



COLLEGE OF THE
Holy Cross

Academic Advising
Handbook 2015–2016

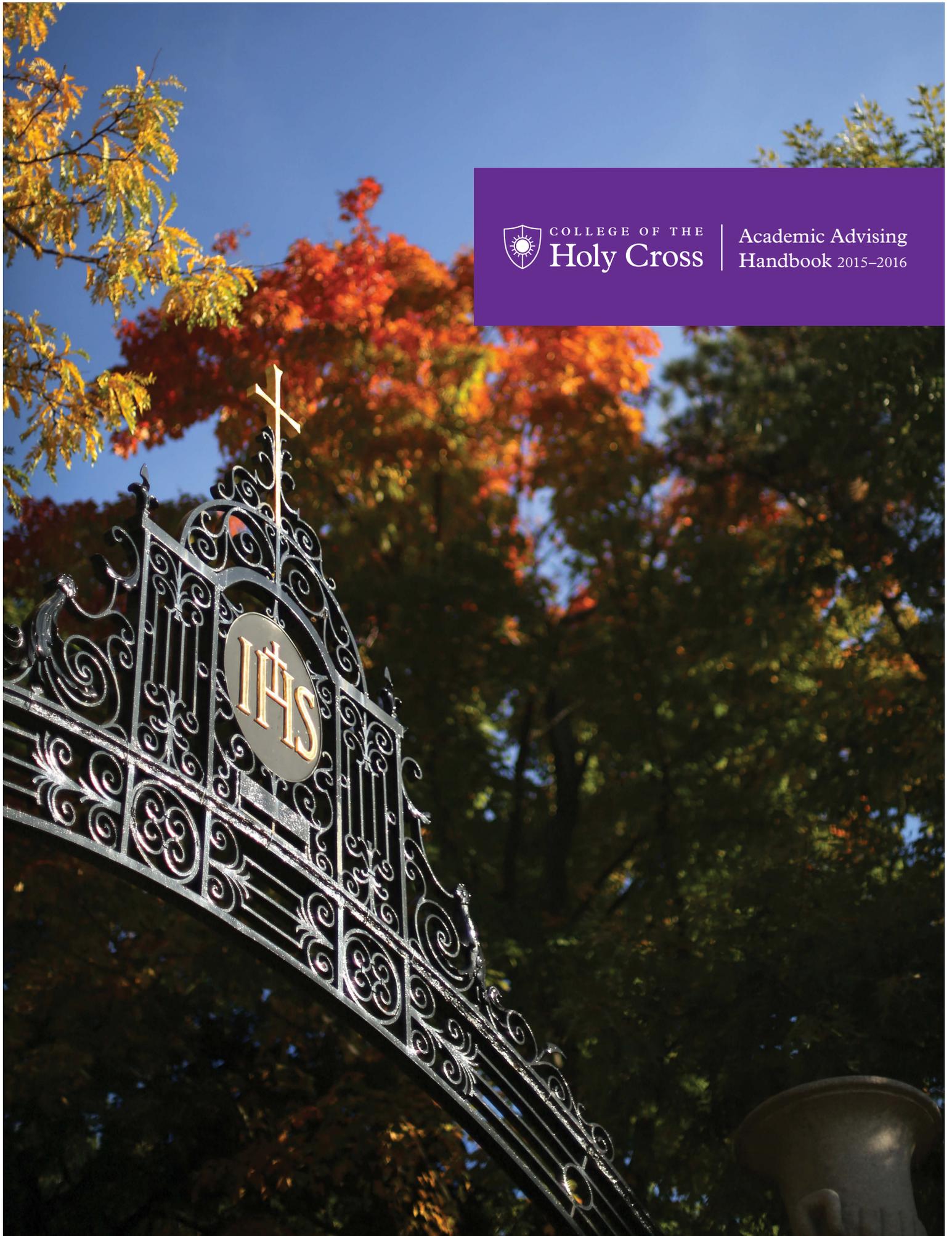


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INTRODUCTION

We are pleased to provide you with the 2015-2016 edition of the *Academic Advising Handbook*. While the College Catalog is the authoritative source of all information regarding Holy Cross academic policies and procedures, we hope that this handbook will be a valuable resource for advisors.

We recognize that advising is an increasingly complex and time-consuming task. Not only must advisors be well-acquainted with the specifics of completing a degree at Holy Cross, but they must also be sensitive to a wide range of personal, medical, financial, and familial issues that may be in play. This handbook provides an overview of the information you will need to advise students and also identifies many of the people and resources that are available to assist students.

We thank you for the care you show in your role as academic advisors. Academic advising, in our view, is most appropriately situated in the context of what in Jesuit circles is called *cura personalis*, care of the whole person. What this means is that the advising relationship ought to be rooted in knowing who your advisees are as individuals; in acquiring a sense of their interests, capacities, and potential; and in mentoring them in such a way as to help them “realize” themselves as students and as human beings. We therefore consider the advising relationship to be a critical and vitally important feature of the Holy Cross experience.

As academic advisors, your primary responsibilities include:

- 1. Meeting with students in conjunction with course selection each semester:** Advisors meet with their advisees prior to the enrollment period in order to help them select an appropriate course of study for the following semester. Even if the time advisors spend with students during these sessions is brief (which, depending on the number of advisees one has, it may very well be), it should nevertheless be significant. (See the section entitled “Advising during the Official Advising Period” for more detailed information.)
- 2. Meeting with students as needed during the semester:** Students often seek the counsel of their faculty advisor during the semester. They may be experiencing difficulties, may be seeking information about opportunities or resources at the College or may simply desire to “check in.” Faculty are encouraged to establish a trusting relationship, so that students know that the advisor is there to provide direction and advice on a regular basis.
- 3. Keeping a watchful eye over selected students:** Students who either have encountered or are likely to encounter difficulties in their academic work by virtue of their level of preparation, documented weaknesses in certain areas, learning disabilities, motivational problems, or whatever else may prevent them from performing optimally in their courses, may need additional advisory attention. Advisors who receive information about their advisees’ coursework via the electronic mid-semester report should meet with these students to discuss a plan for responding to the instructor’s concern.

Advisors can play a critical role in identifying and nurturing especially talented students, too. There are any number of opportunities for enhanced academic and professional development that students may not be aware of unless these are called to their attention by their faculty and advisors. Refer to information in the handbook to direct students to the appropriate resources.

4. **Monitoring students' progress toward the degree requirements:** Advisors must be aware of the requirements for the degree in order to assist students in developing a plan to meet those requirements. Advisors should also move beyond the largely clerical role of determining what has or has not been done toward the more developmental role of attending carefully to the integration of students' entire program of studies.
5. **Assisting students in declaring a major or other plan and pursuing special programs of study:** A significant portion of the time spent in advising is devoted to identification and selection of an appropriate major and other academic plans. Needless to say, this is not always an easy task. Students are sometimes unfamiliar with certain majors and programs or have erroneous preconceptions about them. They may also be unsure about how to balance their "heart's desire" with practical demands ranging from finding work after graduation to getting into graduate school to pleasing their parents. This is an area of advising, therefore, that often requires genuine counseling, meaning a serious attempt on the part of advisor and advisee to explore together the significance and place of the major and/or other plan in the student's evolving program of studies.

In addition to majors, minors, and concentrations, the College has a number of special programs of study that may be of interest to students (and are discussed in greater detail in the Catalog). These include the College Honors Program, the Washington Semester Program, Study Abroad, Semester Away, the Teacher Education Program, the 3-2 Program in Engineering, and the Health Professions Advising Program.

6. **Helping students prepare for life beyond Holy Cross:** As suggested above, it is important that advisors help students plan their academic programs with long-term goals (e.g., graduate school, fellowships, employment) in mind. For those students who have a sure sense of what they want to do upon graduating, this should be a relatively easy process. For those who are less sure of their plans for the future, however, particularly those third- and fourth-year students who believe they are "supposed to know" what they want but are in reality clueless, the process can be difficult and uncomfortable. This component of advising is therefore another one in which some genuine counseling is often required.
7. **Directing students to the proper places and people:** There are many resources available to assist with academic questions, concerns, or difficulties; personal issues; and whatever else advisors may be uncertain about or unable to deal with on their own. The Class Deans are the primary contact for all student issues. They can direct the faculty advisor and student to the appropriate resource(s). Refer to Section IV (Resources for Students) for more information.

We also appreciate that, as advisors, we may worry about legal action that might be taken due to advising mistakes. It therefore becomes important for advisors to know, thoroughly, official academic policy. Read the Catalog along with this handbook and call the appropriate people if you have questions or concerns that are not addressed in either of these documents.

If you find, after using the handbook, that there are topics that ought to be included but are not, we would greatly appreciate your letting us know. More generally, if you know of ways to improve upon the advising process itself, please let us know this as well.

Our common goal is to advise our students well and to provide them with the tools needed to make sound academic, personal, and vocational decisions on their own. We hope you find that this handbook helps the process along.

The Deans' Advisory Group

Ronald Jarret, Associate Dean of the College
Francisco Gago-Jover, Dean, Class of 2016
Patricia Kramer, Dean, Class of 2017/Transfer Student Dean
Estrella Cibreiro-Couce, Dean, Class of 2018
Shawn Lisa Maurer, Dean, Class of 2019
John T. Anderson, Assistant Dean, Chair of DAG
Patricia Ring, Registrar
Christina Bi Chen, Director, Academic Services and Learning Resources

Congratulations to the Recipient of the
2015 Marfuggi Prize for Excellence in Advising



Professor Andrew Futterman
Department of Psychology
(photo: John Buckingham)

Past Recipients of the Marfuggi Advising Prize:

- 2014 - Robert Bellin
- 2013 - Alice Laffey
- 2012 - Ellen Perry
- 2011 - Stephanie Yuhl
- 2010 - Loren Cass
- 2009 - Victoria Swigert

I. REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

The College Catalog is the definitive source of information for all degree requirements. Faculty are encouraged to consult the College Catalog or the student's Class Dean for questions about the degree requirements. The following summarizes the information presented in the Catalog.

Degree Requirements – Bachelor of Arts

A. RESIDENCY

Eight semesters of full time college study.

