of the Honors Committee**

A directed project, approved by the Honors Committee of the Department of 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: Lecture credit for CHE142 and Permission of Department**

**Chair**

A laboratory session developed to provide reinforcement of the principles in CHE 103. Experiments include kinetic analysis, acid-base properties, reduction-oxidation reactions, and an introduction to properties of organic chemicals. 3 hours laboratory per week.

**CHE 190      TOPICS IN CHEMISTRY      1-4 sem. hrs.**  
**Prerequisite: Permission of Department Chair**

Investigations in special areas of chemical sciences.

**CHE 201            ORGANIC CHEMISTRY I            4 sem. hrs.**  
**Prerequisites: CHE141-142, MAT105**

An introduction to the structural, chemical, and physical properties of organic compounds for the science major. This course includes three credit hours of lecture and approximately three hours laboratory per week.

**CHE 202            ORGANIC CHEMISTRY II            4 sem. hrs.**  
**Prerequisites: CHE 201 or permission of the Department Chair**

A continuation of the study of organic compounds for the science major. This course includes three credit hours of lecture and approximately three hours laboratory per week.

**CHE 201L-202L ORGANIC CHEMISTRY I and II – LAB            1, 1 sem. hr.**  
**Prerequisite: Permission of Department Chair**

A laboratory session developed to provide reinforcement of the principles in CHE 201 and CHE 202. Laboratory experience includes analysis of physical properties of organic molecules, interpretation of spectrophotometric data, physical separation methods, qualitative and quantitative analysis of organic molecules, and introduction to biochemical analysis. 2 hours of laboratory per week.

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

Investigations in special areas of chemical sciences.

**CHE 355            SPECIAL PROBLEMS            1-3 sem. hrs.**

Individual research investigation in an area of chemistry.

**CHE 360            BIOCHEMISTRY            4 sem. hrs.**  
**Prerequisites: CHE 202 and MAT 160**

An introduction to the fundamental principles of biochemistry, topics will include the chemical and structural organization of biological macromolecules and how this organization relates to function. Principles of thermodynamics, enzyme kinetics, and metabolic organization will be presented. 4 hours per week. (Same as BIO 360)

**CHE 365            PHYSICAL CHEMISTRY            3 sem. hrs.**

A course designed to cover the basic physical chemistry treatments of gaseous, liquid, and solid states of matter, thermodynamics, and kinetics.

**COMPUTER INFORMATION SYSTEMS**

**CIS 111 is a prerequisite to all other courses.**

**Students must have access to the required tools necessary to succeed in these courses.**

**CIS 111            INTERMEDIATE COMPUTER LITERACY            3 sem. hrs.**

The course is designed to enable students with demonstrated competencies in data processing and computer information systems to develop further skills previously acquired. Microsoft Office XP is utilized to provide the student with a platform for word processing, spreadsheets, graphing, database management, and presentation preparation. (Spring only)

**CIS 120                   INTRODUCTION TO COMPUTER                   3 sem. hrs.**  
**INFORMATION SYSTEMS**

The student is introduced to the concepts of modern Computer Information System theory. All of the functional areas of the organization information system are surveyed. Special emphasis is placed on the importance of the integration of systems and databases in the modern organizational information system. An introduction to the concepts associated with MRP, MRP II, and ERP is provided along with case studies of the implementation of these systems.

**CIS 130                   MICROCOMPUTERS                   3 sem. hrs.**

This course is a detailed introduction to the hardware and software associated with the modern Information System in the organization. Special emphasis is placed on the microcomputer and its role in the organizational information system. Students receive an introduction to programming concepts, coupled with introductory programming using C/C++ and/or Java, communications, networks, and the Internet.

**CIS 140                   COMPUTER PROFESSION ETHICS                   3 sem. hrs.**

Professional societies; codes of ethics; accreditation and certification; liability; software piracy; information and property; copyright; computer crime; data bank privacy; the Data Protection Act; monopoly and anti-trust questions; robotics and employment issues; VDT's and public health issues; and trans-national data flow.

**CIS 210                   INTRODUCTION TO THE INTERNET                   3 sem. hrs.**

This course is designed to give students an overview of the Internet through the use of popular browsers, World Wide Web, various search engines, FTP, utilities, HTML, web security, and privacy issues.

**CIS 300                   INTRODUCTORY PROGRAMMING                   4 sem. hrs.**

Programming language design, problem solving, history, and application. Good programming skills and methods are examined. Programming languages may vary and students may repeat the course for different languages. (Spring only)

**CIS 305                   WEB DESIGN                   3 sem. hrs.**

This course develops the necessary skills to design a web site. The class progresses from basic html and newer standards including Cascading Style Sheets to using the tools necessary to install and update websites on a server. (Spring only)

**CIS 310                   MS PROJECT                   3 sem. hrs.**

This course covers modern methods for management of large to midsize projects. MS Project is used to plan a project, create project schedules, communicate project information, assign resources, and track progress.

**CIS 320                   INTRODUCTION TO ARTIFICIAL INTELLIGENCE                   3 sem. hrs.**

Introduction to the problem domain of artificial intelligence and the methods used to solve those problems. Topics include knowledge representation, search strategies, and surveys of principal sub-areas of artificial intelligence such as expert systems, natural language processing, reasoning systems, games, learning, and vision. Programming assignments in a current artificial intelligence language 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 or 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.**  
**Prerequisites: Knowledge and some experience with modern computer programming language.**

This course provides independent study for those students interested in the development of computer programming skills in C/C++ and Java. The instructor works with the student guiding him/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 340**                    **ORGANIZED CRIME IN AMERICA**                    **3 sem. hrs.**  
This course examines organized crime in terms of historical development, structure, theories, policy issues, and legal remedies.





**COU 372**            **CORRECTIONAL COUNSELING**            **3 sem. hrs.**  
An in-depth study of the contemporary counseling techniques applied to the special problems of the offender in various correctional settings and as a component of probation/parole conditions. (Same as CJU 372)

**COU 390**            **DIRECTED READINGS**            **3 sem. hrs.**  
The readings for this course are determined by the student's major in Behavioral Sciences, approved and led by the instructor. (Same as PSY 412)

**COU 402**            **ADVANCED STUDIES IN ADDICTION**            **3 sem. hrs.**  
A study of the major causes, resulting social problems, intervention theories, and treatment concepts in addiction. This course explores the physical, social, emotional, and moral factors which determine how dependency is caused, viewed, and treated. The issue of addictions, the addicted, and the afflicted are explored from various perspectives focusing primarily on the family, family systems, and co-dependency.

**COU 408**            **ADVANCED INTERVIEWING AND COUNSELING**            **3 sem. hrs.**  
This course is designed so that each student, upon graduation, 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-5 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                    3 sem. hrs.**  
**IN COUNSELING**

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                    3 sem. hrs.**  
**PROGRAM EVALUATION**

Provides an understanding of research methods, sampling theory, statistical analysis, needs assessment, and program evaluation, including an understanding of the nature of counseling and counseling-related research, including research methods, research design, and ethical and legal considerations. Includes an overview of quantitative and qualitative methodology, systemic perspectives in research, basic parametric and nonparametric statistics, and program evaluation with an emphasis on clinically relevant inquiry.

**COU 615            DIAGNOSIS AND TREATMENT OF MENTAL            3 sem. hrs.**  
**DISORDERS**

Study of abnormal psychology and individual differences throughout the lifespan, which includes the identification of mental, emotional, behavioral disorders, and psychopathology along with diagnostic protocol of behavioral pathology and psychopathology as maintained in the DSM-5.

**COU 616            TECHNIQUES OF COUNSELING            3 sem. hrs.**  
**Prerequisite: Permission of the Department Chair**

A study of counseling techniques from the major counseling theories including the core conditions of the therapeutic relationship. Emphasis is placed on a systemic orientation with application and the experiential component being addressed. The elements of consultation, professional identity, and selection and use of appraisal instruments are also considered.

**COU 617N            THESIS SEMINAR            3 sem. hrs.**

This course (required only for those approved for the Thesis option) involves the applied study of statistical and methodological analytic techniques, both quantitative, used in data analysis in individual and family counseling-related research.

**COU 618            APPRAISAL IN COUNSELING            3 sem. hrs.**

Provides an understanding of statistics, sampling theory, test construction, test and measurement, and individual differences within the context of assessing individuals, couples, and groups in order to assist in the selection of proper therapeutic modalities. Provides an understanding of individual, group, and systemic approaches to assessment and evaluation. Includes an overview of theoretical bases for assessment techniques, psychometric statistics, diversity factors, and ethical factors in assessment and evaluation, and strategies for selecting, administering, and interpreting assessment and evaluation instruments. A variety of assessment methods is addressed.

**COU 623            FOUNDATIONS OF SCHOOL COUNSELING            3 sem. hrs.**

Provides an introduction to the historical background and the current concepts relative to the school environment, which includes the principles and administration of school counseling programs. It emphasizes the structuring and implementation of a feasible comprehensive counseling program using the American School Counseling Association model, which incorporates the academic, career, social and behavioral needs of students/clients.

**COU 624            CONTEXTUAL DIMENSIONS AND PRACTICE            3 sem. hrs.**  
**OF SCHOOL COUNSELING**

**Prerequisite: COU 623**

Includes an overview of the coordination of school counseling components as they relate to the total school community, including crisis intervention, referral, advocacy, integration of school counseling into curriculum, and promotion and implementation of guidance activities. Provides an overview of knowledge and skills for the practice of school counseling, including program development and evaluation, individual and group interventions, consultation, and clinical instruction.



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 appreciate 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-5 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 and ethical issues of working with couples and families.

**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 and 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 and ethical issues of working with families.

**COU 663**                 **ADVANCED STUDIES IN SYSTEMS THEORY**                                 **3 sem. hrs.**  
**Prerequisites: COU 631, COU 661, and COU 662**

Building on the prerequisite material, Advanced Studies in Systems Theory refocuses the student's attention to the 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.**  
**Prerequisite: Approval of the Department**

An experiential training course requiring a minimum of 100 clock hours of supervised counseling. Students receive both individual and group supervision while counseling individuals, couples, and families at the Thomas E. Chambers Counseling and Training Center, as well as other off-site placements, including school systems, and/or public, private, and volunteer agencies.

**COU 701**                 **INTERNSHIP IN COUNSELING I**                                 **3 sem. hrs.**  
**Prerequisites: COU 699 and approval of the Department**

First semester of intensive supervised clinical work experience in 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.**  
**Prerequisites: COU 701 and approval of the Department**

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.**

**Prerequisites: COU 702 and approval of the Department**

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. COU 703 may be repeated until the student is approved for graduation.

**COU 806                    ADVANCED COUNSELING THEORIES                    3 sem. hrs.**

**Prerequisites: Doctoral Status or Approval of the Department**

This course provides an in-depth exploration of several specific counseling theories. The course is designed to assist students in developing ideas about the relationship between theory and practice in counseling. The course places a major emphasis on emerging theories, the art of teaching theories, and the demonstration and evaluation of counseling skills across cultures.

**COU 810                    ADVANCED DIAGNOSIS AND TREATMENT OF                    3 sem. hrs.**  
**MENTAL DISORDERS**

**Prerequisite: Doctoral Status**

This course focuses on advanced training in diagnosis (using the most current form of the DSM). Included in this area of study is psychopharmacology evidence-based treatment planning, and co-morbid concerns of special populations.

**COU 815                    DOCTORAL SEMINAR IN CLINICAL STUDIES                    3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

Topics for this course are determined in collaboration with faculty expertise and student needs.

**COU 816                    DOCTORAL SEMINAR IN MARRIAGE AND                    3 sem. hrs.**  
**FAMILY COUNSELING**

**Prerequisite: Doctoral Status or Approval of the Department**

Topics for this course are determined in collaboration with faculty expertise and student needs.

**COU 818                    SPECIALIZATION ELECTIVE                    3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

This course has been designed to supplement and extend students' previous academic course work in a specialized area of counseling.

**COU 820                    COLLEGE TEACHING                    3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

This course introduces the student to evidence-based practices of effective pedagogy as it relates to the conceptualization, development, and delivery of clear lesson plans to promote the academic development of college students. Student learning styles will be addressed and

teaching across cultures will be emphasized. Students will be provided with best practices in designing syllabi, delivery of course content, student assessment, and course outcomes.

**COU 825**                    **COUNSELOR SUPERVISION**                    **3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

This course examines general theories of clinical supervision in the counseling field, including the supervision of trainees as well as graduates working toward licensure. Various models of supervision will be explored, as well as the supervisor's role as consultant, teacher, and supervisor.

**COU 830**                    **INTRODUCTION TO AND APPLICATION OF**                    **3 sem. hrs.**  
**BASIC STATISTICAL METHODS IN RESEARCH**

**Prerequisite: Doctoral Status or Approval of the Department**

This course provides an introduction to basic statistical concepts and practices in the field of empirical research design, including descriptive statistics, probability in sampling, hypothesis formation and testing, inferential statistics, and non-parametric statistics.