Students are expected to complete 8 semesters of full time study. Ordinarily, all 8 semesters are completed in residence at Holy Cross or in an approved study abroad or semester away program. Students are considered full time if they are registered in at least three courses.

Students must spend their final two semesters in residence at Holy Cross, although they may spend the fall semester of their fourth year in a Holy Cross sponsored program like the Washington Semester, Semester Away, or Study Abroad.

Students may NOT advance their standing and graduate early by taking additional courses at Holy Cross or in approved summer school programs.

Transfer students are notified of the number of semesters for which they have received credit and the number of semesters they must complete when they are accepted to Holy Cross.

B. COURSEWORK

Thirty-two graded courses worth at least one unit each.

Students typically take four graded courses each semester. Each course must be worth at least one unit and 32 courses must be taken for letter grades. All students, including transfer students, must take at least half (16) of their courses at Holy Cross or in a Holy Cross sponsored program.

Most courses are worth one unit. Courses with required labs, practica or additional class meetings may be worth 1.25 or 1.50 units. Students may NOT add together these partial course units to create a full unit of credit. Courses taken on a Pass/No Pass basis or audited basis do not count toward the 32 required for graduation.

Students may request permission to take courses elsewhere in an approved program. Courses may be taken to remedy a deficiency or to satisfy a common, major, minor or program requirement. The Class Deans coordinate the approval process.

Students may also enroll in courses through the Higher Education Consortium of Central Massachusetts, HECCMA, formerly The Colleges of Worcester Consortium. Students should contact the Registrar's Office for more information. First-year students are not normally permitted to take courses through HECCMA in their first semester.

Holy Cross participates in the College Board Advanced Placement Program and the International Baccalaureate Program. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination, again in a liberal arts subject (Please note, we do not award course credit for Standard IB Examinations). AP and IB credit may be used to satisfy course deficiencies and common requirements. Please refer to the College Catalog for information on department policies regarding AP credit. An overview of AP credit for each major is presented in Appendix III.

C. COMMON REQUIREMENTS

- Two courses in Language Studies
- One course in Cross-Cultural Studies
- One course in Arts
- One course in Literature
- One course in Historical Studies
- One course in Religion
- One course in Philosophical Studies
- Two courses in Mathematical and Natural Sciences (with at least one Natural Science course)
- Two courses in Social Science

Students may fulfill any number of common requirements by appropriate coursework in a single department. Each Montserrat seminar carries a common requirement designation, but only one common requirement may be satisfied by any full-year Montserrat course sequence. Advisors should encourage students to develop an appropriate plan for fulfilling the common requirements on a timely basis.

Common requirements may also be satisfied by students taking fifth courses on a Pass/No Pass basis or by completing transferable summer school courses elsewhere. The latter must be approved by the Class Dean and the Registrar. Audited courses may not be used to satisfy common requirements.

Students with Advanced Placement credit, International Baccalaureate credit, or those with courses accepted in transfer may be able to use this credit to fulfill common requirements.

Special note on the language studies requirement: Students must complete two courses in consecutive levels of a language. Those continuing with a language studied in high school will be placed in a course at a level commensurate with their skill. This will be determined by the appropriate language department and will be based on the evaluation of prior coursework, placement tests, and/or interviews with the student. Students beginning a new language at Holy Cross must complete both semesters of an introductory language course.

Additional note on Phi Beta Kappa: Holy Cross has a chapter of Phi Beta Kappa, the oldest and most prestigious national honor society of the liberal arts and sciences. Students are elected to this society for exceptional academic achievement and for breadth in their curriculum. Each year, the Holy Cross Chapter nominates for membership fourth-year students from the top ten percent of their class who have completed one course in mathematics and have demonstrated

language competence equivalent to the second semester of an intermediate-level language course (in addition to their other common requirements). The Chapter also nominates third-year students who have completed at least 20 semester courses and demonstrated an exceptional level of academic achievement. Please note that, since the common requirements can be satisfied by completing two natural science courses (i.e., without a math course) and since language studies does not require an intermediate-level course, students may lose eligibility for this honor. As such, please be sure that those of your advisees who might be considered for Phi Beta Kappa are aware of its special requirements.

D. MAJOR AND OTHER PROGRAMS

Completion of at least one major.

- 1. The Major:** Students must complete at least one major program at Holy Cross. We encourage students to explore the curriculum before settling on an official major. All first-year students enter the College without a declared major. First-year students may declare a major beginning in February of their first year and must officially declare a major no later than the end of their fourth semester of study. To add, drop or change a major, students will enter STAR and select the Change of Academic Plan form. After selecting the appropriate major or other plan (minor or concentration), the student will print the form and obtain the signatures of his/her faculty advisor, new chair, former chair (if appropriate), and Class Dean. Note that students may only enroll in three “plans” of study at the College, no more than two of which may be majors.

Please note that students must complete a minimum of 18 letter-graded courses outside their major. The one exception is accounting, where students must take 16 courses outside the major. Those who do not complete the minimum number of courses outside a major incur a deficiency for every course below this minimum. Deficiencies may be satisfied with AP credit, courses transferred to Holy Cross from other institutions, or fifth courses taken for letter grades.

Faculty advisors play a key role in helping students identify and select a major. Please encourage students to meet with the department chair in their area of interest. A complete listing of department chairs appears in Appendix II and a listing of available majors and their requirements appears in Appendix III.

- 2. Multidisciplinary Majors:** Students may also design their own Multidisciplinary Major, planned in conjunction with the Center for Interdisciplinary Studies (CIS). Multidisciplinary majors must be approved by the Committee on Interdisciplinary Studies.

There are also two independent (of CIS) multidisciplinary programs offering both a major and minor: Asian Studies and Environmental Studies. Contact information for the directors appears in Appendix II, and requirements for the majors appear in Appendix III.

- 3. Double Majors:** Students who wish to double major must complete the Change of Academic Plan Form, available in STAR. This form requires the signatures of Chair(s) of the department(s) the student is entering, the student’s current advisor and Chair, and the Class Dean. They must also complete a Double Major Planning Worksheet on which they demonstrate that they can satisfy all requirements (College and major) by their expected

graduation date. Students can find this form in STAR. Students with two majors must complete a minimum of 18 letter-graded courses outside of each major (16 in the case of accounting).

4. **Minors:** The College offers minors in a variety of subjects. Refer to Appendix III for information about departmental minors. Multidisciplinary minors are also offered through the Center for Interdisciplinary Studies. Students declare minors by completing the relevant portion of the Change of Academic Plan Form (available in STAR) and securing the necessary signatures.
5. **Concentrations:** The Center for Interdisciplinary Studies offers concentrations in Africana Studies, Latin American and Latino Studies, Peace and Conflict Studies, and Gender, Sexuality and Women's Studies. Refer to Appendix II for a listing of current concentration and program directors. An interdisciplinary concentration is offered in Biochemistry, through the Departments of Biology and Chemistry.
6. **Other Special Programs:** Programs such as Study Abroad, Semester Away, Academic Internships, Washington Semester, the Honors Program, the Donelan Community-Based Learning Program, and the Fenwick Scholar Program are described in detail in the College Catalog.

E. GRADE POINT AVERAGE

Students who do not attain certain cumulative GPA benchmarks during their four years at Holy Cross will face probation, suspension, or dismissal. Please refer to the College Catalog and Section III "Poor Academic Performance" of this handbook for more information on these policies.

Please note that only Holy Cross courses (including Washington Semester courses) and courses taken through the Higher Education Consortium of Central Massachusetts (HECCMA) during the academic year are calculated into a student's GPA. Study Abroad courses and those taken in approved summer school programs do not impact the student's Holy Cross GPA.

Grades of W (Withdrawal), P/NP (Pass/No Pass) and AU (Audit) do not affect the GPA. All grades for completed courses remain on a student's transcript and cannot be removed or changed by retaking the course. With permission of the Class Dean, a student may repeat a failed course. The original grade of F remains on the transcript and is calculated into the GPA. Students are not allowed to repeat a course in which they have received a passing grade. Please see the policy on uncovering P/NP grades in II.C.1.

Students who earn four letter grades in a single semester, with no failures, and achieve a term GPA of 3.70 or above earn Dean's List—First Honors and those who achieve a term GPA of 3.50 to 3.69 earn Dean's List—Second Honors.

For other questions regarding grading, please feel free to contact either the Class Dean or the Registrar.

II. ADVISING THROUGH THE YEAR

A. BEGINNING OF THE YEAR

1. Key Dates

- First-year students arrive – Saturday, 8/29
- Mass of the Holy Spirit – Saturday, 8/29
- Fall Gateways orientation program – Saturday, 8/29 through Tuesday, 9/1
- Second-, third- and fourth-year and transfer students arrive – Sunday, 8/30
- Individual advising sessions for first-year students and transfer students – Monday, 8/31
- 2YO - Individual advising sessions for second-year students – Tuesday, 9/1
- Classes begin – Wednesday, 9/2
- 2YO Academic Extravaganza - Wednesday, 9/2 at 7:30 p.m.

- 2. Advising First-Year Students:** Advisors will meet with their first year advisees on Monday, August 31st for individual advising sessions.

Over the summer, members of the Class of 2019 were asked to complete an on-line questionnaire and provide information about their academic strengths, interests and preparation. The completed questionnaires are now available to faculty advisors in STAR. Students were also asked to list courses of interest and identify a primary and alternate choice for fall enrollment. The registrar enrolled every first-year student in both a Montserrat seminar and either their primary or alternate course preference. In early August, first-year students selected their two remaining courses on-line through STAR. At the time of their first official advising meeting in September, most first-year advisees should be enrolled in four courses.

Students are able to make changes to their schedules and may add, drop or swap classes through Wednesday, September 9. Advisors should encourage first-year students to see them during this period if they have questions or need assistance with their course selections. You might also share your office hours so that advisees will know they can stop in for assistance.

Advising Resources Moodle site: The Deans' Advisory Group maintains a Moodle site, **Advising Resources**, that provides useful information to both academic advisors and students. If you do not see it listed as one of the Moodle courses in which you are "enrolled," contact a member of DAG and we will enroll you.

The common reading for the Class of 2019 is *Hand to Mouth: Living in Bootstrap America* by Linda Tirado. An alumni/ae panel discussion of the book is scheduled for Wednesday, September 9 from 7:00 to 8:30 PM in the Hogan Ballroom.

- 3. Advising Second-Year Students:** The College has a special program for sophomores, called "Second-Year Opportunities" (2YO). This program is intended to help students address the particular developmental and intellectual challenges they face as sophomores. For most students, this will involve thinking carefully about the important academic choices they must make in the coming year in relation to their intellectual and professional goals, including selecting an appropriate major or planning for Study Abroad. For others, it may mean connecting with the necessary academic resources at Holy Cross to help them

overcome a mediocre first year and get on track intellectually. Advisors and the advising relationship will play a vital role in this process.

2YO begins with mandatory individual meetings with academic advisors on Tuesday, September 1st. The advising session is less about course selection for the fall semester – most have full, four-course schedules—and more about helping second-year students reflect on the experience of their first year toward planning for the three years to come.

Among the questions faculty may want to discuss with their advisees are: How did they do their first year? Why? Are there resources a student might utilize to improve/enhance performance, such as Academic Services, the Writer’s Workshop, departmentally-based tutoring programs, or the Counseling Center? Where are they in selecting or making progress in a major? How do they see their elective curriculum? What portrait of themselves will they create from the many opportunities that are here for them? What about life after Holy Cross? It is not too early for sophomores to consult with the Office of Distinguished Fellowships and Graduate Studies, and the Center for Career Development to learn about options, to discover or better focus the paths that are right for them, and plan accordingly.

At your advising session, please present your second-year students with the 2YO academic planner, a valuable resource providing contact information, time management tools, application deadlines, and academic dates, including all 2YO events. All second-year students will also have access to those same dates and deadlines in a special G-mail calendar for the Class of 2018.

Please encourage your advisees to participate in the 2YO Extravaganza, Wednesday, Sept. 2, 7:30-8:30 in the Hogan Ballroom Here second-year students can begin to pursue the plans you discuss in advising by, for example, speaking with departmental representatives about majors, gathering information about Study Abroad or the Washington Semester, and identifying options such as concentrations, minors, and summer internships.

The common reading for the Class of 2018 is *The Human Age: The World Shaped By Us* by Diane Ackerman. Students will be asked to read the book during the Winter Break. Community-service opportunities related to the reading will be available to students during the Spring 2016 semester.

- 4. Advising Other Students:** Transfer students are typically advised by the department chairs and will be assigned individual advising sessions on Monday, 8/31.

Although not required, third- and fourth-year students may want to meet with their faculty advisor at the start of the new academic year. Faculty should be available for consultation during the first week of the semester when students are able to add, drop, and swap classes.

B. ADVISING DURING THE OFFICIAL ADVISING PERIOD

1. Key Dates:

- Advising for Spring 2016 – Monday, 10/26 through Tuesday, 11/3¹
- Enrollment for the Spring 2016 semester:
 - Monday & Tuesday, 11/9 & 11/10 – 4th year students enroll
 - Thursday & Friday, 11/12 & 11/13 – 3rd year students enroll
 - Monday & Tuesday, 11/16 & 11/17 – 2nd year students enroll
 - Thursday & Friday, 11/19 & 11/20 – 1st year students enroll
- Advising for Fall 2016 – Monday, 4/4 through Tuesday, 4/12¹
- Enrollment for Fall 2016:
 - Monday & Tuesday, 4/18 & 4/19 – rising 4th year students enroll
 - Thursday & Friday, 4/21 & 4/22 – rising 3rd year students enroll
 - Monday & Tuesday, 4/25 & 4/26 – rising 2nd year students enroll

In an effort to introduce more flexibility in the advising system and to move the advising conversation away from a primary focus on course enrollment the need for a faculty advisor to “approve” a student backpack prior to enrollment has been eliminated, and replaced with Removing the Advising Hold. Also, the period for advising conversations will be extended to allow for more meaningful meetings.

2. **Preparing for the Advising Period (and key reports):** Prior to the advising period, the Registrar will notify advisors that Advising Holds have been placed in STAR for all of their advisees. The Registrar will also send faculty advisors information about enrollment and their advisees, including a detailed schedule of classes, a printed copy of the advisor audit report and a listing of advisee names and contact information. All of this information is also available in the faculty’s advisor center in STAR.

- The ***Degree Progress Report*** (or ***Advising Transcript***) presents the student’s complete transcript as well as a detailed accounting of courses taken and how those courses have been credited toward major, minor, program, and common requirements. It also highlights which requirements must still be fulfilled. Students may also view this report in their individual STAR account.

The faculty advisor should discuss the student’s progress during the advising session, taking care to identify areas where the student does not appear to be making appropriate progress toward fulfilling the requirements.

If a faculty advisor or student identifies an error in the Degree Progress Report, he or she should alert the appropriate Class Dean who will investigate and resolve the problem.

- The ***Advisor Audit***, prepared by the Registrar’s Office and distributed to faculty advisors each semester, contains much of the same information as the ***Degree Progress Report (Advising Transcript)*** but in a more condensed format. The report summarizes the status of common and major, minor, and concentration

¹ In order to introduce more flexibility in the advising system the advising period will be lengthened so that it is not so closely linked to course enrollment. Information on the new dates will be emailed to faculty and students.

requirements. It also contains information about completed courses and presents the student's cumulative GPA.

- The ***Schedule of Classes*** lists all course offerings for the current semester by department. It includes information about class meeting days and times, prerequisites, and common designations. This printed list will be amended during the enrollment period, so faculty and students are reminded that the most current information appears electronically in STAR or is available as a PDF from the Registrar's web page.

The printed Schedule of Classes also includes a section where courses are listed by common requirement. This section, also available on the Registrar's website, is particularly valuable for advisors assisting students searching to fulfill a specific common requirement.

Each course listed in the Schedule of Classes includes a four-digit code which is the key identifier for that specific section of the course. Students enter that code in STAR to select that particular section. The schedule also includes information about required practica or labs as well as the units of credit associated with the course.

3. Meeting with Your Advisees

- **Setting the Appointment:** Most faculty advisors use STAR to electronically notify their advisees of the upcoming advising period. Many advisors suggest that students schedule an appointment for advising either by signing up on their office door, using a Doodle poll, or by making arrangements via e-mail. Some faculty simply set aside open office hours for advising. Students should be encouraged to meet with advisors early in the advising period so that they have enough time to finalize their course preferences and talk to department chairs or program coordinators.
- **Assisting Students with Identification of Appropriate Courses:** Advisors will rely on the Schedule of Classes, STAR, and the College Catalog to help students select an appropriate mix of classes for the upcoming semester.

In their effort to complete their requirements, many students lose sight of the fact that they are studying at a liberal arts college and have the opportunity to explore courses across a wide range of disciplines and to tie those courses together in a meaningful way. Not every course has to fulfill a major or common requirement. There is ample room in the schedule for electives that allow the student to pursue his or her interests.

Students and their advisors should work together to ensure that their course selections represent a sensible workload, that they offer students some range of ideas, and that they achieve some balance in terms of modes of intellectual inquiry—balance, for instance, among the sciences, social sciences, and humanities or between heavy reading-oriented courses and more “hands-on” courses in the sciences or the arts.

- **Advising as part of the “mentoring” role of the advisor:** Advisors can also play an instrumental role in helping students develop their unique talents and discover new ones. As obvious as it may seem to help students plan their course schedules in accordance with their interests, students sometimes resist following their own leads; whether owing to the ever-present practical considerations (including life after Holy Cross), parental pressure, or peer pressure, their interests may be relegated to the background of their studies, being seen as little more than a self-indulgent frill. Encourage your advisees to identify their interests and talents. Often, students learn that they are less talented in certain areas than they had assumed. This can be a difficult and painful realization, particularly if it entails giving up a program of studies—perhaps a mode of life—that had always seemed “a matter of course.” Students also often learn that they have talents of which they may have been unaware, which can be both exhilarating and frightening. These sorts of issues, too, can figure prominently during the advising process.

A final dimension of advising involves assisting students, in their third and fourth years especially, in planning for the future, whether it be for graduate school, service-related activities, or work. In part, this means helping students put together course schedules that make sense in light of their aspirations. It also involves helping students create opportunities for themselves, whether in the form of research projects, tutorials, internships, or whatever else might serve to further their own educational or vocational aims. Important resources to be used in this context are the Center for Career Development, the Office of Distinguished Fellowships and Graduate Studies, which, in addition to coordinating fellowship opportunities (Marshall, Fulbright, etc.), provides information and direction pertinent to graduate and professional studies, and the Office of Academic Services and Learning Resources, which can assist students in coordinating their efforts and connecting with available resources.

4. **Removing the Advising Hold (new this year):** The need for a faculty advisor to “approve” a student’s backpack prior to enrollment has been eliminated. Instead, at any point after the meeting between faculty advisor and student has taken place, the advisor can access STAR to remove the Advising Hold, thus acknowledging that the meeting with the student has taken place. If students have entered courses in their backpack, faculty advisors will be able to see them in the Student Center in STAR. If a student has a double major, each faculty advisor will have to log in into STAR to remove the Advising Hold.

Detailed instructions on enrollment and the use of the STAR system are sent by the Registrar to faculty and students each semester.

5. **Post-Enrollment Advising:** Many students receive a full four-course load during their enrollment appointment. Those who do not and those who wish to make changes in their schedules can participate in “Open Enrollment.” This is a period at the end of the semester when students can enroll in courses where there are openings or for which they have secured the permission of an instructor. The Registrar notifies students of the dates of Open Enrollment. Students may at this time seek your advice when making decisions regarding their selections.

Some students seek to change sections or courses during open enrollment, but only wish to make that change if the other course is actually available. In these situations, students should use the “swap” function in STAR. “Swap” confirms that the new desired seat is available before removing the student from his or her current section or course.

Some students elect to keep partial or less than desirable schedules until the add/drop period of the new semester. The add/drop period begins approximately a week before the new semester begins and extends through the first full week of a new semester.