**COU 831**                    **INTRODUCTION TO QUANTITATIVE**                    **3 sem. hrs.**  
**RESEARCH DESIGNS**

**Prerequisite: Doctoral Status or Approval of the Department**

This course explores quantitative research traditions, epistemology, terminology, and overall methodological philosophy.

**COU 832**                    **ADVANCED STATISTICAL METHODS**                    **3 sem. hrs.**  
**IN RESEARCH**

**Prerequisite: Doctoral Status or Approval of the Department**

This course examines the theoretical, conceptual and epistemological frameworks for quantitative research methods, including data collection, advanced statistical methodologies of data analysis, and interpretation and presentation of original research.

**COU 834**                    **INTRODUCTION TO QUALITATIVE**                    **3 sem. hrs.**  
**RESEARCH DESIGNS**

**Prerequisite: Doctoral Status or Approval of the Department**

This course explores qualitative research traditions, epistemology, terminology, and overall methodological philosophy.

**COU 837**                    **ADVANCED QUALITATIVE RESEARCH**                    **3 sem. hrs.**  
**DESIGN AND ANALYSIS**

**Prerequisite: Doctoral Status or Approval of the Department**

This course examines the theoretical, conceptual and epistemological frameworks for qualitative research methods, including training in qualitative data analysis, participant observation, organizational observation, structured and non-structured interviewing, discourse analysis, and interpretation and presentation of original research.

**COU 839**                    **ADVANCED MULTICULTURAL, ETHICAL, AND**                    **3 sem. hrs.**  
**LEGAL ISSUES IN COUNSELING**

**Prerequisite: Doctoral Status or Approval of the Department**

This course addresses multicultural, ethical, and legal issues in counselor education, counselor supervision, and research in counseling. Students will explore current topics as they prepare to become counseling faculty members or leaders in the counseling profession.

**COU 840            PROGRAM DEVELOPMENT, ADMINISTRATION,            3 sem. hrs.**  
**AND EVALUATION**

**Prerequisite: Doctoral Status or Approval of the Department**

This course prepares students as consultative, clinical and administrative leaders in multicultural community mental health settings. This course will survey leadership and management models used in organizations and agencies. Students will apply grant writing and program evaluation methods, in addition to supervision and clinical case management skills.

**COU 845            DOCTORAL PRACTICUM IN COUNSELING            3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

Doctoral students are required to participate in a supervised doctoral-level practicum consisting of a minimum of 100 hours. A minimum of 40 hours are comprised of direct client service. The focus of the practicum experience is to be determined by the student in collaboration with program faculty. Weekly individual and/or triadic supervision is part of the practicum experience. Group supervision is provided on a regular basis. An individual supervision contract will be developed at the onset of the practicum experience.

**COU 846            DOCTORAL INTERNSHIP IN COUNSELING I            3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

Doctoral-level counseling internships total a minimum of 300 hours. These hours consist of supervised experience in counselor education and supervision (clinical practice, consultation, research, and teaching). The internship includes most of the activities of a regularly employed professional. The hours are allocated at the discretion of the doctoral advisor. Weekly individual and/or triadic supervision is part of the internship experience. Group supervision is provided on a regular basis.

**COU 847            DOCTORAL INTERNSHIP IN COUNSELING II            3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

Doctoral-level counseling internships total a minimum of 300 hours. These hours consist of supervised experience in counselor education and supervision (clinical practice, consultation, research, and teaching). The internship includes most of the activities of a regularly employed professional. The hours are allocated at the discretion of the doctoral advisor. Weekly individual and/or triadic supervision is part of the internship experience. Group supervision is provided on a regular basis.

**COU 850            RESEARCH SEMINAR IN COUNSELING            3 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

The student completes the dissertation proposal under faculty supervision.

**COU 851            DISSERTATION RESEARCH            1 sem. hrs.**

**Prerequisite: Doctoral Status or Approval of the Department**

Students design and conduct their dissertation research. Dissertation Research must be repeated until dissertation is defended and approved by the student's dissertation committee. Students must have a minimum of 6 hours of Dissertation Research.

**COU 852                    DISSERTATION RESEARCH                    3 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**

Students design and conduct their dissertation research. Dissertation Research must be repeated until dissertation is defended and approved by the student's dissertation committee. Students must have a minimum of 6 hours of Dissertation Research.

**COU 853                    DISSERTATION RESEARCH                    6 sem. hrs.**  
**Prerequisite: Doctoral Status or Approval of the Department**

Students design and conduct their dissertation research. Dissertation Research must be repeated until dissertation is defended and approved by the student's dissertation committee. Students must have a minimum of 6 hours of Dissertation Research.

### **ECONOMICS**

**All upper division Economics courses, ESPECIALLY ECO 302, 317, 350, and 404  
have as prerequisites both principles courses, ECO 201 and ECO 202.**

**ECO 200                    AMERICAN ECONOMIC DEVELOPMENT                    3 sem. hrs.**

An economic history of the U.S. chronicling the growth and development of our free-market economy from an agrarian colonial outpost to the world's foremost industrialized nation. 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.**  
**Prerequisites: 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, and 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 600N            RESEARCH-BASED AND DATA-DRIVEN            3 sem. hrs.**  
**DECISION-MAKING**

This course is a study of the major methods and techniques of research employed in education as it relates to the educational decision-making process, to current practice, and to the role it will play in the projected needs of the future. (Fall and Spring)

**EDG 601N            ADVANCED STUDY OF THE LEARNER WITH            3 sem. hrs.**  
**SPECIAL NEEDS**

This course includes a survey of all areas of exceptionality (e.g., mental, physical, psychological, and social characteristics of each group) with special emphasis on educational and instructional management. This course focuses on the identification and specific characteristics of each special education exceptionality. (Spring only)

**EDG 602A            ADVANCED HISTORY AND PHILOSOPHY OF            3 sem. hrs.**  
**EDUCATION**

Evolution of educational trends, practices, and philosophies in the U.S. from the colonial period to the present with emphasis on application.

**EDG 603N            LEGAL AND POLITICAL SYSTEMS IN EDUCATION            3 sem. hrs.**

This course focuses on the mastery of the basic principles of school law, court decisions, and experiential application of those principles to develop and implement effective strategies, planning, and research-based "best practices" to address those issues. (Spring only)

**EDG 607N            HISTORY AND PHILOSOPHY OF EDUCATION            3 sem. hrs.**  
**IN A DIVERSE SOCIETY**

This course focuses on the examination and analysis of the historical and philosophical components in education, along with the multicultural issues of American education and its subsequent strengths and challenges. (Summer only)

**EDG 631N            LEADERSHIP AND VISION IN EDUCATION            3 sem. hrs.**

This course is designed to explore the philosophy, principles, and practices of school leadership operations at the school and district levels. In addition to the theory of administrative leadership and practical strategies, candidates understand methods of leading an individual school and a school district to carry out their positions as instructional leaders and conform to the various required standards. (Fall only)

**EDG 632N            THE FIDUCIARY RESPONSIBILITY OF            3 sem. hrs.**  
**EDUCATIONAL LEADERS**

This course is designed to help future educational leaders understand the philosophical and theoretical basis for the financing of education in the United States. Areas of concern 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 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 634N            COMMUNICATION AND COLLABORATION            3 sem. hrs.**  
**AMONG SCHOOL, DISTRICT, AND COMMUNITY**

This course is designed to help future educational leaders understand the importance of collaboration within and among the public schools. In addition to the theory of school-community relations and practical strategies, candidates understand the many methods of communication and the development of two-way communication. (Summer only)

**EDG 636N            SCHOOL AND DISTRICT LEADERSHIP            3 sem. hrs.**

The purpose of this course is to provide a comprehensive understanding of the educational leadership principles needed by school and district leaders to address the challenges facing today's educators. Emphasis is placed on the components of effective leadership and the leaders' role in improving the learning of all students. (Spring only)

**EDG 637N            LEADER AS EXEMPLAR IN INSTRUCTIONAL            3 sem. hrs.**  
**SUPERVISION**

The purpose of this course is to provide a comprehensive study of the multiple skills, techniques, and tasks involved in instructional leadership and in the process of supervising instruction to improve the learning of all students. There is particular emphasis on creating a high performing learning culture, along with literacy and numeracy leadership. (Fall only)

**EDG 638N            CURRICULUM DEVELOPMENT FOR            3 sem. hrs.**  
**THE SUCCESS OF ALL STUDENTS**

The purpose of this course is the development of knowledge, performance competencies, and alternative strategies particularly in the area of prioritizing, mapping and monitoring the curriculum using the SREB module to enhance the learning opportunities for all students. Candidates more deeply understand what educators believe is crucial for students to learn, how to align curriculum with assessments, and how to evaluate the curriculum being taught. (Fall only)

**EDG 641N            READING AND LANGUAGE ARTS IN THE            3 sem. hrs.**  
**ELEMENTARY SCHOOL: ADVANCED**

This course is designed to provide opportunities for candidates to examine current educational trends that impact language arts learning and instruction. This course focuses on the following areas: data-driven instruction, curriculum, meeting the needs of diverse learners; building a literature base to support language arts integration in the content areas, and research and assessment; technology is integrated throughout the course. (Summer only)

**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 OF THE DISABLED READER 3 sem. hrs.**

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 650N INTRODUCTION TO EDUCATIONAL MEASUREMENT 3 sem. hrs.**

This course emphasizes practical understanding of test reliability, validity, and derived scores as they apply to the following: external educational assessments, concepts of criterion and norm-referenced testing, review of group administered norm-referenced and criterion referenced tests and/or testing programs, test interpretation, and issues and ethics in large-scale assessment. (Fall only)

**EDG 651N MATHEMATICS IN ELEMENTARY SCHOOLS 3 sem. hrs.**

This course is designed to help candidates develop an understanding of the need for reform in mathematics education and to provide them with the knowledge, skills, and dispositions necessary to help students develop mathematical understandings and relationships. This course provides opportunities for candidates to examine current best practices and investigate ways to impact mathematics learning and instruction through the selection, application, and analysis of appropriate instructional programs, materials, strategies, and assessments. (Fall, Spring, and Summer)

**EDG 660N CURRICULUM AND INSTRUCTIONAL STRATEGIES IN THE CONTENT AREA: ADVANCED 6 sem. hrs.**

This course is designed to develop the following skills: writing performance objectives, developing and implementing unit and lesson plans, motivating and managing students, using various models of discipline as well as interpersonal styles of communication. The focus of the course is the development of the skills necessary for effective planning, implementation and evaluation of instruction.

**EDG 670 SPECIAL TOPICS IN GRADUATE STUDIES 1-6 sem. hrs.**

This course is intended to give the student an opportunity to study selected topics in graduate education for one to six credit hours. This course may be taken more than once.

**EDG 730A INTERNSHIP I: SUMMER 3 sem. hrs.**

This course is designed to help future educational leaders apply content studied throughout the Educational Leadership Program. The summer school setting (125 hours) allows the freedom to concentrate on a field site other than the candidate's own in a deepened and widened view of school and district administration. Diversity of settings expands the candidate's understanding of varying socioeconomic status, race, ethnicity, and gender issues. During this semester candidates will take the *School Leaders Licensure Assessment (SLLA)*. *Internship I: Summer* must be taken before *Internship II: Fall/Spring*. (Summer only)

**EDG 730B INTERNSHIP II: FALL/SPRING 3 sem. hrs.**

This course is designed to help future educational leaders apply content studied throughout the Educational Leadership Program. The focus is on rich field experience (125 hours). This experience may take place at the candidate's school site. All candidates take Comprehensive Exams during this semester. (Fall and Spring)

**EDG 732 PRACTICUM IN THE POST-SECONDARY SCHOOL SETTING/COMPREHENSIVE EXAMINATION 3 sem. hrs.**

Practicum in Post-Secondary Administration and Supervision provides the opportunity to utilize the knowledge, skills, and competencies acquired in the graduate program. Students must either defend a thesis or successfully complete a comprehensive examination.

**EDG 740 PRACTICUM IN CURRICULUM AND INSTRUCTION/ COMPREHENSIVE EXAMINATION 3 sem. hrs.**

Provides the opportunity to utilize and demonstrate the knowledge and skills which have been acquired in the graduate program. Students must either defend a thesis or successfully complete a comprehensive examination.