C. ADVISING ON OTHER ISSUES DURING THE SEMESTER

1. **Grading:** Students often ask faculty advisors about options for course grading. Here are a few issues to keep in mind:

- **Pass/No Pass Grading:** The policy on Pass/No Pass (P/NP) grading was approved in spring 2013 and is described fully in the *Catalog*. We summarize it here:
 - a) Students enrolled in five courses may take one Pass/No Pass. (EXCEPTION: Fifth courses taken to fulfill a deficiency must be taken for a letter grade.)
 - b) Courses taken P/NP may be used to fulfill common requirements.
 - c) Courses may be taken P/NP in the student’s major(s), minor, or concentration but cannot be used to fulfill the requirements of those programs.
 - d) Courses taken P/NP do not count toward the 32 courses required for graduation
 - e) A student who withdraws from one of the four courses being taken for a letter grade may request that the Pass/No Pass course be converted to letter grade. (The students must see the Class Dean.)
 - f) At any point during the semester a student may request that a Pass/No Pass course be converted to a letter graded course. Only one conversion per P/NP course is permitted.
 - g) After final grades have been posted the student may request that a passing grade from a P/NP course be “uncovered” to reveal the letter grade and be calculated into the GPA. Once uncovered, the grade cannot be converted back to a Pass. All requests to uncover a Pass must be made to the Class Dean no later than one week prior to the date of the student’s graduation.

Deadline to declare a course Pass/No Pass:

- Fall 2015 semester – Friday, 9/18
 - Spring 2016 semester – Friday, 2/12
- **Fifth Class:** Students may take a fifth course, free of charge, after the first semester if their cumulative GPA is at least a 2.00. First-year students are not normally permitted to take a fifth course. First-year students must obtain permission from the appropriate Class Dean to enroll in a fifth course in the spring semester of their first year.

Fifth courses may be added to a student’s enrollment between the first day of classes and the end of the Add/Drop period (September 2 – September 9 in the Fall and January 26 – February 2, 2016 in the Spring).

A fifth course may be taken by students for enrichment purposes, to satisfy a common or academic program requirement, or for the removal of a course deficiency. In the latter case, a fifth course must be taken for a letter grade.

- **Audits:** Students may audit courses if they already have a full, four-course load. First, students must fill out and sign an audit form obtained from their Class Dean or the Office of the Registrar. They must then secure the signatures of the professor teaching the course and the Class Dean. Students who audit courses are expected to fulfill attendance requirements along with any and all other conditions established by instructors. An audited course cannot fulfill common requirements. Audited courses may not be converted to letter-graded or Pass/No Pass courses and they may not be used to satisfy degree requirements (including common requirements).

Deadline to declare a course as an Audit:

- Fall 2015 semester – Wednesday, 9/9
- Spring 2016 semester – Tuesday, 2/2

2. **Course Withdrawal:** Students have the right to withdraw from classes at any time during the first ten weeks of the semester. Students are required to obtain the signatures of instructors and Class Deans to drop a course. These signatures do not constitute permission. Rather, the process is intended to ensure that advisory conversations occur regarding a decision to drop a class.

Late withdrawals may be permitted only with prior agreement and approval of both the instructor and the Class Dean. Students and instructors sometimes agree that an evaluation—an exam or paper—after the withdrawal deadline should be the deciding factor in a student’s decision to stay in the course.

Students will sometimes show up in a faculty member’s office with the announcement that the Class Dean has approved a late withdrawal. Please remember that Class Deans withdraw students from classes only when circumstances are dire (emergency medical leaves, disciplinary suspensions, etc.). Otherwise, Class Deans tell students that only faculty can give permission to a student to withdraw from a course after the deadline, and only if a conversation about such an eventuality has occurred before the deadline.

Advising a student interested in withdrawing from a course can be complicated. Students sometimes want to withdraw from a course prematurely, out of fear of the grade they might receive (even if they are doing decently). Other students may be failing a course but reject the idea of withdrawing from it because they fear being deemed (in others’ eyes as well as their own) a “quitter.” Other students still may be unsure how to make the right decision about withdrawing from a course and might ask, for instance, whether it is better to have a C- on their transcript or a W (for Withdrawal). Questions like these are of course unanswerable in any definitive way, but they often help students to see the pros and cons involved.

These pros and cons differ, we might note, in accordance with whether one has AP, IB, or transfer credit to fall back on (which can make up for a course deficiency incurred through withdrawing), whether one has the time and money to attend summer school, whether one

is able to satisfactorily complete a five-course load, whether one already has course deficiencies, and so on. Advisors should be aware of these different dimensions to course withdrawal. They should also feel free to direct students to the Class Deans for further assistance.

To withdraw from a course, students need to obtain a withdrawal form from the Class Dean. This form must be signed by the instructor and the appropriate Class Dean, who will then submit the form to the Registrar.

Deadline to withdraw from a class:

- Fall 2015 semester – Wednesday, 11/18
- Spring 2016 semester – Tuesday, 4/12

- 3. Incompletes:** Students may approach a faculty advisor to ask about arranging a grade of “Incomplete.” Questions about incompletes should be directed to the Class Deans. Advisors should know that there are two basic kinds of Incompletes. The first, a Short-Term incomplete, is a temporary one, and it requires that faculty submit a letter grade no later than one week after the last day of final exams. Faculty members may enter a Short-Term incomplete on the electronic grade roster and should notify the appropriate Class Dean if they are assigning a temporary incomplete so he or she is aware of the circumstances.

The second kind of “Incomplete” is an Extended incomplete and is for those students who, for compelling reasons, need a significant amount of extra time to complete their work. Faculty members may enter an incomplete on the electronic grade roster and ask that the Class Deans initiate an electronic Extended incomplete form. In this case, the professor will work with the Class Dean to finalize the arrangements. As a general rule, students should finish their incompletes prior to the beginning of the next semester.

In both cases, faculty should enter a grade of “I” on their grade roster for the student with an incomplete. An electronic Change of Grade Form is available on the grade roster and may be accessed by the faculty member wishing to convert the “I” to a letter grade.

- 4. Course Deficiencies:** Withdrawal from courses, failure in courses, or enrolling in fewer than 4 classes can result in course deficiencies. Deficiencies may be satisfied by AP and IB credit, coursework previously taken elsewhere and transferred to Holy Cross, or as letter-graded fifth courses previously taken. Without these sorts of credits to fall back on, however, students incurring course deficiencies will need to make them up. They can do this by completing an approved class in summer school and attaining a grade of C or better. We do not accept at this time on-line or hybrid courses. Students can also remedy a deficiency by taking a fifth course for a letter grade at Holy Cross.

Advisors should encourage students to make up course deficiencies as soon as they can, preferably in the semester or summer following the semester in which the deficiency was incurred. Keep in mind that students who have multiple deficiencies may be considered to be “failing to make satisfactory academic progress,” a situation that may impact their ability to receive financial aid or qualify for other opportunities such as inter-collegiate athletics.

Please note that students are advised not to begin an academic year with more than a single course deficiency. In addition, they should try to satisfy all course deficiencies prior to the beginning of the fourth year. Students who approach the fourth year with deficiencies may lose class standing. Please consult the Class Deans if questions arise.

D. ADVISING PRIOR TO GRADUATION

Faculty advisors are not required to perform individual audits of senior transcripts prior to graduation. Early in the spring semester prior to Commencement, the Class Dean will run a series of reports to identify students who are in danger of failing to complete their degree requirements. Working with the student, chair(s) and program coordinators, every effort is made to resolve the issues.

Please note that our graduation is real: only those who have satisfied degree requirements can participate in the ceremony (in which students receive their actual diplomas from the President), and there are no exceptions! The fewer the surprises the better it is for all concerned.

That there are few surprises comes in large part from the faculty advisor's careful and repeated review of the Degree Progress Report each semester. Any questions about a student's record, corrections, and waivers should be sent to the appropriate Class Dean.

III. ASSISTING STUDENTS WITH ACADEMIC DIFFICULTIES, LEAVES OF ABSENCES AND VOLUNTARY WITHDRAWALS

A. ASSISTING STUDENTS WITH ACADEMIC DIFFICULTIES

Faculty advisors may become aware of students experiencing academic difficulties either by receiving information from a colleague or the Class Dean or by observing the difficulties on the student's transcript. The College Catalog is the source of all information regarding grading policies. Questions about grading should be directed to either the Class Dean or the Registrar.

Faculty advisors will often be one of the first sources of support and advice for students in academic difficulty. The following resources may be useful as faculty assist students.

1. **Mid-Semester Reports:** Midway through each semester, faculty are asked to indicate the progress of students in their classes using an electronic form in STAR. When a faculty member submits the form on-line, the form will be available to the student, the faculty member, the student's faculty advisor(s), and the student's Class Dean through STAR. The STAR system will also send an email to the student and the student's advisor(s) indicating that a form has been submitted.

Although feedback need not be provided on all students, it is important that it be provided for those students who are failing, in danger of failing, or in need of advisory attention. Faculty are also asked to identify students who are doing particularly well in their courses. The Class Deans depend on these reports to identify students who need advisory attention. They will routinely arrange appointments with those who are called to their attention by their faculty. Although it is not mandatory for advisors to meet with those students who are in trouble, it is strongly encouraged.

2. **The Class Deans:** Advisors who meet with students in academic trouble are often able to help them resolve their difficulties. If, however, advisors or any members of the faculty are concerned about a student, they should notify the appropriate Class Dean immediately. Sometimes academic problems are just what they seem to be. Sometimes, however, problems inside the classroom signal other more serious ones, including personal, social, medical, or familial. In these cases especially, it is important for advisors to be in touch with the appropriate Class Dean. As a general rule, the more people that are "in the loop" in terms of advising students in trouble, the better "cared for" these students will be.
3. **Faculty Colleagues:** Advisors are encouraged to communicate with the faculty of advisees who are having academic difficulties. One option would be to contact the student's faculty at the beginning of the semester and set up a workable communication plan so as to ensure that students in trouble do not fall through the cracks.
4. **Academic Services and Learning Resources:** The Office of Academic Services and Learning Resources can assist faculty working with students with academic difficulties. Refer to Section IV (Resources for Students) for contact information and details about services provided by this office.
5. **Disability Services:** Occasionally, students have problems in the classroom that are a function of longstanding learning disabilities, short-term disabilities of one sort or another,

and so forth. Advisors who learn of these problems should encourage the student to contact the Office of Disability Services (Hogan 215A). Depending on the evaluation of the student's needs, Dr. Neal Lipsitz may notify the student's Class Dean that appropriate academic accommodations (which may include extended time on exams, note takers or tape recorders in the classroom, etc.) are required. The Office of Disability Services will also provide the student with copies of the official letter detailing the accommodations required by the Americans with Disabilities Act to be given by the student to his or her professors. Specific information regarding the disability is, of course, confidential. Please see Section IV for additional information.

B. ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

When a student's academic difficulties escalate, the student may face academic probation, suspension or dismissal. It is essential that advisors be familiar with these policies. Full statements of these are found in the College Catalog.

- 1. Academic Dishonesty:** Please note that probation, suspension, and dismissal can be the outcome of a violation of the College's policy on Academic Honesty. Students are placed on probation for two full semesters for a first instance of academic dishonesty. If there is a second offense after the probationary period has ended, that student faces suspension for one year. A one-year suspension is also the penalty for multiple charges of academic dishonesty filed at or about the same time if the student is not nor has ever been on probation for a prior instance of dishonesty. If there is a third instance of dishonesty or if a student is already on probation for dishonesty violates the policy for a second time, dismissal from the College is the outcome. Dismissal is also the penalty if there are multiple charges of dishonesty filed at or about the same time if the student has ever been on probation for a prior violation.
- 2. Poor Academic Performance:** Probation, suspension, and dismissal can be the consequence of poor academic performance. Particular attention should be paid to the grade point average required for students to remain in good academic standing and, in turn, the grade point averages (and/or course failures) that lead to one of the consequences being considered here.

First-year students can only be suspended for poor academic performance in their first semester if they fail two or more courses; they are eligible for suspension at the end of their first year if they fail to achieve a cumulative average equal to or greater than 1.75. Second-year students must achieve a cumulative average equal to or greater than 1.85 by the end of first semester to avoid suspension. Thereafter, all students must maintain a cumulative GPA of 2.0. Transfer students must achieve a 1.75 after their first semester here to avoid suspension; thereafter they are subject to the limits stipulated for their class year. Students in all class years will be suspended for two failures (F or NP) in any one semester, or a total of six failures in their undergraduate career.

Students who are suspended from the College are expected to spend a year away from full-time study. They may take courses elsewhere, for enrichment, to make up for course deficiencies, or to satisfy degree or program requirements. They may not use these credits, however, to maintain standing in the class year from which they were suspended. Students who have been suspended are readmitted unconditionally after their year away.

Students are placed on probation if their cumulative averages are above the level required for their class year, but below a 2.0 (i.e., first-year students with cumulative averages between 1.75 and 1.99 at the end of their first year and second-year students who are between 1.85 and 1.99 after their first semester). Students are also on probation if the Committee on Academic Standing has overturned their suspension on appeal and their cumulative GPA is below 2.0.

Academic dismissal occurs because the student has been suspended for academic reasons for a second time, has engaged in a second instance of academic dishonesty while on probation for a first violation, has been found responsible for a third violation of the policy on academic honesty, or, having once been on probation for dishonesty, is now charged with multiple violations at or about the same time. Dismissal is considered final, although students who have been dismissed have the right to appeal their cases before the Committee on Academic Standing.

Advisors should consult with students who are on probation to ensure that the students are meeting regularly with their faculty advisor and Class Dean. When a student has been suspended or dismissed and seeks an appeal before the Committee on Academic Standing, his/her faculty advisor(s) will be asked to write to share any pertinent information about the student's situation and experience.

C. ABSENCES

Students are expected to attend all classes, practica, and labs in which they are enrolled. They are responsible for any and all material covered in class and/or assigned in classes they miss. Students who are ill or who are participating in a College-sponsored athletic event are expected to notify faculty directly and make arrangements for missed assignments, exams, and quizzes with the relevant faculty member(s).

Students are able to obtain excuses from Class Deans in cases of extended illness, death in the family (immediate family as well as grandparents, uncles, aunts, etc.), weddings of immediate family members, and for religious belief. In the case of excused absences, students may be given the opportunity to make up, without penalty, tests, quizzes, papers, and other assignments they might have missed. Faculty may also elect to drop the exam or assignment in question (again, without penalty) and calculate the student's grade on the basis of other work submitted. If, however, dropping the exam will result in a substantial portion of the student's grade being determined by a single exam or assignment, a makeup exam is preferred. Please note, in addition, that although faculty can use attendance in evaluating student performance, they cannot fail a student for reasons of poor attendance alone.

D. LEAVES OF ABSENCE

A leave of absence from the College is for those students wishing to take time off from school. It is important to emphasize that students who wish to take courses elsewhere during a leave may not use the credit to maintain their class standing. Credit earned during a leave is transferable only if it satisfies a degree requirement (e.g., major or common), a program requirement (e.g., minor, or concentration), or removes a prior deficiency. Leaves are best thought of as time away—to gather resources, to clarify one's priorities, to take a break, to work, to recover from an illness, and so forth. Students postpone their graduation date by the number of semesters (usually one or two) they remain on leave.

There may be some reluctance on the part of students to take a leave of absence even when circumstances would suggest that this is the wisest course of action. Students do end up behind by the amount of time they have spent on leave and are therefore unable to graduate with their class. There exists something of an ethos at the College that insists students complete their studies “on time,” that is, in four years. It is difficult to say exactly why this is so. Perhaps it has to do with finances or with making one’s way to the “real world” as quickly as possible. More than likely, however, it also has to do with unspoken fears on the part of some students to do something that could be construed as “abnormal” or “unusual” in some publicly noticeable way. The result is that students sometimes remain in school against their—and our—better judgment. With this in mind, advisors who are able to present leaves of absence as a legitimate option for students can perform an important service for them. Occasionally time away from school is exactly what students need to get themselves together and their academic priorities straight.

Students interested in requesting a leave of absence should speak with their Class Dean.

E. VOLUNTARY WITHDRAWAL FROM THE COLLEGE

Students leave the College for a number of reasons, ranging from academic to personal to financial. Students seeking to withdraw should meet with the Class Dean. Because students who voluntarily withdraw from the College may wish to return at some point, it is important that they be familiar with guidelines regarding readmission. Readmission is not automatic in the case of withdrawals, and students are required to reapply to the appropriate Class Dean. Often, however, when students have left the College in good academic standing and wish to return, a letter to the Class Dean detailing their reasons for returning suffices.

IV. RESOURCES FOR STUDENTS

A. CLASS DEANS

The Class Deans are the faculty advisor's primary contact for all student issues and referrals.

| | |
|--|-----------|
| Shawn Lisa Maurer, Class of 2019 | ext. 2532 |
| Estrella Cibreiro-Couce, Class of 2018 | ext. 2532 |
| Patricia Kramer, Class of 2017 | ext. 2532 |
| Francisco Gago-Jover, Class of 2016 | ext. 2530 |

B. ACADEMIC RESOURCES AND KEY CONTACTS

1. Academic Affairs – VP and Associate Deans

| | |
|---|-----------|
| Margaret Freije, VP for Academic Affairs and Dean of the College..... | ext. 2541 |
| Ronald Jarret, Associate Dean of the College | ext. 3009 |
| Denise Schaeffer, Associate Dean of the Faculty..... | ext. 2660 |
| Amit Taneja, Associate Dean for Diversity & Inclusion..... | ext. 3009 |

2. Academic Services and Learning Resources (Dinand 204)

| | |
|--|-----------|
| Christina Bi Chen, Director..... | ext. 2713 |
| Jennifer Malloy, Asst. Director (Passport & Mentoring)..... | ext. 2713 |
| Justine Fisher, Asst. Director (Tutoring & Academic Support) | ext. 2713 |

This office works closely with the Class Deans, faculty, and offices throughout the College to coordinate and develop academic support services such as helping students find tutors and offering individual appointments and workshops on learning strategies, time management, and choosing a major. ASLR runs the College's Passport Program, a six-month academic bridge program for selected first-year students. With the Office of Multicultural Education, ASLR co-directs the Mentor Program for first-year ALANA and International students.

New for 2015: ASLR will pilot a tutoring program with tutors who can assist individual students and small groups in multiple courses at the introductory and intermediate levels. ASLR will continue to refer students to department-based tutoring workshops, available for students enrolled in:

| | | |
|---|------------|-------------|
| Accounting | Biology | Chemistry |
| Classics | Economics | Mathematics |
| Physics | Psychology | Spanish |
| Writing (provided by the Center for Writing; see below) | | |

ASLR encourages faculty to refer students to the office (rather than to a specific staff member). Please ask students to phone or stop by Dinand 204 to make an appointment.

3. Center for Writing (Dinand 2nd floor) / Writer's Workshop (Dinand 217)

| | |
|--|-----------|
| Laurie Ann Britt-Smith, Director | ext. 3681 |
| Kristina Reardon, Associate Director | ext. xxxx |
| Aaron Derr, Professional Tutor | ext. 3648 |

Writing support is available through the Writer's Workshop. The peer writing consultants in the Writer's Workshop offer writing support to students in any course, and our part-time, professional tutor works primarily with multi-lingual students. When necessary, the Director

of the Center for Writing can assess the writing needs of individual students and connect them with appropriate tutoring.

4. Registrar

- Patricia Ring, Registrar ext. 3459
- Rebecca Patella, Associate Registrar ext. 3464
- Bernadette Robertson, Assistant Registrar ext. 3465

This Office oversees all aspects of student enrollment and transcripts, including posting of course credits. Faculty should contact the appropriate Class Dean to request a correction to a student record.

5. Department Chairs and Program/Concentration Directors

See the listing of current chairs and program/concentration directors in Appendix II. Students with an interest in a major, minor, program or concentration are urged to consult with the chair or director early in their program.