**EDG 740N RESEARCH PRACTICUM IN TEACHER EDUCATION 3 sem. hrs.**

This course allows students the opportunity to examine critically several aspects of educational research including theory, methods, and the impact on educational policy and practice. In order to utilize and demonstrate the knowledge and skills which have been acquired in the graduate program, this course provides the opportunity to implement the teaching philosophy, techniques, and concepts which are based on and reflect research and practice. Comprehensive Exams are taken during this semester. (Fall and Spring)

## EDUCATION

**EDU 201                    LITERATURE FOR CHILDREN AND YOUTH (1-6)                    3 sem. hrs.**

This course focuses on the following topics: the reading needs and basic reading interests of children in grades one through six; standard aids for selection of appropriate materials for these grades; factors in using and interpreting literacy materials in relation to curriculum as well as methods for the utilization of literary materials in classroom instruction in reading, language arts, and all other content areas.

**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. (SPRING ONLY)

**EDU 301                    EDUCATIONAL PSYCHOLOGY                    3 sem. hrs.**

This course is a study of psychological principles as they apply to the field of education. Special emphasis is placed on personal growth, cognitive development, theories of learning, problem-solving, motivation, accountability, and teacher effectiveness.

**EDU 304A                    THE LEARNER WITH SPECIAL NEEDS                    3 sem. hrs.**

This course includes a survey of all areas of exceptionality – mental, physical, psychological and social characteristics of each group, with special emphasis on educational and instructional management.

**EDU 305                    CURRICULUM AND INSTRUCTIONAL STRATEGIES                    4 sem. hrs.**

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. (SPRING ONLY; Full admission to the Teacher Education Program and concurrent enrollment in EDU 307 are required for undergraduate candidates. Permission from the Education Department is required for certification-only candidates.)

**EDU 306                    CLASSROOM ORGANIZATION AND MANAGEMENT                    3 sem. hrs.**

This is a course designed to introduce education majors to classroom management techniques and strategies to enhance classroom learning for students in structured and unstructured environments. Topics addressed are team building, independent learning, maintaining positive discipline, and adaptation of teaching styles to different learning styles. Applications to elementary, middle, and secondary school levels are included.

**EDU 307                    SURVEY OF READING/ENGLISH LANGUAGE ARTS                    3 sem. hrs.**

This is a survey course designed to introduce teacher candidates to the basic concepts involved in the reading process. The course includes definitions of reading, current approaches to teaching reading, evaluation techniques, the accommodation of exceptionalities, and teaching to diversity.

(SPRING ONLY; Full admission to the Teacher Education Program and concurrent enrollment in EDU 305 are required for undergraduate candidates. Permission from the Education Department is required for certification-only candidates.)

**EDU 308                    MATERIALS AND METHODS OF TEACHING                    3 sem. hrs.**  
**READING/LANGUAGE ARTS II**

This course is designed to prepare teacher candidates to teach reading and language arts not only in these classes, but also across the curriculum. In the course, students examine various methods and materials appropriate to the elementary reading/language arts classroom with an emphasis on developing overall literacy through current methodologies. An integrated approach to the teaching strategies and skills of reading, writing, speaking, and listening is taken. Prerequisite courses for undergraduate candidates: EDU 305 and EDU 307. (FALL ONLY for undergraduate candidates; Full admission to the Teacher Education Program and concurrent enrollment in EDU 310 are required for undergraduate candidates. This course is offered in the summer semester only for certification-only candidates.)

**EDU 309                    HUMAN GROWTH AND DEVELOPMENT                    3 sem. hrs.**

This course is designed to explore the physical, mental, and social-emotional growth and development of the individual from birth through the adolescent period. Major principles and theories currently used in the field of developmental psychology are examined.

**EDU 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. Prerequisite courses for undergraduate candidates: EDU 305 and EDU 307. (FALL ONLY; Full admission to the Teacher Education Program and concurrent enrollment in EDU 308 are required for undergraduate candidates. Permission from the Education Department is required for certification-only candidates.)

**EDU 311                    TEACHING READING IN THE CONTENT AREA                    3 sem. hrs.**

This course is designed to provide an examination of various techniques by which teachers can promote increased student achievement in reading and language in the content areas. Candidates know and understand the stages of reading/language development as well as the major components of reading and language instruction. In addition, candidates examine diverse materials and various research-based methods, activities, and strategies that promote achievement. (Spring and Summer 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 MATHEMATICS II 3 sem. hrs.**

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 312 is a prerequisite. (Fall only)

**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. (Fall only)

**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                    3 sem. hrs.**  
**OF KINDERGARTEN**

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                    3 sem. hrs.**  
**OR PRE-KINDERGARTEN**

**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                    3 sem. hrs.**  
**INSTRUCTIONAL/CURRICULUM DEVELOPMENT:**  
**SPECIALIZED SKILLS AND PRACTICE IN THE DISCIPLINE**

This course includes study and application of theories and principles of effective planning, classroom behavior and management techniques, and instructional delivery in the classroom. Concurrent field-based placement in a school setting under the supervision of a certified teacher is required. Student teaching 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. (Fall only)

**EDU 460C                    INSTRUCTIONAL METHODOLOGIES:                    3 sem. hrs.**  
**ELEMENTARY**

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. (Spring only)

**EDU 460D                    INSTRUCTIONAL METHODOLOGIES:                    3 sem. hrs.**



## ENGLISH

**ENG 101 and ENG 102 must be successfully completed before  
a student enrolls in any higher-level English course.**

**ENG 100                    INTRODUCTION TO COLLEGE ENGLISH                    3 sem. hrs.**

This course prepares students for success in college writing in English Composition I (ENG 101). Students build college-level writing skills through application of the conventions of English grammar, use of the stages of the writing process, and critical thinking skills. Extensive writing practice, cooperative grouping, prompt feedback, and computer-assisted instruction facilitate student learning.

**ENG 101                    ENGLISH COMPOSITION I                    3 sem. hrs.**

This course is an introduction to expository and critical writing, with emphasis on writing basic 5-paragraph essays, criticism of study essays, and attention to grammar, punctuation, and spelling.

**ENG 102                    ENGLISH COMPOSITION II                    3 sem. hrs.**

This course is a continuation of ENG 101, with emphasis on writing skills, criticism, and research procedures. Several short compositions and a research paper, using APA or MLA style depending on major, are required.

**ENG 200                    INTRODUCTION TO LITERARY FORMS                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102**

This course is an introduction to and an appreciation of selected genres of literature with the aim of providing both a method of literary analysis and a useful critical vocabulary. Critical essays are required.

**ENG 211                    WRITING TUTORIAL I: NEWSPAPER                    1 sem. hr.**

**Prerequisites: ENG 101 and 102 and permission of instructor**

Students may earn one credit for writing publishable articles of general interest for the College newspaper.

**ENG 220                    READING FOR PLEASURE                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102**

The purpose of this course is to expose students to a wide range of genres and formats; however, it differs from the traditional literature course in its approach. The majority of lectures center on popular genre literature, such as mystery, horror, etc. All literary formats are represented. Examples and suggested readings include both fiction and nonfiction titles as well as titles from all time periods and cultures. The course is activity-based and includes a strong writing component.

**ENG 250                    AMERICAN LITERATURE I                    3 sem. hrs.**

**Prerequisites: ENG 101 and 102**

This course is a survey of representative American writers from the colonial period to the Civil War. Critical essays are required.



**ENG 251**            **AMERICAN LITERATURE II**            **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

This course is a survey of representative American writers from the Civil War to the present. Critical essays are required.

**ENG 297**            **SEMINAR IN SELECTED TOPICS**            **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

This course is a study of a selected topic in language or literature, possibly an interdisciplinary topic. A critical and/or creative writing component is required.

**ENG 300**            **BRITISH LITERATURE I**            **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a study of the major British authors of all genres from the Old English period to the Eighteenth Century. Critical essays are required.

**ENG 301**            **BRITISH LITERATURE II**            **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a study of the major British writers from the Romantic period to the present. Critical essays are required.

**ENG 302**            **WOMEN IN LITERATURE**            **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course focuses on the issues surrounding women's social, political, cultural, psychological, and spiritual roles, as defined by both male and female writers. Critical essays are required.

**ENG 307**            **WORLD LITERATURE I**            **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course studies the impact of great works of Western thought from the Gilgamesh epic through Dante. Critical essays are required.

**ENG 308**            **WORLD LITERATURE II**            **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a study of modern world literature, including the literatures of Western and Eastern Europe, Africa, India, and the Middle East. All readings are in English. Critical essays are required.

**ENG 309**            **SOUTHERN LITERATURE**            **3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a survey of Southern American literature of selected genres from the antebellum period to the present. Critical essays are required.

**ENG 311**            **WRITING TUTORIAL II: NEWSPAPER**            **1 sem. hr.**  
**Prerequisites: ENG 101 and 102 and permission of instructor**

Students may earn one credit for writing publishable articles of general interest for the College newspaper.

**ENG 314                    AFRICAN-AMERICAN LITERATURE                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a survey of African-American writers of all genres from the Literature of Slavery and Freedom to Contemporary Black Writers. Among the writers studied are Wheatley, Douglass, Hurston, Toomer, Wright, Ellison, Giovanni, Angelou, and Morrison.

**ENG 321                    CREATIVE WRITING                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

This is a structured course in which students read, study, and create literature of various genres. A portfolio of student writing and submission of creative work to the College literary magazine, *Calliope*, are required.

**ENG 352                    SHAKESPEARE I                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a survey of Shakespeare's major plays, with primary emphasis on the comedies and tragedies. Critical essays are required.

**ENG 397                    SEMINAR IN SELECTED TOPICS                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is a study of a selected topic in language or literature, possibly an interdisciplinary topic. Critical and/or creative essays are required, as well as research of criticism.

**ENG 400                    ADVANCED GRAMMAR                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

Required for all undergraduate Education majors, this course is an intensive study of the essential and finer points of traditional English grammar, with emphasis on error analysis of standard English. Special focus is given to understanding and applying the rules and conventions of usage, agreement, and mechanics to a variety of writing assignments. This course is designed not only for prospective and current teachers but also for all students interested in improving and editing their own writing, including English majors. An oral presentation reflecting the precepts covered in the course is required.

**ENG 401                    ADVANCED COMPOSITION                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102**

This is a study of the principles of rhetorical strategies, aimed at refining writing style through intensive practice. Critical essays and a research paper, as well as an oral presentations, are required to focus students' research papers on a topic appropriate to their disciplines and to include scholarly research of this topic in the literature of their disciplines.

**ENG 404                    WOMEN WRITERS                    3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is an analysis of the works of representative women writers—such as George Eliot, Emily Dickinson, Zora Neale Huston, Sylvia Plath, and Alice Walker—in various genres,

emphasizing their writing styles, choices of subjects, and viewpoints on key issues. Critical essays are required.

**ENG 406 MODERN POETRY 3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is an analysis of modern poetry written in English. Critical essays are required.

**ENG 407 SEMINAR IN SELECTED TOPICS 3 sem. hrs.**  
**Prerequisites: ENG 101 and 102, a 200-level literature course, and permission of English Program Coordinator**

This is an in-depth examination of specialized subject matter in literature or language studies. One or more significant authors or issues in English, American, or world literature will be the focus. Critical research and writing and oral presentation are required. Advanced background in literary studies is necessary.

**ENG 408 EDITING TUTORIAL 1 sem. hr.**  
**Prerequisites: ENG 101 and 102, and permission of the English Program Coordinator**

Editors of the College literary magazine or newspaper may earn one semester hour of credit for overseeing, editing, and producing student publications.

**ENG 409 ADVANCED LITERARY FORMS 3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is an in-depth study of various approaches to literary criticism in selected genres. Critical essays are required.

**ENG 410 SHAKESPEARE II 3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and a 200-level literature course**

This course is an intensive senior-level study of a selected genre of Shakespeare's plays: comedy, tragedy, history, or romance. Critical research and writing and oral presentation are required. Advanced background in literary studies is necessary.

**ENG 498 SENIOR INTERNSHIP 3 sem. hrs.**  
**Prerequisites: ENG 101 and 102 and permission of the English Program Coordinator**

Under the direction of a professional in the marketing, communications, or other English-related field, a graduating senior may earn an apprenticeship, with periodic evaluations and a written narrative log and self-evaluation required, as well as an evaluation by the internship supervisor.

**ENG 499 SENIOR THESIS 3 sem. hrs.**  
**Prerequisites: ENG 101 and 102, a 200-level literature course, and permission of the English Program Coordinator**

Under the direction of a member of the English Department, a graduating senior may present an original essay on an author, theme, or period that demonstrates knowledge, skill, critical thinking, and creativity. As an oral component of the presentation, the senior must respond to questions concerning the work in a thesis defense.

## EARTH SCIENCE

**ESC 101                    EARTH SCIENCE: PHYSICAL                    4 sem. hrs.**

A one-semester survey course emphasizing processes related to the formation of the earth, the shaping of the earth's crust, and the sculpting of the earth's surface. Laboratory experiences are integrated with lecture.

**ESC 102                    EARTH SCIENCE: HISTORICAL                    4 sem. hrs.**  
**Prerequisite: ESC 101**

A one-semester survey course emphasizing the evolutionary history of the earth, including physical changes and an introduction to the record of life through time. Laboratory experiences are integrated with lecture.