6. Libraries

- Karen Reilly, Interim Director of Library Services Dinand Main Library ext. 3371
- Barbara Merolli, Science Library Librarian..... ext. 2643
- Music Library..... ext. 2295
- Thomas Landy, Director of The McFarland CREC / Rehm Library..... ext. 3723

7. Information Technology (ITS) and Multimedia Resource Center (MRC)

- Ellen Keohane, Director ext. 2652
- Helpdesk ext. 3548
- Multimedia Resource Center (MRC)..... ext. 2529

8. Center for Interdisciplinary Studies

- Loren Cass, Director ext. 2497
- Susan Cunningham, Associate Director (Concentrations) ext. 2703
- Gary DeAngelis, Associate Director (Washington Semester,
Academic Internships) ext. 2498

This Office is responsible for overseeing a variety of special programs including academic concentrations, the College Honors Program, Community Based Learning, and the Academic Internship and Washington Semester programs. See Appendix II for a complete listing of program/concentration directors.

9. Distinguished Fellowships and Graduate Studies

- Anthony Cashman, Director..... ext. 2353

This Office provides information about grants and awards pertinent to both graduate studies and post-baccalaureate programs. Students with an interest in graduate study in a particular discipline should plan to meet with the relevant department's graduate studies advisor.

10. Study Abroad

Brittain Smith, Director ext. 3057

Students with an interest in studying abroad should consult with the professionals in this office early in their program. Some departments also have an appointed study abroad coordinator to assist students with course selection and approval.

11. Additional Academic Affairs Contacts:

Suzanne Kirschner, Director, Scholar Programs ext. 2589

Matthew Koss, Director, Center for Teaching ext. 2406

C. STUDENT AFFAIRS AND CAMPUS MINISTRY RESOURCES AND KEY CONTACTS

Student Affairs: Student Affairs is responsible for coordinating all programs and services pertinent to student life in non-academic areas. These areas include residence life and housing services, public safety, health services, counseling, multicultural education, wellness and recreational programming, disability services, orientation and all other student involvement.

1. Student Affairs VP and Associate Deans (Hogan 109)

Jacqueline Peterson, VP of Student Affairs and Dean of Students..... ext. 2414

Derek Zuckerman, Associate Dean for Student Life ext. 3475

Neal Lipsitz, Associate Dean for Student Development ext. 3693

Paul Irish, Associate Dean of Students ext. 2669

Paul Irish oversees issues of student behavior on campus and off campus. Faculty with concerns about student behavior may alert the appropriate Class Dean or may choose to call Paul Irish directly.

Mable Millner, Associate Dean of Students for
Diversity and Inclusion/Director, Multicultural Education ext. 2669

This Office provides leadership on the issues of diversity and directs the student Multicultural Peer Coordinator program.

2. Public Safety

Robert Hart, Chief ext. 3570

Main Number..... ext. 2224

Emergencies..... ext. 2222

This Office is responsible for all issues related to student safety and is staffed by officers working in a community policing model. Officers are trained as First Responders and many are Emergency Medical Technicians. In the event of an emergency, call 508-793-2222 (ext. 2222) rather than 911 for immediate response.

3. Health Services

Martha Sullivan, Director..... ext. 2276

Health Services is located in Loyola Hall and assists students with medical issues including illness, physical injury, and alcohol and drug-related problems as well as preventative care. Health Services also maintains a Mind-Body Connection Room for students to do yoga, meditation and other stress management practices.

4. Counseling Center

Paul Galvinhill, Director ext. 3363

The Counseling Center is located in Hogan 207. The staff includes several psychologists, a consulting psychiatrist and graduate externs. Students may schedule an appointment in advance and emergency same-day appointments are always available. Faculty who observe behaviors that are concerning are advised to contact a Class Dean who can assist in the effort to engage the student with the counseling center.

If you believe a student is in crisis and presents a danger to himself, herself or others call the Center (508-793-3363) or Public Safety (508-793-2222) immediately.

5. Disability Services

Neal Lipsitz, Associate Dean for Student Development ext. 3693

The Office of Disability Services, which is located in Hogan 215A, is geared toward coordinating assistance (either permanently or temporarily) for disabled students in order to give them equal access to the College’s various programs and services. These services include special academic accommodations, tutors, preferential course scheduling, and whatever else may be required under the Americans with Disabilities Act to allow the students in question to thrive at the College. Advisors dealing with students who, for instance, have called a learning disability to their attention, who appear to have a disability, or who have recently sustained an injury that could impair their performance in the classroom can find assistance for these students through this office.

6. Wellness

Fran Taylor, Director ext. 2302

This Office coordinates all programming related to student wellness, including fitness classes and alcohol education.

7. Other Key Student Affairs Contacts

Edwin Coolbaugh Assistant Dean of Students/Director of
Residence Life & Housing..... ext. 2664

This Office oversees all aspects of life in the residence halls. The staff includes seven Community Development Coordinators (CDCs) who are professional staff members living in the residence halls.

Brenda Hounsell Sullivan, Assistant Dean, Director of
Student Involvement ext. 3487

This Office has responsibility for the College’s Gateways Orientation Programs, leadership training, Student Government Association and recognized student organizations.

Michael Leavitt, Director, Recreation Intramurals & Club Sports ext. 3487
Cathleen Doane, Associate Director of Orientation & Residence Life..... ext. 3475

8. Center for Career Development

Amy Murphy, Director, Center for Career Development ext. 3880
Pamela Ahearn, Senior Associate Director for Employer Relations ext. 3880

The Center for Career Development oversees all activity related to internships, full-time employment and career counseling. Students should be encouraged to visit the office early in their program and no later than spring of their second year to identify career opportunities commensurate with their interests, skills and credentials. The office assists students in developing resumes and preparing for interviews. Many employers searching for interns and full time employees come to campus each year to recruit Holy Cross students.

The Office also manages the College’s prestigious Summer Internship Program, helping selected students secure substantive paid summer internships with alumni in a variety of industries and job functions.

Faculty referrals to the Center for Career Development are critical. Oftentimes simply asking a second-year student if they have thought of what they may do after Holy Cross and a suggestion to visit the Center for Career Development is exactly what a student needs to begin the career development process.

- 9. Campus Ministry:** The Campus Ministry Center offers a variety of programs and services for students. The chaplains provide pastoral counseling and spiritual direction for those who seek it, and offer a place -- physical, emotional, and spiritual -- for interested students to gather together with one another. Special support groups meet on a regular basis for students who are homesick, grieving, or dealing with alcohol or other issues. Faculty should be aware that some students who are reluctant to go to the Counseling Center are often willing to meet with members of the Chaplain’s Office staff.

Marybeth Kearns-Barrett, Director..... ext. 2448

Each class is assigned a class chaplain(s):

Normand Gouin, Class of 2019 ext. 2448
Emily Rauer Davis '99..... ext. xxxx
Marty Kelly, Class of 2018..... ext. 2617
Virginia Coakley, Class of 2018 ext. 2429
Megan Fox-Kelly, Class of 2017 ext. 3899
Marybeth Kearns-Barrett, Class of 2016..... ext. 2448

APPENDIX I

Calendar, Academic Year 2015 – 2016 Fall 2015 Semester

| | | |
|-----------|------------------|--|
| Saturday | August 29 | 1st-year students arrive; Mass of the Holy Spirit |
| Sunday | August 30 | Orientation |
| Monday | August 31 | 1st-year and transfer student advising/orientation |
| Tuesday | September 1 | 2nd-year student advising |
| Wednesday | September 2 | <u>CLASSES BEGIN</u> |
| Wednesday | September 9 | Add/Drop ends; last day to declare an Audit |
| Friday | September 18 | Last day to declare P/NP |
| Friday | October 9 | Fall break begins after last class |
| Monday | October 19 | Classes resume |
| Monday | October 26 | Advising for Spring 2016 begins |
| Tuesday | November 3 | Advising for Spring 2016 ends |
| Friday | November 6 | Change of major should be completed |
| Mon/Tues | November 9 & 10 | 4th-year students enroll |
| Thurs/Fri | November 12 & 13 | 3rd- year students enroll |
| Mon/Tues | November 16 & 17 | 2nd-year students enroll |
| Wednesday | November 18 | Last day to withdraw with a W |
| Thurs/Fri | November 19 & 20 | 1st-year students enroll |
| Tuesday | November 24 | Thanksgiving recess begins after last class |
| Monday | November 30 | Classes resume |
| Wednesday | December 2 | Open enrollment begins |
| Friday | December 11 | <u>CLASSES END</u> |
| Saturday | December 12 | Study period begins |
| Tuesday | December 15 | Final examinations begin |
| Saturday | December 19 | Final examinations end |

APPENDIX I (continued)

**Calendar, Academic Year 2015 – 2016
Spring 2016 Semester**

| | | |
|-----------|---------------|---|
| Tuesday | January 26 | <u>CLASSES BEGIN</u> |
| Tuesday | February 2 | Add/drop ends; last day to declare an Audit |
| Monday | February 1 | 1st-year students begin to declare majors |
| Friday | February 12 | Last day to declare P/NP |
| Friday | March 4 | Spring vacation begins after last class |
| Monday | March 14 | Classes Resume |
| Wednesday | March 23 | Easter recess begins after last class |
| Tuesday | March 29 | Classes resume |
| Monday | April 4 | Advising for Fall 2016 begins |
| Tuesday | April 12 | Advising for Fall 2016 ends |
| Tuesday | April 12 | Last day to withdraw with a W |
| Wednesday | April 13 | Change of major should be completed |
| Mon/Tues | April 18 & 19 | Rising 4th-year students enroll |
| Thurs/Fri | April 21 & 22 | Rising 3rd-year students enroll |
| Mon/Tues | April 25 & 26 | Rising 2nd-year students enroll |
| Friday | April 29 | Open enrollment begins |
| Monday | May 9 | <u>CLASSES END</u> |
| Tuesday | May 10 | Study period begins |
| Thursday | May 12 | Final examinations begin |
| Wednesday | May 18 | Final examinations end |
| Thursday | May 26 | BACCALAUREATE EXERCISES |
| Friday | May 27 | Open enrollment ends |
| Friday | May 27 | <u>COMMENCEMENT</u> |