**ESC 205                    OCEANOGRAPHY                    2 sem. hrs.**

A one-semester course emphasizing the basic principles, processes, and properties of the oceans. Laboratory experiences are integrated with lectures.

**ESC 215                    NATURAL DISASTERS                    3 sem. hrs.**

This course will provide an in-depth, hands-on study of natural hazards, their geography, and their impact on societies worldwide. The course will focus on a variety of natural hazards and related disasters including floods, volcanoes, landslides, earthquakes, hurricanes, and tsunamis. Lectures will focus on both the physical processes (e.g., underlying geology or geophysics) of selected natural hazards and the human systems that have developed to minimize the impact of natural disasters.

**ESC 225                    ENVIRONMENTAL SCIENCE                    3 sem. hrs.**

This course is an introduction to the science of the environment. Approximately half the class is spent on the biosphere including topics such as evolution, biomes, population biology including the human population, and biogeographic diversity. The other half of the class is spent discussing human influences on the biosphere. Topics include air pollution, climate change, water use and management, energy, and hazardous waste. Sustainability will be the integrating theme of the discussions. (Same as HSC 225)

**ESC 300                    TOPICS IN EARTH SCIENCE                    1-2 sem. hrs.**

Investigations in special areas of earth science. Individual or group participation.

## FINE ARTS

**FNA 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.



## **AND CANADA**

This course treats the United States and Canada as one unit or region. Included are the study of land use, patterns of economic activity, urban geography, population growth, and change.

### **GEO 203                    GEOGRAPHY OF LOUISIANA                    3 sem. hrs.**

Physical and cultural geography of Louisiana is the subject of this course. Emphasis is placed on the physical geographical elements identified with Louisiana and with their implications for the State's varied cultural heritages. Topics include the Mississippi River and other waterways of Louisiana, New Orleans and its port, the urban landscape, the coastal wetlands, settlement patterns, ethnic groups, rural folk housing, and agriculture.

## **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 the confidence needed to render appropriate initial care.

### **HPE 291                    STRESS MANAGEMENT                    1 sem. hr.**

Basic concepts of stress and techniques for its management. (Same as BIO 291)

### **HPE 293                    HOLISTIC HEALTH                    1 sem. hr.**

This course is designed to present some of the alternative methods available for achieving and maintaining optimum health and well-being and to encourage the student to accept the responsibility for his or her own health. (Same as BIO 293)

## **HEALTH SCIENCES**

### **HSC 110                    MEDICAL TERMINOLOGY                    3 sem. hrs.**

This course offers an introduction to medical terms through an analysis of their construction including prefix, suffix, root, connecting and combining forms, and is designed for students preparing for careers in the health professions.

### **HSC 103                    FIRST AID                    1 sem. hr.**

A course dealing with procedures to be employed in first aid treatment of wounds, shock, poisoning, fractures, and unconsciousness. American Red Cross certificates are granted to those who satisfactorily pass the examination. (Same as HPE 103)

### **HSC 103A                    FIRST AID AND CARDIOPULMONARY RESUSCITATION 1 sem. hr.**



**HSC 380 INTRODUCTION TO EPIDEMIOLOGY 3 sem. hrs.**  
**Prerequisite: BIO 101 or BIO 370**

Epidemiology is the study of the distribution and determinants of disease in a population. This course focuses on interpretation of epidemiologic data and approaches used in epidemiologic investigations of both infectious and non-infectious diseases. (same as BIO 380)

**HSC 400 INTRODUCTION TO PUBLIC HEALTH 3 sem. hrs.**  
**Prerequisite: junior or senior standing**

This course introduces the history of public health, the measurement of health, disease, and illness within populations, an analysis of current public health issues, and the role of government in the promotion of public health.

**HSC 405 BIOETHICS 3 sem. hrs.**

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. (Same as BIO 405 and PHI 405)

**HSC 410 DIRECTED STUDIES 1 – 3 sem. hrs.**  
**Prerequisite: permission of chair**

Directed study of health concepts and theories, research, readings, and evaluation of current literature.

**HSC 411 ADVANCED STUDIES 1 – 3 sem. hrs.**  
**Prerequisite: permission of the chair**

Investigation is designated area in the field of health sciences

**HSC 450 INTERNSHIP 3 sem. hrs.**

Internships provide students with the opportunity to gain real-world work experience while maintaining their normal course load. The student will be assigned to a clinical or hospital setting under the supervision of a healthcare professional who will serve as preceptor. Internships must be arranged ahead of time with the internship coordinator prior to the start of the internship.

## **HISTORY**

**HIS 101-102 or HIS 201-202 are prerequisites for all upper level history classes (excluding HIS 301).**

**HIS 101 HISTORY OF WESTERN CIVILIZATION I 3 sem. hrs.**  
A survey of ancient, medieval, and modern history to 1650 A.D.

**HIS 102 HISTORY OF WESTERN CIVILIZATION II 3 sem. hrs.**  
A survey of modern world history from circa 1650 to the present day.

**HIS 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 communication, commerce, finance, urbanization and industrialization, science and technology, and their roles in our economic development. (Same as ECO 200)

**HIS 201**                    **HISTORY OF THE UNITED STATES I**                    **3 sem. hrs.**  
A survey of United States history from the arrival of early man until the end of Reconstruction (1877).

**HIS 202**                    **HISTORY OF THE UNITED STATES II**                    **3 sem. hrs.**  
A survey of United States history from the end of Reconstruction until modern times.

**HIS 301**                    **LOUISIANA HISTORY**                    **3 sem. hrs.**  
A survey of Louisiana history from the earliest times to the present.

**HIS 305**                    **INTRODUCTION TO PUBLIC HISTORY**                    **3 sem. hrs.**  
This course offers a survey of the practice of history in public venues, including businesses, museums, archives, government agencies, historical organizations, and various other areas of professional employment. By addressing both intellectual and practical issues, this course provides students with a broad survey and understanding of both the historical practice and the tools to explore chosen non-academic specialties and professions in detail.

**HIS 310**                    **THE HISTORY OF MATHEMATICS**                    **3 sem. hrs.**  
**Prerequisites: MAT 105, MAT 106, MAT 110, and MAT 250**  
A general survey of the main trends in the development of mathematics from ancient times to the present. The cultural and social contexts of mathematical activity are studied along with the classic problems. (Same as MAT 310)

**HIS 325**                    **THE ANCIENT WORLD**                    **3 sem. hrs.**  
A study of the political and social events of the ancient Egyptian, Greek, and Roman civilizations and their contributions to the modern world.

**HIS 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.**



## **RESEARCH IN LOUISIANA HISTORY**

An in-depth survey of qualitative research techniques, their application, and the preparation of a written project using primary resource materials.

### **HIS 455 READINGS IN LOUISIANA HISTORY 3 sem. hrs.**

Taught in a pro-seminar setting, students examine the history of our state by reading, discussing, and writing about a series of publications on Louisiana from ancient to modern times.

### **HIS 465 NEW ORLEANS HIGHLIGHTS 3 sem. hrs.**

#### **Prerequisite: Any 300 or above history course**

New Orleans is one of the best known cities in the nation and is the centerpiece attraction of our state. To achieve a full appreciation of the many valuable historic offerings located in our community, students are required to make on-site visits to numerous historic sites located in the region.

### **HIS 470 FRENCH REVOLUTION AND NAPOLEON 3 sem. hrs.**

An examination of developments in France from 1789 to 1815 and the repercussions of these events in Europe. The background of 18<sup>th</sup> - century Europe is reviewed. The settlement of Vienna is treated in detail.

### **HIS 481 EUROPE IN TRANSITION: 1900 –1945 3 sem. hrs.**

A study of the political, social, economic, and military events in Europe from the turn of the century to the end of the World War II.

### **HIS 485 CONTEMPORARY EUROPE: 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.

## **INTRODUCTION TO COLLEGE SUCCESS**

### **ICS 100 INTRODUCTION TO COLLEGE SUCCESS 1 sem. hr.**

This course prepares students for successful integration into the college environment. ICS 100 is required of all students who are placed into one or more PSSP courses. Students must take ICS 100 at the same time as they are enrolled in other PSSP courses. *This course has a mandatory campus involvement component, which may include service learning.* Course topics include campus resources, learning styles, study skills, time management, library skills, test-taking techniques, the mission and history of the College, and the Marianite core values. ICS 100 therefore establishes a learning community where undergraduates acquire the personal, technical, and social skills that support college success. Students who enroll in ICS 100 must successfully complete it with a C or higher.

### **LATIN**

**LAT 101      ELEMENTARY LATIN I      3 sem. hrs.**  
Introduction to the Latin language as used by the Romans in the ancient world. Elementary grammar and vocabulary, reading and writing, listening and speaking are included.

**LAT 102      ELEMENTARY LATIN II      3 sem. hrs.**  
A continuation of the introduction to the Latin language as written by the Romans in the Roman world. Grammar and vocabulary, reading and writing, listening and speaking are included.

**LAT 103      COLLEGE LATIN FOR THEOLOGY      3 sem. hrs.**  
This is an introductory course intended for students with little or no knowledge of the language. Its aim is to present the essential forms, vocabulary, and syntax of classical and medieval Latin. The goal is to develop the basic ability to read Latin. Customs and cultural insights that are imbedded in the language are also presented.

### **MANAGEMENT**

**Only students enrolled in the  
Organizational Management Program may enroll in the following courses.**

**MGT 300      TRANSITION THROUGH ADULT LIFE      1 sem. hr.**  
This course examines the process of career development and its relation to the world of work. Includes discussions of career development theories. It focuses on self-assessment; decision-making skills; educational, occupational, and community information; and job-seeking skills.

**MGT 301      PRINCIPLES OF MANAGEMENT      3 sem. hrs.**  
This course provides students with a general introductory management learning experience. 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 guide debate on topics such as: creating an ethical climate in an organization, ethics in advertising and sales, etc.

**MGT 303 HUMAN RESOURCE MANAGEMENT 3 sem.hrs.**

Overview of the human resource management field. Emphasis is placed in the areas of staffing, training and developing human potential, compensation, benefits, and performance management. The legal framework for equal employment opportunity is covered along with affirmative action. Human Resource Information Services (HRIS) is introduced.

**MGT 305 ENTREPRENEURSHIP 3 sem.hrs.**

This course provides an understanding of the role of entrepreneurial business in the United States and the impact on the national and global economy. The student evaluates the skills, attitude, and commitment necessary to successfully operate an entrepreneurial venture. Emphasis is on reviewing the challenges and rewards of entrepreneurship. 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 are also 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 allocating scarce resources. Using tools of welfare economics, it addresses market efficiency, outcomes from market failures and firms with market influence. The section on macroeconomics provides a mix of classical and Keynesian ideas, the theory of economic growth, and the role of financial markets.

**MGT 403 LEGAL ASPECTS OF BUSINESS 3 sem. hrs.**

This course introduces legal theory, common law contract theory and, the Uniform Commercial Code. The basic elements of contracts are examined, along with remedies, statute of frauds and

third party rights, application of the property rights, agency, employment law, business structures, intellectual property, and E-commerce.

**MGT 405      MANAGERIAL ECONOMICS      3 sem. hrs.**

**Prerequisites: MGT 311 and MGT 312**

This course teaches application of economic principles to managerial decision making. Topics include: demand, costs and market structure and their relation to pricing, product choice and resource allocation; industrial organization; agency theory.

**MGT 406      MANAGERIAL FINANCE      3 sem. hrs.**

**Prerequisite: MATH 215**

A study of the economic and financial structure of firms and their impact on the financial and operational requirements of firms. Special emphasis on the financial environment, capital budgeting techniques, capital cost and structure, working capital policy. Financial planning and control are also covered.

**MGT 409      OPERATIONS MANAGEMENT      3 sem. hrs.**

**Prerequisites: MGT 414 and spreadsheet competence.**

This course examines the concepts for designing, planning and improving manufacturing and service organizations. Topics include enterprise resource planning, facility layout, forecasting, inventory management, lean manufacturing, total quality control, and project management.

**MGT 414      ACCOUNTING FOR MANAGERS      3 sem. hrs.**

**Prerequisite: MATH 215**

This course is an introduction to accounting concepts and the operating characteristics of accounting systems. With a focus on managerial accounting, the course teaches students how to interpret statements and make good decisions based on them. It is designed for the user of accounting information and not as an introduction to a professional accounting career.

**MGT 417      ORGANIZATIONAL BEHAVIOR      3 sem. hrs.**

This course is focused on the behavior of individuals and groups within diverse organizations and on organizational structure and processes. There is emphasis on leadership, change management, team development and continuous improvement practices and experiences. Topics include management, leadership, change, team development, dynamics and teamwork, transforming business processes, and process improvement structure.

**MGT 418      STRATEGIC MANAGEMENT      3 sem. hrs.**

This course explores the major functions of top management, the major problems that affect the success in the total organization, and the decisions that determine the direction of the enterprise. Special emphasis 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 application-oriented and provides an opportunity for

each student, individually, to complete a research project or design and implement an intervention that involves multiple stages and enables him or her to show results before completion. Each student selects a capstone project in conjunction with his or her advisor and a faculty mentor. 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 work on data obtaining and analysis. The second semester is designed for the final preparation of the Capstone Project.

**MGT 421 SENIOR CAPSTONE PROJECT II 2 sem. hrs.**

The Senior Capstone Project is designed for two consecutive semesters at the end of the degree program. The capstone project is application-oriented and provides an opportunity for each student, individually, to complete a research project or design and implement an intervention that involves multiple stages and enables him or her to show results before completion. Each student selects a capstone project in conjunction with his or her advisor and a faculty mentor. 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 work on data obtaining and analysis. The second semester is designed for the final preparation of the Capstone Project.

**MGT 458 INTERNATIONAL MANAGEMENT 3 sem. hrs.**

This class provides a basic understanding of international management with emphasis on the forces of globalization, major reasons companies go international, the environment international managers need to be concerned with, development of cross-cultural communication, negotiation and team building skills, importance of culture on international human resource management, finding and developing global expatriates.

**MATHEMATICS**

**MAT 099 FUNDAMENTALS OF MATHEMATICS 3 sem. hrs.**

This developmental course prepares students for success in I Introduction to College Algebra I (MAT 100A). MAT 099 encourages students to think critically as they comprehend and apply fundamental mathematical concepts. Students review basic computational skills and mathematical concepts in preparation for MAT 100A. Pre- and post-testing, continuous assessment, direct instruction, guided practice, cooperative grouping, prompt feedback, and computer-assisted learning aid students in building basic mathematical skills. Students who are placed into MAT 099 must successfully complete it with a P on a Pass/No Credit grading scale.





This course covers topics in plane and solid geometry including logical systems, direct proofs, concept of congruence, similarity, theorems and facts about polygons and circles, transformations, solid geometry, and an introduction to analytic geometry.

**MAT 160**            **INTRODUCTORY STATISTICS**            **3 sem. hrs.**  
**Prerequisite: MAT 105**

A course in general statistics including sampling techniques, random variables, the binomial distribution, the normal distribution, decision making, correlation, and regression.

**MAT 215**            **FINITE MATHEMATICS**            **3 sem. hrs.**  
**Prerequisite: MAT 105 or placement above MAT 105**

Survey course in applied mathematics, emphasizing the mathematical concepts in business, economics, the social and natural sciences; linear, matrix, and Boolean algebras; linear programming; and other skills needed for statistical analysis, modeling, simulation, and decision making.

**MAT 250**            **CALCULUS I**            **4 sem. hrs.**  
**Prerequisite: MAT 106**

The fundamentals of differential and integral single variable calculus.

**MAT 301**            **BUSINESS AND ECONOMIC STATISTICS I**            **3 sem. hrs.**  
**Prerequisite: MAT 215**

Introductory courses in statistical methods and their use in gathering and interpreting qualitative and quantitative data upon which economic decisions can be based. The course covers probability, sampling, statistical inference and hypothesis testing. (Same as BUS 301)

**MAT 302**            **BUSINESS AND ECONOMIC STATISTICS II**            **3 sem. hrs.**  
**Prerequisite: MAT 301**

Introductory 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 317**            **SPECIAL TOPICS**            **1-3 sem. hrs.**  
**Prerequisite: Permission of the Instructor**

Content will vary.

**ARMY ROTC – MILITARY SCIENCE**  
**RESERVE OFFICERS TRAINING CORPS**

All courses are taught at Tulane University.

**MIL 101-102**            **DYNAMICS OF LEADERSHIP I AND II**            **2, 2 sem. hrs.**  
**Prerequisite: consent of Professor of Military Science (PMS)**

An introductory course on the history and organization of Army ROTC and initial study of leadership traits, principles, and characteristics. The student is introduced to the characteristics and capabilities of individual and crew-served weapons, communications, and first-aid. The customs and courtesies of the military service and an overview of the pay system, service benefits, the national defense structure, and the basic organization and functions of a military squad and platoon.

**MIL 201                    APPLIED LEADERSHIP                    2 sem. hrs.**  
**Prerequisite: consent of Professor of Military Science (PMS)**

The course begins with an introduction to military map reading covering topics such as grid coordinates, elevation, relief, distance, polar coordinates, intersection, and resection. Concludes with preliminary marksmanship instruction covering topics such as mechanical training and marksmanship fundamentals.

**MIL 202                    MANAGEMENT TECHNIQUES                    2 sem. hrs.**  
**Prerequisite: MIL 201**

An introduction to management principles and techniques. Includes a discussion of leadership principles and application of leadership techniques. Course concludes with an introduction to military correspondence, discussion of customs and traditions, and Ranger Challenge skills.

**MIL 301-302            LEADERSHIP AND MANAGEMENT                    3, 3 sem. hrs.**  
**PROBLEMS I AND II**  
**Prerequisite: MIL 202 or consent of PMS**

Introduction to U.S. Army tactical concepts and procedures, principles and evolution of conflict, and the relationship between weapons and tactics. Includes a comparative study of the U.S. and Russian political and military structure, advanced map reading and terrain association, operation orders format, offensive and defensive operations, and overview of Advance summer camp activities.

**MIL 401                    ETHICS OF LEADERSHIP                    2 sem. hrs.**  
**Prerequisite: MIL 302**

First part of the capstone course leading to commissioning. Includes a study of military ethics and professionalism (introduction to the profession of arms, basic understanding of the need for ethical conduct and a greater awareness and sensitivity to ethical issues, improved ethical decision-making skills). Course concludes with cadet presentation of professional knowledge subjects (briefings, military correspondence, information/decision paper, after-action report, counseling techniques, intelligence and combat information, post and installation support).

**MIL 402                    PROFESSIONALISM OF LEADERSHIP                    2 sem. hrs.**  
**Prerequisite: MIL 401**

Conclusion of the capstone course. Emphasis is on command and staff functions, planning and preparation of training, logistics, and personnel management. Course concludes with the study of military justice and the law of conflict.

**MIL-L                    LEADERSHIP LABORATORY                    0-1 sem. hr.**



**MUS 410 PIANO LITERATURE 3 sem. hrs.**

A study of keyboard music from the Eighteenth century to the present, involving listening, analysis, and performance.

**APPLIED MUSIC**

**PIANO**

**MUS 121-122 PIANO I AND II 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 420      NURSING V WITH CLINICAL COMPONENT      7 sem. hrs.**

Focuses on individuals, families, groups, and communities within the diverse, global society. Emphasizes health promotion, illness prevention, and epidemiology across the life span. 4 hours lecture and 12 hours clinical per week. (Spring only)

**NSG 403      PREPARATION FOR PROFESSIONAL  
NURSING PRACTICE      2 sem. hrs.**

Focuses on preparation for the practice setting and for the licensing exam. (Spring only)

**RN to BSN**

**NSG 355      CONTEMPORARY ISSUES IN NURSING FOR RNs      5 sem. hrs.**

Focuses on economic, demographic, social, legal, and technologic influences on healthcare affect the delivery of nursing care. The impact of these forces on health care delivery and concerns relating to the ethical, legal and social issues influencing professional nursing practice in a diverse, global society are explored (on-line RN to BSN program).

**NSG 471 COMMUNITY HEALTH NURSING OF DIVERSE POPULATIONS  
FOR RNs      5 sem. hrs.**

Focuses on the nursing care of populations within the framework of community health. Improving the health of individuals, families, groups, and aggregates in the community setting are emphasized using health promotion, epidemiology, community advocacy, leadership, research, and other concepts integral to the public health in a diverse, global society (on-line RN to BSN program).

**NSG 360      HEALTH ASSESSMENT FOR RNs      3 sem. hrs.**

Focuses on the patient as a holistic individual throughout the lifespan utilizing communication skills and physical assessment skills in performing a health assessment. Patterns of health promotion, health maintenance and health restoration are determined utilizing assessment tools and the nursing process to develop skills in the systematic assessment and provide an evidence-based foundation for nursing interventions (on-line RN to BSN program).

**NSG 370      PATHOPHYSIOLOGY FOR RNs      3 sem. hrs.**

Focuses on understanding disease processes to provide holistic health care to the patient undergoing altered health states. Understanding pathophysiology aids in the effective identification of client risk factors by the nurse and helps anticipate and prevent complications associated with various diseases. Assists with building a knowledge base directly applicable in the clinical setting (on-line RN to BSN program).

**NSG 385      NURSING RESEARCH AND EVIDENCE-BASED      3 sem. hrs.**

## **PRACTICE FOR RNs**

Focuses on nursing research as the vehicle through which theory is developed, tested and utilized in application of evidence-based practice to attain quality nursing outcomes that provides the foundation for nursing as a professional practice discipline in a diverse society (on-line RN to BSN program).

### **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.**

An introduction to the discipline of philosophy, with special emphasis on the historical significance of the Great Philosophers and their connection to and influence on basic philosophical issues, questions, problems, terminology, and methodology.

### **PHI 206 HISTORY OF PHILOSOPHY 3 sem. hrs.**

A study of the origin and development of Western and Eastern philosophy, including significant thinkers, schools of thought, and perennial themes that have shaped human culture across the millennia.

### **PHI 207 INTRODUCTION TO LOGIC AND CRITICAL THINKING 3 sem. hrs.**

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.**

A study of traditional and contemporary metaphysical principles and doctrines. Topics covered are the notion of being, becoming, *ousia*/substance, unity, form, matter, causality, and God. (Same as THE 242)

### **PHI 240 PHILOSOPHY OF HUMAN NATURE 3 sem. hrs.**

A critical analysis of what it means to be human through a study of the various traditional and contemporary views concerning the nature of human beings.

### **PHI 250 EPISTEMOLOGY: BELIEF, KNOWLEDGE, AND TRUTH 3 sem. hrs.**

An introduction to the discipline of epistemology. Topics 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. **(Same as THE 243)**

**PHI 260      PHILOSOPHY OF RELIGION      3 sem. hrs.**

The religious nature of human beings is explored in light of the manifold answers to fundamental questions concerning the origin and goal of human life. This course begins with the human search for the divine that continues to the present day, incorporating Western and non-Western philosophers. Varieties of belief and unbelief are also studied.

**PHI 270      INTRODUCTION TO EASTERN PHILOSOPHY      3 sem. hrs.**

An examination of Eastern philosophical thought and themes which have emerged and developed from India, Japan, and China.

**PHI 290      SPECIAL TOPICS IN PHILOSOPHY      3 sem. hrs.**

This course gives the student an opportunity to study selected topics in Eastern or Western Philosophy. It may be taken more than once.

**PHI 306      PHILOSOPHICAL ETHICS      3 sem. hrs.**

A historical survey of the nature of ethics and the rational foundations of morality and human conduct. Major ethical theories and issues are examined with a view toward understanding their significance and impact on contemporary culture.

**PHI 315      THE DYNAMIC SYNTHESIS OF ST. THOMAS AQUINAS      3 sem. hrs.**

**Prerequisites: PHI 206, PHI 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 THE 310)**

**PHI 320      AMERICAN PHILOSOPHY      3 sem. hrs.**

**Prerequisites: PHI 101 or PHI 206**

An examination of American philosophies, e.g., transcendentalism, idealism, neo-realism, and 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**

An examination of the historical developmental of phenomenology and existentialism through the works of philosophers such as 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 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 306**

A study of the issues and problems of bioethics as presented in medicine and medical research. Topics addressed include moral problems and reasonable solutions to them through applied ethics.

**PHI 450 FOUNDATIONS OF PSYCHOLOGY & 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 students an opportunity to coordinate their knowledge of the various fields of philosophy. Directed research is conducted in special philosophical problems.

**PHI 490 SPECIAL TOPICS IN PHILOSOPHY 3 sem. hrs.**

This course gives the student an opportunity to study selected topics in Eastern or Western Philosophy. It may be taken more than once.

**PHI 495 SOCIAL AND POLITICAL PHILOSOPHY 3 sem. hrs.**  
**Prerequisites: PHI 206 and PHI 306**

An historical and contemporary study of social behavior and ethics, cultural standards, and changes in social norms, combined with a study of political theory from Greek philosophy to contemporary issues concerning modern political systems, law, liberty, justice, and human rights.

### PHYSICS

**PHY 101 PHYSICAL SCIENCE 4 sem. hrs.**

A one-semester survey course concerning the basic principles of physics, chemistry, earth science, and astronomy. Laboratory experiences are integrated with lecture.