APPENDIX II

CHAIRS AND PROGRAM/CONCENTRATION DIRECTORS

DEPARTMENT CHAIRS 2015 – 2016

| | | |
|--------------------------------------|----------------------------------|-----------|
| ASIAN STUDIES | Shirish Korde | ext. 2294 |
| BIOLOGY | Robert Bellin | ext. 3422 |
| CHEMISTRY..... | Kevin Quinn | ext. 3576 |
| CLASSICS..... | Timothy Joseph..... | ext. 3780 |
| ECONOMICS & ACCOUNTING | Katherine Kiel | ext. 2743 |
| EDUCATION..... | Ericka Fisher..... | ext. 3732 |
| ENGLISH | Jonathan Mulrooney..... | ext. 3440 |
| ENVIRONMENTAL STUDIES | Sara Mitchell | ext. 3420 |
| HISTORY | Mary Conley..... | ext. 2493 |
| MATHEMATICS & COMPUTER SCIENCE | Steven Levandosky | ext. 3358 |
| MODERN LANGUAGES & LITERATURES | Sylvia Schmitz-Burgard | ext. 3305 |
| MUSIC..... | Ron Jarret/Jessica Waldoff | ext. 2238 |
| NAVAL SCIENCE..... | Capt. Vernon Kemper | ext. 2433 |
| PHILOSOPHY..... | Christopher Dustin..... | ext. 3395 |
| PHYSICS | Tomohiko Narita | ext. 2503 |
| POLITICAL SCIENCE..... | Vickie Langohr..... | ext. 2763 |
| PSYCHOLOGY..... | Mark Freeman | ext. 3081 |
| RELIGIOUS STUDIES..... | William Reiser, S.J. | ext. 3404 |
| SOCIOLOGY & ANTHROPOLOGY | Jennie Germann Molz..... | ext. 3596 |
| SPANISH | Daniel Frost..... | ext. 2505 |
| THEATRE..... | Edward Isser | ext. 2494 |
| VISUAL ARTS..... | Patricia Johnston..... | ext. 3715 |

CIS MAJOR/MINOR/CONCENTRATION DIRECTORS/ADVISORS

| | | |
|--|------------------------------|----------------------|
| AFRICANA STUDIES | Michael West | ext. 2750 |
| ARCHITECTURAL STUDIES | Loren Cass..... | ext. 2497 |
| CATHOLIC STUDIES..... | Lee Oser | ext. 2208 |
| DEAF STUDIES | John Pirone | pirone@holycross.edu |
| GERMAN STUDIES..... | Sylvia Schmitz-Burgard | ext. 3305 |
| ITALIAN STUDIES | Susan Amantangelo | ext. 3347 |
| LATIN AMERICAN & LATINO STUDIES | Rosa Carrasquillo | ext. 3450 |
| MEDIEVAL & RENAISSANCE STUDIES..... | Sarah Stanbury..... | ext. 3408 |
| MIDDLE EASTERN STUDIES | Caner Dagli..... | ext. 2384 |
| PEACE AND CONFLICT STUDIES..... | Judith Chubb | ext. 3458 |
| GENDER, SEXUALITY AND WOMEN'S STUDIES | Mary Roche..... | ext. 2585 |

APPENDIX II (continued)

OTHER PROGRAM DIRECTORS AND ADVISORS

| | | |
|----------------------------------|-----------------------------|-----------|
| CIS | Loren Cass..... | ext. 2497 |
| COLLEGE HONORS..... | Suzanne Kirschner..... | ext. 2589 |
| COMMUNITY BASED LEARNING..... | Michelle Sterk Barrett..... | ext. 3006 |
| FENWICK SCHOLAR PROGRAM | Suzanne Kirschner..... | ext. 2589 |
| HEALTH PROFESSIONS ADVISING..... | Miles Cahill..... | ext. 2533 |
| MONTSERRAT..... | Stephanie Yuhl | ext. 2783 |
| PRE-BUSINESS ADVISING | David Chu..... | ext. 2206 |
| PRE-LAW ADVISING..... | Scott Sandstrom | ext. 2677 |
| TEACHER EDUCATION PROGRAM..... | Heather Johnson..... | ext. 3802 |
| 3/2 PROGRAM IN ENGINEERING..... | Tomohiko Narita..... | ext. 2503 |

APPENDIX III

MAJOR and SELECTED PROGRAM REQUIREMENTS
(Listed Alphabetically)

| Major/Program | Page |
|-----------------------------------|-------------|
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ACCOUNTING

| Major requirements | Course Number(s) |
|--|---|
| Financial Accounting | ACCT 181 |
| Calculus 1 (or the equivalent) | MATH 135 or equivalent |
| Principles of Macroeconomics | ECON 111 |
| Principles of Microeconomics | ECON 112 |
| Intermediate Accounting 1 | ACCT 277 |
| Intermediate Accounting 2 | ACCT 278 |
| Statistics | ECON 249 |
| Federal Income Tax | ACCT 292 |
| Auditing | ACCT 282 |
| Managerial Accounting | ACCT 389 |
| Business Law 1 | ACCT 387 |
| Business Law 2 | ACCT 388 |
| Advanced Accounting | ACCT 390 |
| At least two Economics or Accounting electives | ACCT 226, 270, 275, 285, or 360 or any ECON 200-level economics elective |

Advice for students interested in pursuing the major

Admission to the major is by application. Students in the class of 2019 that are interested in accounting should enroll in ACCT 181-Financial Accounting during one of their first three semesters at Holy Cross. Each fall, first and second year students who are enrolled in or have completed ACCT 181 may request permission to take the spring offering of ACCT 277-Intermediate Accounting I. During the semester that students are enrolled in ACCT 277, the department will solicit applications for the accounting major. Prospective majors will submit an application form which includes an unofficial transcript and an admissions essay. The major application process places special emphasis on the applicants' performance in accounting and related coursework (mathematics, economics). Potential majors are encouraged to take calculus and the principles of economics courses early in the program.

Students in the classes of 2018 and 2017 should have completed ACCT 181-Financial Accounting and applied to the major during their first year. No late applications are accepted.

Additional Notes

- **Minor:** No
- **Department honors:** Yes
- **AP credit:** Credit awarded for scores of 4 or 5 in Calculus, Macroeconomics, Microeconomics or Statistics. Accounting majors are not required to replace these courses with additional accounting electives. Students with AP credit who elect to enroll in the comparable Holy Cross economics class will forfeit their AP credit.
- **Grades:** Students must earn a C- or better in Financial Accounting and Intermediate Accounting 1 in order to continue in the major.
- **Double majors:** Accounting majors are not permitted to also major in Economics.

ANTHROPOLOGY

| Major requirements | Course Number(s) |
|--|--|
| The Anthropological Perspective | ANTH 101 |
| Anthropological Theory | ANTH 320 (fall) |
| Ethnographic Field Methods | ANTH 310 (spring) |
| One advanced seminar, tutorial or research practicum | ANTH seminars, tutorials or research practica numbered 300 or 400. |
| Six department electives | Note that two of the six electives may be SOCL courses, but the remaining eight courses in the major must be labeled ANTH. |

Advice for students interested in pursuing the major

Students interested in the major should enroll in ANTH 101-The Anthropological Perspective early in their program, as the course is restricted to first and second year students. Anthropology majors interested in the department honors program are expected to complete the theory and methods requirement by the end of junior year. Study abroad is enthusiastically supported; with prior approval, a theory course taken abroad may be used to meet the theory requirement, but the methods requirement must be taken at Holy Cross. A maximum of four courses from Study Abroad may be applied toward the major. Please consult the department chair for guidance.

Additional Notes

- **Minor:** Yes
- **Department honors:** Yes
- **AP credit:** N/A
- **Double majors:** Anthropology majors are not permitted to also major in Sociology.

ASIAN STUDIES

| Major requirements | Course Number(s) |
|--|----------------------------------|
| One introductory survey of Asia | Ex. HIST 103, HIST 104, ANTH 170 |
| One course on Arts of Asia – could include courses in literature, theatre, studio art, art history, music | |
| One course with a historical perspective on Asia with a faculty member in the history department | |
| One course that focuses on religion in one or more areas of Asia, normally with a faculty member in Religious Studies | |
| One course on Asia, in any department, that includes attention to methodologies in the social sciences, normally taken with faculty in anthropology, economics, sociology, or political science. | |
| One upper-level course with at least 50% content on Asia | |
| Knowledge of an Asian language equivalent to one year of college study | |
| Additional electives to reach a minimum of ten courses. | |

Advice for students interested in pursuing the major

Students interested in pursuing a major or minor in Asian Studies should consult with the director. Please contact Karen Todd, administrative assistant in CIS (Smith 329, x3485) to arrange a meeting with the program director.

Additional Notes

- **Minor:** Yes (replaces the Asian Studies concentration, same requirements).
- **Department honors:** No
- **AP credit:** N/A

BIOLOGY

Note: Please contact Professor Rob Bellin for assistance in advising prospective majors. The department holds open advising sessions each semester and provides additional detailed information about the major on its website.