**PHY 151 GENERAL PHYSICS I 4 sem. hrs.**  
**Prerequisite: MAT 105**



**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 413      HISTORY OF PSYCHOLOGY      3 sem. hrs.**

This is an undergraduate course in the history of psychology, with emphasis on both lecture/text and class participation. Development and sharpening of writing and reasoning skills are also parts of this course. Class members are encouraged to ask questions and make comments during and after class.

**PSY 415      PSYCHOLOGICAL TESTS AND MEASUREMENTS      3 sem. hrs.**

The course is designed to make students familiar with the construction, standardization, administration, scoring, and interpretation of a variety of standard psychological tests and measurements in order to make them informed consumers of psychological reports.

**PSY 420      PSYCHOLOGY OF COMBAT      3 sem. hrs.**

This course is designed to explore the psychological preparation for and response to military combat from the perspective of the warrior, the military and society.

**PSY 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.**



**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 320                    ASSESSMENT AND EVALUATION OF  
EXCEPTIONAL LEARNERS                    3 sem. hrs.**

This course is designed to provide students with the basic statistical concepts needed to interpret results of psychological and educational tests. Definition and terminology in tests and measurements as employed with exceptional individuals will be studied. Description, analysis and interpretation of various formal and informal evaluation instruments and practices will be investigated. Demonstration and practice in administering instruments to evaluate motor, cognitive, language and social/emotional development as well as academic achievement will be employed. Theoretical approaches, screening/identification, educational placement considerations and assessment and evaluation issues will be addressed. Fieldwork includes administration, scoring, interpretation and written results of formal and informal evaluation instruments.

**SED 321                    FUNDAMENTALS OF INSTRUCTIONAL  
TECHNOLOGY                    3 sem. hrs.**

This course will focus on the fundamental use of computers and other technology in the classroom. Students will participate in hands-on instruction with special emphasis on accessible instructional materials (AIM) and assistive technology for students with disabilities. This project-based course will have students using the Universal Design for Learning to create lessons for content areas integrating modern technology software and hardware in K-12 and special education classrooms. Students will become knowledgeable of available resources and ethical issues with computer use.

**SED 322                    SELF-DETERMINATION AND  
SCHOOL-TO-WORK TRANSITION                    3 sem. hrs.**

This course addresses the history of transition and essential components of the transition process of students with various disabilities from the school environment to employment setting. Emphasized are the roles of educators in the development of the Individual Transition Plan (ITP)

for each student and self-management skills to facilitate self-determination. This course also covers potential school-to-work issues for students with a variety of disabling conditions and focuses on planning that emphasizes the six areas that ensure quality of life for disabled individuals. A cooperative, multidisciplinary team approach is addressed as a way of helping student transition into appropriate work settings. Fieldwork includes visitation to adult agencies.

**SED 323 INSTRUCTIONAL PRACTICES IN SPECIAL EDUCATION 3 sem. hrs.**

This course surveys curriculum design for students with mild/moderate disabilities. Special teaching techniques, as well as creating appropriate learning environments consistent with maintaining the least restrictive environment, are covered. Individualized instruction, modification of the Common Core based on the Universal Design for Learning, differentiated instruction, and designing, implementing and evaluating Individual Education Plan (IEP) goals and objectives are addressed. Fieldwork includes actual case studies for determining instructional needs of students and creating appropriate IEPs.

**SED 324 COLLABORATIVE TEAMING 3 sem. hrs.**

This course is focused on developing effective partnerships with parents, family members, general educators and related service providers through the development of communication skills needed for collaboration, consultation and teamwork in serving the educational needs of students with disabilities. Contexts, content, processes, practices and support of school consultation are addressed. The understanding, participation and strategies needed to develop effective interactions with other school professionals and parents are emphasized. Includes a field component. (Fall only)

**SED 318 BEHAVIORAL INTERVENTIONS WITH EXCEPTIONAL CHILDREN 3 sem. hrs.**

**Prerequisite: EDU 304A**

Methods and procedures in behavioral intervention strategies, including systematic behavioral intervention assessment. Includes a field component. (Summer only)

**SED 325 BEHAVIORAL SUPPORT AND INTERVENTION 3 sem. hrs.**

This course will concentrate on theories of behavior and providing useful information on the etiologies of behavior problems; familiarizing students with characteristics of behavior problems; providing practical and effective behavior management strategies; furnishing students with the knowledge to select and implement behavior charting tools; providing students with the information necessary to write an individual or group behavior management program; methods of implementing behavioral intervention strategies and selecting systematic behavioral intervention assessments. Fieldwork will include assessment of behavior problems and designing and implementing behavior intervention plans.

**SED 430 PRACTICUM IN TEACHING MILD/MODERATE STUDENTS 3 sem. hrs.**

**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.**  
**Prerequisite: SPE 101**  
This course is designed to give a new approach to the understanding of literature. It focuses on poetry, short stories, and plays. Students read and discuss prominent authors and read their selections aloud to the class. This magnifies the literature and allows for a clearer understanding of it. This course is recommended for English majors.

**SPE 203                    DIRECTING SPEECH ACTIVITIES                    3 sem. hrs.**  
**Prerequisite: SPE 101**  
This is a course for the teacher in high school or anyone who wishes to operate a speech program. This course is designed to help those persons who have little experience in directing speech and play activities. It includes the elements needed to recruit students to establish speech contests. Selecting materials and organizing groups are stressed.

**SPE 302 TELEVISION AND THE MEDIA 3 sem. hrs.**  
**Prerequisite: SPE 101**

Business majors or anyone interested in learning how to use the media to an advantage will be interested in this course. It includes how to speak persuasively, how to write convincingly, and how to project a winning image to the public. Topics include studies in the use of the media and successful use of the media for business.

**SPE 310 PERSUASION AND DEBATE 3 sem. hrs.**  
**Prerequisite: SPE 101**

Every person uses some kind of persuasion every day. Persuasion goes beyond the simple process of convincing an audience. It is a much more sophisticated formula involving placement of words and ideas. In this course, students learn to use the formula to elicit a response from an audience or to sell an idea. These processes are then integrated into student debates.

**SPE 405 SPECIAL TOPICS IN SPEECH 3-6 sem. hrs.**  
**Prerequisite: SPE 101**

Selected topics in speech communication. This course may be taken more than once.

**SPE 406 COMEDY 3 sem. hrs.**  
**Prerequisite: SPE 101**

A study of humorous plays and actors; actors and literature are researched to give greater insight to the theory of comedy. (Same as FNA 406)

**SPE 407 SPECIAL TOPICS IN THEATRE 3 sem. hrs.**  
**Prerequisite: SPE 101**

Theatre and acting workshops and special projects; topics are set up on an individual basis from varied fields of interest to students. (Same as FNA 407)

## **THEOLOGY**

**THE 100-level courses are intended for those students who have little or no theological background. THE 300 and THE 400-level courses are designed for theology majors or minors.**

**THE 100 THEOLOGICAL WORKSHOP 3 sem. hrs.**

An introduction to theological terms, language, and readings to enable students to communicate in both verbal and written formats. This course focuses on developing skills for reading comprehension, analysis, and argument, providing a foundation for students to excel in theology and other academic areas.

**THE 101 FUNDAMENTALS OF CATHOLICISM 3 sem. hrs.**

This course provides an explanation of the meaning of faith, morals, and doctrines in the Catholic tradition. Topics such as divine revelation, virtue, Church history, Christ, and the Triune God are covered.

**THE 103 THE CHRISTIAN TRADITION 3 sem. hrs.**

This course is designed as a gateway to understanding the Christian tradition. It is intended for students with a limited background in theology or Church history. Students use a basic text and primary source materials to understand the historical and theological developments in the Jewish tradition; the advent, mission, and Passion of Christ; and the history of the Church from its origins to the present. Topics such as Trinity, Christ, faith, grace, virtues, sacraments, and Christian relations with Judaism and Islam are addressed.

**THE 200 ECCLESIOLOGY 3 sem. hrs.**

This course focuses on the theology of the Church in Scriptures and in the Catholic tradition. Issues to be considered include the four properties of the Church, the hierarchical and sacramental nature of the Church, images and models of the Church, the documents of Vatican II, the ecumenical movement, and the Church's relationship to world religious traditions.

**THE 201 CHRISTOLOGY 3 sem. hrs.**

This course is a study of the divine person and mission of Jesus Christ as portrayed in the Gospels and developed by the early controversies and ecumenical councils. Christological doctrines and innovations in the Medieval, Reformation, and Modern eras are also discussed.

**THE 205 INTRODUCTION TO CHRISTIAN SCRIPTURES 3 sem. hrs.**

This course is an introduction to the Christian Bible, which contains the Old and New Testaments. The unique historical origins and developments of Jewish and Christian scriptural traditions are examined. Interpretation of the Scripture is discussed, and themes such as covenant, Messiah, Christ, Church, grace are explored. The importance of scriptures found in other religious traditions, e.g., Islamic, Hindu, etc., may also be examined.

**THE 210 THE DOCTRINE OF GOD 3 sem. hrs.**

This course studies the mystery of God in various cultures from antiquity to the present, including a survey of humanity's search for God and more importantly God's search for humanity. Characteristics of the divine, such as spirit, unity, simplicity, goodness, omnipresence, etc., are explored, culminating in the study of the Christian doctrine of the Tri-personal God.

**THE 220 RELIGIOUS TRADITIONS AND CULTURE 3 sem. hrs.**

This course evaluates ancient and contemporary views of religion and introduces the anthropological origins of belief in the divine. World religious and philosophical traditions and cultures, e.g. Hindu, Buddhist, Islamic, etc., are 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's Mother Mary, Martha, Mary Magdalene, and other women in the Christian tradition.

**THE 221 THEOLOGY AND CULTURE 3 sem. hrs.**

This course examines how God's communication is received within a specific context of the receiver and the community in which the individual is rooted. Through this reception comes a deeper cultural awareness of the interrelatedness of the individual, community, and world.

**THE 229 CHRISTIAN SPIRITUALITY 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 focuses on the historical, cultural, social, and religious aspects of these traditions from the early Church to the present.

**THE 230 SACRED LITURGY 3 sem. hrs.**

This course studies the biblical foundations and the theological developments of Catholic worship. There is an examination of the term "liturgy," followed by a survey of liturgical connections between the Jewish and Christian traditions, culminating 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 course is a theological examination of the sacraments found in Scripture and the doctrines of the Church. This course explores the notion of sacrament, the origin and development of sacraments, and sacramental theology in various epochs and contexts.

**THE 241 FAITH AND REASON 3 sem. hrs.**

Drawing on resources from ancient and modern philosophy, theology, and selected works from thinkers including 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 course is a study of traditional and contemporary metaphysical principles and doctrines. Topics covered are the notion of being, becoming, *ousia*/substance, unity, form, matter, causality, and God. (Same as PHI 230)

**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 are also covered. (Same as PHI 250)

**THE 244 FAITH, PHILOSOPHY, AND SCIENCE 3 sem. hrs.**

An introduction to the historical relationships among Christian Faith, Philosophy, and Modern Science is 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 science.

**THE 280 CATHOLIC MORAL PRINCIPLES 3 sem. hrs.**

This is 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 is discussed.

**THE 285 THEOLOGY AND HEALTH CARE ETHICS 3 sem. hrs.**

This course presents the development of Christian moral principles with a focus on issues raised by health care science and technology in light of the Catholic Church's teachings on the sanctity of life.

**THE 290 SPECIAL TOPICS IN THEOLOGY/RELIGIOUS STUDIES 1-6 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 students to the principles and methods used in theological inquiry and practice within the Christian tradition. Emphasis is on fundamental notions in theology, e.g., being, spirit, faith, nature, grace, history, sacrament, etc. The course presents 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, in the writings of the Church Fathers and the Scholastics, and in the modern era. Special attention is given to recent developments in Christian anthropology, e.g., Pope John Paul II's Theology of the Body.

**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. In addition, students may engage in social justice outreach complementing their academic learning.

**THE 310 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's dynamic synthesis of philosophy and theology is explored through his various writings and in selected commentaries. **(Same as PHI 315)**

**THE 319 PRINCIPLES OF CATECHESIS 3 sem. hrs.**

An analysis of 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.**

This course approaches Mary the Mother of God from scriptural, historical, theological, and ecumenical perspectives.

**THE 342 EUCHARISTIC THEOLOGY 3 sem. hrs.**

This course offers an introduction to Eucharistic theology, worship, and spirituality and explores the origins of the Eucharist in Scripture and its ecclesial and theological development.

**THE 350 CHURCH HISTORY 3 sem. hrs.**

Church History traces the development of the early Christian *ecclesia* to the present. Using primary and secondary source documents, the course thematically addresses the divine origin of the Church and its historical pilgrimage as a community of disciples. Events in the New Testament, the Patristic era, the Middle Ages, the encounter with Islam, the schism between the East and West, the Renaissance, Reformation, and the modern world are explored.

**THE 360 OLD TESTAMENT 3 sem. hrs.**

A study of the theology, history, and literary forms of the Old Testament is offered. Students explore the historical background of the Jewish people, as well as fundamental biblical hermeneutics. This course traces God's revelation through the Jewish people to the birth of Christ. The course pays 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 explore the historical background of the early Church, as well as fundamental biblical hermeneutics. They 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 from 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 faculty mentor in the Theology program or a related discipline/department. Permission of both the Theology Program Coordinator and the Chair of the Humanities Department is required.

**THE 421 PATRISTIC AND MEDIEVAL THEOLOGY 3 sem. hrs.**

Topics, themes, and developments in theology from the Second Century to the Fourteenth is explored in depth.





2013– 2014

**MARIANITE COLLEGE CORPORATION**

Sr. Ann Lacour  
Sr. Judith Coreil  
Sr. Verda Frederick  
Sr. Cynthia Knowles  
Sr. Joel Miller  
Sr. Chris Perrier

**PRESIDENT’S CABINET**

**Dr. Ronald J. Ambrosetti**

President

B.A., Loyola College; M.A., Ph.D, Bowling Green University; IEM, Harvard University

**Dr. Patricia M. Prechter**

Provost; Chair of Nursing and Allied Health; Professor of Nursing

B.S.N., University of Mississippi; M.S.N., P.N.P., University of Alabama;

Ed.D., University of New Orleans

**David M. Catherman**

Vice President for Philanthropy and Marketing

B.A., Eisenhower College of the Rochester Institute of Technology

**Meredith Reed**

Vice President for Enrollment Management

B.S., Howard University; M.Ed., University of New Orleans

**Arlean Wehle**

Vice President for Finance and Operations/Treasurer

B.S., Louisiana State University;

**ACADEMIC ADMINISTRATOR**

**Dr. Patricia M. Prechter**

Provost; Chair of Nursing and Allied Health; Professor of Nursing

B.S.N., University of Mississippi; M.S.N., P.N.P., University of Alabama;

Ed.D., University of New Orleans

## FULL-TIME FACULTY

### **Dr. Marie M. Adorno**

Professor of Nursing

B.S.N., M.N., Louisiana State University Health Sciences Center;  
Ph.D., University of New Orleans

### **Anita D. Althans**

Associate Professor of Nursing

B.S.N., The University of Texas at Arlington;  
M.S.N., The University of Texas Health Science Center at San Antonio

### **Janae L. Arcement**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., P.N.P., Vanderbilt University

### **Dr. Lawrence S. Audler**

Assistant Professor of Business Administration; Chair of Business Administration

B.A., Louisiana State University; M.B.A., Tulane University;  
D.B.A., Ecole De Management, Grenoble, France

### **Dr. Craig A. Bauer**

Professor of History; Coordinator of History and Social Sciences

B.A., M.A., Southeastern Louisiana University; Ph.D., University of Southern Mississippi

### **William Bischoff**

Assistant Professor of Philosophy; Coordinator of Philosophy

B.A., M.A., Aquinas Institute; M.S.W., Tulane University

### **Katherine E. Brooks**

Assistant Professor of Biology

B.S., Texas A & M University; M.A., University of Nebraska-Lincoln

### **Christopher N. Cahill**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., Loyola University

### **Dr. Claudia M. Champagne**

Professor of English; Chair of Humanities; Coordinator of English, Fine Arts,  
Foreign Languages, and Speech

B.A., Loyola University; M.A., Ph.D., Tulane University

### **Dr. David Delio**

Assistant Professor of Theology; Coordinator of Theology

B.A., M.A.T., Trinity University; M.T.S., Weston Jesuit School of Theology;  
Ph.D., The Catholic University of America

**Kathleen DiMaggio**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., Loyola University

**Dr. Lehman L. Ellis**

Professor of Biology and Chemistry; Chair of Biology and Physical Sciences

B.S., University of Texas at Arlington; Ph.D., University of South Carolina

**Raquel B. Engolio**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., University of South Alabama

**Joan M. Fischer**

Director of the Rev. Thomas E. Chambers Counseling and Training Center

B.A., M.Ed., University of Missouri; M.A., Our Lady of Holy Cross College;  
NCC, LPC-S, LMFT

**Dr. Thomas Fonseca**

Assistant Professor of Behavioral Sciences and Counseling

B.A., Loyola University; M.Ed., University of New Orleans;  
Ph.D., Mississippi State University; NCC, LPC-S

**Theresa Foret**

Assistant Professor of Education

B.S., University of Louisiana; M.Ed., University of New Orleans

**Lillian Grose**

Assistant Professor of Business

B.S., University of New Orleans; M.B.A., Tulane University

**Dr. Michael Mary Gutowski, R.S.M.**

Associate Professor of Nursing

B.S.N., Marillac College; M.N., D.N.S., Louisiana State University Health Sciences Center

**Dr. George N. Hay**

Associate Professor of Counseling

B.A., Stetson University; B.D., New Orleans Baptist Theological Seminary;  
D.Min., Drew University, LPC-S, LMFT-S

**Dr. Obie Cleveland Hill**

Associate Professor of Education

B.A., M.Ed., Nicholls State University; Ed.D, University of New Orleans

**Dr. Christine Collins Hypolite**

Assistant Professor of Education

B.A., M.Ed., Nicholls State University; Ph.D., Louisiana State University

**Rev. Dr. Simon C. Kim**

Assistant Professor of Theology;

Coordinator of the Catholic Intellectual Tradition in Liberal Arts

B.A., University of Washington; M.A, M.Div., St. John's Seminary;

Ph.D., The Catholic University of America

**Mark D. Kuss**

Professor of History

B.A., M.A., University of New Orleans; J.D., Tulane University;

Ph.D., Louisiana State University

**Dr. Michael F. LaBranche**

Associate Professor of Mathematics; Dean of Liberal Arts and Sciences;

Chair of History, Social Sciences, and Mathematics

B.S., Loyola University; M.S., University of New Orleans;

Ph.D., Louisiana State University Medical Center

**Dr. Delinda Martin**

Assistant Professor of Nursing

B.S.N., Loyola University; M.S.N., University of Southern Mississippi;

D.N.P., University of South Alabama

**Marie L. McGregor**

Assistant Professor of Nursing

B.S.N. Northwestern State University; M.S.N., University of Alabama

**Dr. Faye Mitchell**

Associate Professor of Nursing

B.S.N., University of Texas in Austin; M.N., Louisiana State University Medical Center;

Ph.D., The University of Southern Mississippi

**Dr. Matthew T. Morris**

Associate Professor of Counseling; Coordinator for Marriage and Family Counseling

B.S., Wayland Baptist University; M.A., New Orleans Baptist Theological Seminary;

Ph.D., Virginia Tech, LPC-S, LMFT-S

**Dr. Brooke Muntean**

Assistant Professor of Education

B.A., San Francisco State University; M.A., New College of California;

Ph.D., University of New Orleans

**Dr. Teresa M. O'Neill**

Professor of Nursing

B.S.N., Boston College; M.N., Louisiana State University Health Sciences Center;

Ph.D., University of Miami

**Ramesh N. Parikh**

Associate Professor of Library Services

B.A., B.S., M.A., Maharaja Sayajirao University of Baroda, India;  
M.S., Wayne State University

**Dr. Robert M. Pinner**

Associate Professor of Biology

M.D., Tulane University

**Dr. Patricia M. Prechter**

Provost; Chair of Nursing and Allied Health; Professor of Nursing

B.S.N., University of Mississippi; M.S.N., P.N.P., University of Alabama;  
Ed.D., University of New Orleans

**Alfred J. Randazza**

Instructor of Mathematics

B.A., Louisiana State University in New Orleans; M.S., University of New Orleans

**Dr. Lillian M. Range**

Professor of Psychology

B.S., East Tennessee State University; M.A., Georgia State University;  
Ph.D., Georgia State University

**Dr. Andrew Rodgers**

Assistant Professor of Chemistry

B.A.(H), University of Keele, England; Cert Ed, Chemistry, University of Keele, England;  
Ph.D., Analytical Chemistry, University of New Orleans;  
CIH Certified Industrial Hygienist, American Board of Industrial Hygiene

**Dr. Daniel Roussel**

Assistant Professor of Counseling and Behavioral Sciences

B.S., M.Ed. Northeast Louisiana University;  
M.Ed., Ph.D. University of New Orleans; LPC- S, LMFT

**Katharine E. Rubin**

Assistant Professor of Library Services

B.A., University of New Orleans; M.L.I.S, Louisiana State University

**Dr. Roy A. Salgado**

Associate Professor of Counseling; Coordinator of School Counseling

B.S., Tulane University; M.Ed., Ph.D., University of New Orleans;  
NCC, LPC-S, LMFT

**Linda G. Schexnaydre**

Assistant Professor of Nursing

B.S.N., University of the State of New York; M.S.N., University of South Alabama

**Carol Scott**

Professor of Art

B.A., M.F.A., University of New Orleans

**Dr. Armine Shahoyan**

Associate Professor of Economics

B.S., M.S., Yerevan Polytechnic Institute, Soviet Union;

Ph.D. Higher Certifying Committee of Russian Federation, Moscow, Russia

**Kristy Solis**

Assistant Professor of Nursing

B.S.N., Our Lady of Holy Cross College; M.S.N., Loyola University

**Eileen H. Stoll**

Assistant Professor of Nursing

B.S.N., M.S.N., University of South Alabama

**Dr. Lisa M. Sullivan**

Associate Professor of Education; Chair of Education

B.S., Our Lady of Holy Cross College; M.S.T., Loyola University;

Ph.D., University of New Orleans

**Dr. Susan O. van Loon**

Professor of Biology; Coordinator of Allied Health

B.S., M.S., Louisiana State University; M.P.H., Dr. Ph.H., Tulane University

**Dr. Carolyn C. White**

Professor of Counseling; Chair of Counseling and Behavioral Sciences; Director of Graduate Counseling Programs; Coordinator of Clinical Mental Health Counseling

B.G.S., M.Ed., Ph.D., University of New Orleans; NCC, LPC-S, LMFT

**Penny M. Winfield**

Assistant Professor of Nursing

B.S.N., William Carey College; M.S.N., University of Phoenix

**PART-TIME FACULTY**

**Melody S. Alijani**

Lecturer of Business Administration

B.G.S., University of New Orleans; M.S., University of New Orleans

**Elizabeth Anderson**

Lecturer of Education

B.S., Louisiana State University; M.S. Loyola University, New Orleans

**Patricia J. Blanchard**

Lecturer of Mathematics

B.S., Louisiana State University; M.Ed., University of New Orleans

**Elsie Bouchette**

Lecturer of French

B.A., M.A., University of New Orleans

**Alison D. Bordelon**

Lecturer of Business Administration

B.S., Our Lady of Holy Cross College; M.B.A., University of New Orleans

**Geoffrey F. Brazda**

Lecturer of Counseling and Behavioral Sciences

M.A., Southeastern Louisiana University; M.A. Our Lady of Holy Cross College; NCC

**Margaret Burt**

Lecturer of Mathematics

B.S., University of New Orleans; M.S., Loyola University

**Jennifer S. Campbell**

Lecturer of Education

B.S., Louisiana State University; M.Ed., University of New Orleans

**Dr. Mark Carson**

Lecturer of History and Fine Arts

B.B.A., Loyola University; M.A., University of New Orleans;  
Ph.D., Louisiana State University

**Matthew M. Coman**

Lecturer of Criminal Justice and Political Science

B.A., Loyola University; J.D., Tulane University

**John J. Danna, Jr.**

Lecturer of Political Sciences and Criminal Justice

B.A., Our Lady of Holy Cross College; M.A., Notre Dame Theological Seminary;  
J.D., Loyola University

**Dr. Geralyn L. Dell**

Lecturer of Education

B.A., Louisiana State University in New Orleans; M.Ed., Ph.D., University of New Orleans

**Dolores Edwards**

Lecturer of Mathematics

M.S., Southern University of New Orleans; M.S.T., Loyola University of New Orleans

**John D. Fitzmorris III**

Lecturer of History

B.A., Louisiana State University; M.A., Loyola University;

M.A., University of New Orleans

**Ronald A. Fonseca**

Lecturer of History

J.D., M.B.A., Loyola University; M.A. University of New Orleans

**Ouida Frazier-Smith**

Lecturer of Counseling and Behavioral Sciences

B.S., Alcorn State University; M.S., Our Lady of Holy Cross College

**Lesli F. Fumar**

Lecturer of Business Administration

B.A., Nicholls State University, M.A., University of Phoenix

**Dr. Peter Gittens**

Lecturer of Philosophy

M.A. Niagara University; S.T.D. International Marian Research Institute;

Ph.D., Graduate Theological Foundation

**David Goldberg**

Lecturer of History

B.A., Columbia University; M.A., University of North Carolina

**Aline Harbison**

Lecturer of Theology

B.A., University of Incarnate Word; M.T.S., University of Dallas

**Richard W. Hare**

Lecturer of Business Administration

B.B.A., M.B.A., Loyola University

**Dr. Panagiota Heath**

Lecturer of Mathematics

B.S., Our Lady of Holy Cross College; M.S., Ph.D., University of New Orleans

**John Heine**

Lecturer of Physics

B.S., Spring Hill College, Mobile, AL; M.S. Loyola University, New Orleans



**Dr. Raenell B. Houston**

Lecturer of Education

B.S., M.A., Louisiana State University; Ph.D., University of New Orleans

**Jean Jackman**

Lecturer of Nursing

B.S.N., Dillard University; M.N., Louisiana State University Health Sciences Center

**Juyanne James**

Lecturer of English

B.A., M.A., University of New Orleans; M.F.A., Spalding University

**Antoinette M. Jefferson**

Lecturer of Nursing

B.S.N., Our Lady of Holy Cross College, M.S.N., Loyola University

**Dr. Edward R. Johnson**

Lecturer of Philosophy

B.A., University of Nebraska; M.A., Ph.D., Princeton University

**Ronald J. Jung**

Lecturer of Business Administration

B.B.A., M.B.A., J.D., Loyola University

**Dr. Elizabeth LaForge**

Lecturer of Education

B.S., Tulane University; M.Ed., Ph.D., University of New Orleans

**Dr. Georganna Leavesley**

Instructor of Nursing

B.S.N., Texas Christian University; M.S.N., University of Texas at Austin;  
M.A., Ph.D. University of Houston

**June L. Leopold**

Lecturer of Behavioral Sciences

B.A., Loyola University; M.A., University of New Orleans

**Mark McLean**

Lecturer of Business Administration

B.S., University of Pittsburg at Greensburg; MBA, Loyola University of New Orleans

**Vickie Marvin**

Lecturer of Education

M.Ed., Our Lady of Holy Cross College

**Jerome W. Matthews**

Lecture of Political Science

B.A., Tulane University; J.D., University of California at Berkeley

**Dr. Margaret McKinnon**

Lecturer of Theology

B.A., M.A., Emmanuel College; M.A., Seminary of the Immaculate Conception;  
D.Min., Ph.D., Graduate Theological Foundation

**Karen Menge**

Lecturer of Physical Sciences

B.S., University of New Orleans; M.S., Tulane University

**Gail G. Murphy**

Lecturer of Education

B.A., Our Lady of Holy Cross College; M.Ed., University of Our Lady of the Lake

**Alycee M. Naquin**

Lecturer of Counseling and Behavioral Sciences

B.S., M.A., Our Lady of Holy Cross College; NCC, LPC

**Matthew Orillion**

Lecturer of Theology

B.S., University of New Orleans; M.A., Our Lady of Holy Cross College

**Elaine Orr**

Lecturer of Biology and Philosophy

B.A., M.Ed., Ph.D., University of New Orleans

**Dr. Aaron Ortloff**

Lecturer of Computer Information Systems

B.S., Southeastern University; M.A., Zurich University; Ph.D., University of Ottawa

**Dr. Sadith E. Paz-Barahona**

Lecturer of History

B.A., Mount Holyoke College; M.A., University of Massachusetts at Amherst;  
Ph.D., Universidad Complutense de Madrid, Espana

**Dr. Stephen L. Pearce**

Lecturer of English and Latin

M.A., Tulane University; Ph.D., University of New Orleans

**Salvador J. Provenzano**

Lecturer of Business Administration

B.S., M.B.A., University of New Orleans

**Jason A. Rabalais**

Lecturer of Business Administration  
B.B.A., M.B.A., Loyola University

**Anthony Richmond**

Lecturer of Business Administration  
B.B.A., North Carolina Central University; M.A., University of Phoenix

**Rev. Anthony F. Rigoli, O.M.I.**

Lecturer of Theology  
B.A., M.Div., Oblate College

**Phyllis D. Robert**

Lecturer of English  
B.A., St. Mary's Dominican College; M.A., University of New Orleans

**Rose Mary Salisbury**

Lecturer of Mathematics  
B.S., Our Lady of Holy Cross College; M.Ed., University of New Orleans

**Francis Scully**

Lecturer of Music  
B.M., The Catholic University of America; M.M., Peabody Conservatory

**Linda Seghers**

Lecturer of Education  
B.S., Loyola University; M.Ed. Our Lady of Holy Cross College

**Julie M. Shaw**

Lecturer of Behavioral Sciences  
B.S., Southeastern Louisiana University; M.S.W., Tulane University, LCSW, BAS

**Gretchen Shotwell**

Lecturer of Education  
B.A., Bloomsburg University; M.Ed., The George Washington University

**George Simno**

Lecturer of Business Administration  
B.A., J.D., Ph.D., Loyola University, New Orleans; M.Law, Tulane University

**Noretta S. Stackel**

Lecturer of Education  
B.A., Nicholls State University; M.Ed., University of Southern Mississippi

**Melissa Sarrat Stevens**

Lecturer of Nursing

B.S.N., Our Lady of Holy Cross College

**Mark Taliancich**

Lecturer of Counseling and Behavioral Science

M.A., Our Lady of Holy Cross College; NCC, LPC

**Ernest A. Thomas**

Lecturer of Criminal Justice

B.A., Southeastern Louisiana State University; M.S., University of Alabama

**John P. Travis**

Lecturer of English

B.A., University of West Georgia; M.A., Northeastern University

**Denise T. Vedros**

Lecturer of Mathematics

B.S., Southeastern Louisiana University; M.S.T., Loyola University

**Dr. Kevin Walgamotte**

Lecturer of Nursing

B.A., University of New Orleans; M.S., Tulane University; D. Ph., Xavier University

**Judy L. Weekley**

Lecturer of Special Education

B.A., M.Ed., Southeastern Louisiana University

**Talmadge White**

Lecturer of Counseling and Behavioral Science

B.S., M.S., Loyola University; LPC-S, LMFT

**Jane F. Wilson**

Lecturer of Education

B.A., St. Mary's Dominican College; M.Ed., Loyola University

**Dr. Barbara Wizer**

Lecturer of Biology

B.S., B.A. University of New Orleans; M.S., M.D. Tulane University

**James Yeargain**

Lecturer of Speech and Fine Arts

B.F.A. New York University: Tisch School of Acting; M.F.A. University of New Orleans

**Catherine F. Yockey**

Lecturer of Behavioral Sciences

B.A., M.A., University of New Orleans

**James A. Zeller**

Lecturer of Business Administration  
B.S., M.B.A., University of New Orleans

## **PROFESSORS EMERITUS**

### **Jane O. Baker**

Professor Emeritus of Education  
B.S., M.Ed., Louisiana State University; M.Ed. University of Southern Mississippi

### **Dr. St. John A. Bargas**

Professor Emeritus of Social Sciences  
B.A., University of Southwestern Louisiana; M.A., Louisiana State University;  
Ph.D., University of New Orleans

### **Harvey R. Brooks**

Professor Emeritus of Drama and Speech  
B.A., University of Arkansas; M.A., Tulane University; M.F.A., University of New Orleans

### **Dr. Floyd M. Clay**

Professor Emeritus of History  
B.A., McNeese State University; M.A., Louisiana State University;  
Ph.D., University of Mississippi

### **Dr. Gerald F. DeLuca**

Professor Emeritus of Education  
B.A., Our Lady of Holy Cross College; M.Ed., Louisiana State University;  
Ed.D., University of New Orleans

### **Kathleen G. Devitt**

Professor Emeritus of Library Services  
B.S., M.Ed, University of New Orleans

### **Sr. Helen Fontenot, MSC**

Professor Emeritus of Library Services  
B.A., Our Lady of Holy Cross College; M.S., Our Lady of the Lake University;  
Ed.S., McNeese State University

### **Sr. Bernardine Hill, M.S.C.**

Professor Emeritus of Education  
B.A., Our Lady of Holy Cross College; M.A., University of Notre Dame;  
Ed.D., Louisiana State University

### **Dr. Jules E. LeBon**

Professor Emeritus of Business Administration  
B.S., Loyola University; Ph.D., Tulane University

**Dr. Joseph N. Macaluso**

Professor Emeritus of Education

B.M.Ed., M.Ed., Loyola University; Ph.D., University of Southern Mississippi, LPC

**Dr. Judith G. Miranti**

Professor Emeritus of Education

B.A., Our Lady of Holy Cross College; M.Ed., Our Lady of the Lake University;  
Ed.D., University of Nevada

**Alvin G. Montgomery**

Professor Emeritus of Behavioral Sciences and Counseling;

B.A., M.A., Southeastern Louisiana University; LPC-S, LAC

**James A. Rabalais, Jr.**

Professor Emeritus of Business Administration

B.B.A., M.B.A., Loyola University

**Dr. Myles M. Seghers**

Professor Emeritus of Education

B.A., M.Ed., Southeastern Louisiana University; Ph.D. University of New Orleans

**Dr. Margaret T. Shannon**

Professor Emeritus of Nursing

B.S., St. Louis University; B.S.N., Northwestern State University of Louisiana; M.S., St. Louis University; M.A.T., St. Mary's College; M.N., Louisiana State University Health Sciences Center; Ph.D., University of New Orleans

## ADMINISTRATIVE AND PROFESSIONAL SUPPORT STAFF

### **Chris Bundick**

Controller

B.S., Louisiana College; M. Div., New Orleans Baptist Theological Seminary

### **David M. Catherman**

Vice President for Philanthropy and Marketing

B.A., Eisenhower College of the Rochester Institute of Technology

### **Audrey B. Clements**

Senior Database Administrator

M.S., University of New Orleans, B.A., Dillard University

### **Shanitra Corley**

Receptionist

### **Nikki Cowart**

Admissions Counselor

M.A., Southeastern Louisiana University; B.A., Southeastern Louisiana University

### **Dr. Victoria M. Dahmes**

Director of the Center for Teaching and Learning/SACSCOC Liaison

B.S., Western Michigan University; M.Ed., Loyola University; Ph.D., University of New Orleans; Post graduate training, John F. Kennedy School of Government, Harvard University

### **Beth A. Delaune**

Executive Assistant to the CFO

B.A., Our Lady of Holy Cross College

### **Elizabeth Babin English**

Executive Assistant to the President

B.S., Our Lady of Holy Cross College; A.S., Elaine P. Nunez Community College

### **Nicole Ferrer**

Administrative Assistant for the Thomas E. Chambers Counseling and Training Center

Early Entry Graduate Student, Our Lady of Holy Cross College

### **Jennifer Grant**

Associate Registrar

B.A., Dillard University; M.F.A., University of New Orleans

### **Adam Heine**

Campus Technology Technician

B.S., Louisiana State University

**Leslie Johnson**

Executive Administrative Assistant to the Provost

B.A., Ashford University

**Pamela W. Lopez**

Administrative Assistant, Office of External Affairs and Institutional Effectiveness

**Reverend John Lydon, OP**

Chaplain and Campus Minister

M. Div., Dominican School of Philosophy & Theology

**Cynthia Madere**

Administrative Assistant, Center for Teaching and Learning

**Jeffrey L. McCoy**

Director of Information Technology

B.S., University of Southern Mississippi

**Jeannette M. Montgomery**

Administrative Assistant, Division of Liberal Arts and Sciences and Departments of Business and Education

**Bernard Nelson**

Security Manager

**John L. O'Quinn**

Accounting Manager

B.S., University of New Orleans

**Brandy Ortego**

Administrative Assistant, Department of Nursing and Allied Health

B.A., Ashford University

**Deborah Pennison**

Web Services Coordinator

B.A.S., Loyola University New Orleans

**Dr. Patricia M. Prechter**

Provost; Chair of Nursing and Allied Health; Professor of Nursing

B.S.N., University of Mississippi; M.S.N., P.N.P., University of Alabama;

Ed.D, University of New Orleans

**Mandy Rogers**

Bursar



B.S., Our Lady of Holy Cross College

**Lela Santiago**

Assistant to the Bursar

**Diana M. Schaubhut**

Director of Library Services

B.A., M.A., University of New Orleans; M.A., University College London

**Jane Simoneaux**

Accounts Payable

**Brandy M. Smith**

Information Technology Coordinator

**Staci L. Smith**

Admissions Counselor

B.S., University of New Orleans

**Jose Varela**

Facility Manager

**Anna Vaughn**

Financial Aid Counselor

**Cathy Waguespack**

Director of Human Resources Management

B.S., Our Lady of Holy Cross College

**Wehle, Arlean**

Vice President for Finance and Operations/Treasurer

B.S., Louisiana State University

**Lisa M. Williams**

Assistant Director of the Center for Teaching and Learning

M.Ed., University of New Orleans , B. A., Loyola University

## 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.