Students must pursue one of two tracks: the Cellular and Molecular Biology (CMB) Track or the Ecological, Evolutionary and Organismal (EEOB) Track. Each track requires a minimum of six biology courses beyond the introductory sequence, three of which must have a lab.

| Major requirements (CMB Track) | Course Number(s) |
|--|---|
| The three course Introduction to Biology Sequence. | BIOL 161 (or 131), BIOL 162 and BIOL 163 (or 132). |
| CMB Track – Choice A <ul style="list-style-type: none"> • Two courses from the new cellular and molecular biology distribution area • Two courses from any two of the remaining three distribution areas • Two additional biology courses | (see distribution course list at the end of this table) |
| CMB Track – Choice B <ul style="list-style-type: none"> • One course from the new cellular and molecular biology distribution area • Genetics or Genetics Analysis • Two courses from any two of the remaining three distribution areas • Two additional biology courses | (see distribution course list at the end of this table) |
| CMB Cognates: <ul style="list-style-type: none"> • Either two calculus courses through integration (or AP credit), or one calculus and one approved statistics course*. • The four course chemistry sequence with labs. | MATH 133 or 135 and MATH 134 or 136 CHEM 181 (or Chem. Dept. approved AP credit), 221, 222, 231 |
| Distribution areas: <ul style="list-style-type: none"> • Cellular and Molecular Biology • Mechanistic Organismal Biology • Organismal Diversity • Ecology and Evolution | BIOL 223, 241, 266, 267, 301, 302, 392 BIOL 213, 230, 361, 390 BIOL 220, 250, 255 BIOL 233, 235, 280, 283, 287, 331, 381 |

** Any statistics course taken to meet the mathematics cognate requirement cannot also count towards the total count or distribution of required biology classes.*

BIOLOGY (continued)

| Major requirements (EEOB Track) | Course Number(s) |
|---|---|
| The three course Introduction to Biology Sequence. | BIOL 161 (or 131), BIOL 162 and BIOL 163 (or 132). |
| Six additional biology courses, including one from each of the four distribution areas | (see distribution course list at the end of this table) |
| Two complementary courses drawn from either: <ul style="list-style-type: none"> • Genetics or Genetics Analysis • Introduction to Geology • Geomorphology • Watershed Hydrology • Organic Chemistry 1 or 2 • Introductory level physics for science majors. The complementary courses may be taken from two different areas or they may come from one area. | BIOL 261, 262 GEOS (BIOL) 150 GEOS(BIOL) 210 GEOS(BIOL) 270 (also listed once as BIOL 299) CHEM 221 or 222 PHYS 115 (111), 116 (112) |
| EEOB Cognates <ul style="list-style-type: none"> • Either two calculus courses through integration (or AP credit), or one calculus and one approved statistics course*. • One year of general chemistry. | MATH 133 or 135 or Math/CS approved AP and MATH 134 or 136 CHEM 181 (or Chemistry approved AP credit) and 231 |
| Distribution areas: <ul style="list-style-type: none"> • Cellular and Molecular Biology • Mechanistic Organismal Biology • Organismal Diversity • Ecology and Evolution | BIOL 223, 241, 266, 267, 301, 302, 392 BIOL 213, 230, 361, 390 BIOL 220, 250, 255 BIOL 233, 235, 280, 283, 287, 331, 381 |

* Any statistics course taken to meet the mathematics cognate requirement cannot also count towards the total count or distribution of required biology classes.

Advice for students interested in pursuing the major

Admission to the biology major is by application. There are no grade requirements beyond a minimum C average to apply for admission. Students may apply after they have completed one introductory level biology course with lab and one chemistry or physics course with lab, or two introductory level biology courses with lab.

Additional Notes

- **Minor:** A minor in Geosciences, open to students of any major, is now available. Contact Prof. Sara Mitchell for information, or see the Advising Resources Moodle site.
- **Department honors:** No
- **AP credit:** Majors with AP scores in biology do not receive credit toward the minimum number of required major courses nor do they receive advanced standing. Non-major students with AP Biology scores of 4 or 5 receive natural science common credit.

CHEMISTRY

| Major requirements | Course Number(s) |
|--|--|
| Atoms and Molecules with integrated lab | CHEM 181 |
| Organic Chemistry 1 with integrated lab | CHEM 221 |
| Organic Chemistry 2 with integrated lab | CHEM 222 |
| Equilibrium and Reactivity with integrated lab | CHEM 231 |
| Instrumental Chemistry and Analytical Methods (with integrated lab) | CHEM 300 |
| Quantum Mechanics and Spectroscopy (with integrated lab) | CHEM 335 |
| Two advanced courses chosen from: <ul style="list-style-type: none"> • Biochemistry • Chemical Thermodynamics • Inorganic Chemistry | CHEM 301 or BIOL 301 CHEM 336 CHEM 351 |
| One non-research chemistry elective | Chemistry courses numbered 300 or above, other than CHEM 301, CHEM 336 or CHEM 351 |
| First semester of introductory physics | PHYS 115 (111) |
| Calculus 1 and 2 | MATH 135-136 or 136 or MATH 133-134 |

Advice for students interested in pursuing the major

Prospective majors are encouraged to begin the Discovery Chemistry Core (CHEM 181, 221, 222 and 231) during their first year. Chemistry majors must complete nine chemistry courses (six with labs). Majors should also plan to complete the physics and math requirement prior to the end of their second year. Further coursework is required to fulfill the requirements for certification of the degree by the American Chemical Society; please consult the chair or catalog for details.

Additional Notes

- **Minor:** No
- **Department honors:** Yes
- **AP credit:** Majors with scores of 4 or 5 on the AP Chemistry test will receive credit for Chemistry 181, Atoms and Molecules. If students choose to take Chemistry 181, they will sacrifice their AP credit; please contact the chair if they wish to discuss these options.

CHINESE

| Major requirements | Course Number(s) |
|--|--|
| At least six courses in Chinese language or Chinese literature at the 200 level or above. At least two of those courses must be at the 400 level. | Courses labeled CHIN and with numbers in the 200, 300 or 400 range. |
| At least four additional courses taught in English or Chinese including: <ul style="list-style-type: none"> • One course on Chinese culture • One course in Chinese literature • Two approved additional courses on China focusing on: art, cinema, economics, history, linguistics, literature, politics, society or religion. | CHIN 103 CHIN 199, 299, or 399 Approved courses may be outside of the Modern Languages and Literatures department. |

Advice for students interested in pursuing the major

Students interested in the major should begin their Chinese language study as early as possible. Majors are strongly encouraged to participate in study abroad in China for one or two semesters. Students must begin their study in Beijing. The second semester may be completed at our internship program in Shanghai. Participation in study abroad requires a minimum of three semesters of Chinese.

Additional Notes

- **Minor:** Yes. 6 courses as follows: Chinese language through Chinese 302 and two additional courses on China from among the following:
 - 1 course on Chinese culture or literature:
 - Chinese 103: Introduction to Chinese Culture, or
 - Chinese 255: Chinese Culture through the Camera's Eye, or
 - Chinese 250: Traditional Chinese literature
 - 1 additional approved course on China in English or Chinese in anthropology, art, economics, history, literature, linguistics, philosophy, politics, or religious studies.
- **Department honors:** No
- **AP credit:** Majors with a score of 4 or 5 should enroll in CHIN 401.
- **Chinese Section Coordinator:** Professor Claudia Ross

CLASSICS

| Major requirements | Course Number(s) |
|---|---|
| <p>Language courses in both Greek and Latin.</p> <p>Must complete language study through the intermediate level in one language (either Latin or Greek)</p> <p>Must complete language study at least through one semester of advanced courses in the second language.</p> <p>Majors normally complete no fewer than eight total courses in Latin and Greek.</p> | <p>LATN 213, 214 or GREK 213, 214</p> <p>LATN or GREK author courses numbered in the 300s</p> |
| <p>Additional courses in the department to reach a minimum of 10 courses.</p> | <p>Courses labeled LATN, GREK or CLAS.</p> |

Advice for students interested in pursuing the major

Students interested in the major should begin with the appropriate language course early in their program. First-year students who studied Latin or Greek in high school should consult the Department Chair for language placement. Classics majors are encouraged to take Classics survey courses in literature, history, and/or archaeology and to attend the approved Study Abroad programs in Athens and/or Rome in their junior year.

Additional Notes

- **Minor:** No
- **Department honors:** No
- **AP credit:** Students with AP credit in Latin may be placed in 300-level Latin courses but do not ordinarily receive credit toward the major.
- The Classics majors sustain an active chapter of the national Classics honor society, Eta Sigma Phi. The Classics Department is also home to the SGA-recognized Manuscripts, Inscriptions and Documents Club.

COMPUTER SCIENCE

| Major requirements | Course Number(s) |
|--|-------------------------------------|
| Techniques of Programming | CSCI 131 |
| Data Structures | CSCI 132 |
| Discrete Structures | CSCI 135 (or MATH 243) |
| Two intermediate classes: <ul style="list-style-type: none"> • Computer Systems and Organizations • Analysis of Algorithms | CSCI 226 CSCI 235 |
| Two upper level classes: <ul style="list-style-type: none"> • Programming Languages Design and Implementation • Ethical Issues in Computer Science | CSCI 324 CSCI 328 |
| Three upper level elective courses, with at least one having the “project course” designation, is highly recommended. | CSCI courses numbered 300 or above. |
| One semester of calculus | MATH 135, MATH 133 or equivalent |

Advice for students interested in pursuing the major

Students interested in majoring in computer science should begin the introductory core courses (CSCI 131, 132, 135) early in their program.

Additional Notes

- **Minor:** Yes
- **Department honors:** Yes
- **AP credit:** Majors with AP credit, a score of 4 or 5 on the Computer Science exam, earn one unit of credit for CSCI 131 and are advised to enroll in CSCI 132. AP credit may be used to count toward the 10 course major requirement. Students with AP credit who elect to enroll in the comparable Holy Cross computer science course (CSCI 131) will forfeit their AP credit. A score of 4 or 5 on the AP Computer Science exam fulfills the common requirement for mathematics.
- Computer Science majors or minors may choose to also major in Mathematics.

DEAF STUDIES

The Department of Modern Languages and Literatures offers a minor in Deaf Studies.

| Minor requirements | Course number(s) |
|---|------------------|
| Four required courses: <ul style="list-style-type: none"> • DFST 109: Introduction to Deaf Studies • DFST 201: Intermediate ASL1 • DFST 202: Intermediate ASL2 • DFST 301: ASL Comp & Con | |
| One course from among the following: <ul style="list-style-type: none"> • DFST 300: The Deaf Community, Language and Culture • DFST 303: Deaf Literature | |
| One additional approved course with a focus on ASL or Deaf Studies taken at Holy Cross or at another institution. | |

Advice for students interested in pursuing the minor:

Students, who wish to pursue the minor and plan to study abroad, are strongly encouraged to begin their ASL language study in their first year. For those who do not plan to study abroad, they may begin their ASL language study in their first or second year.

First-year students who took ASL courses in high school should consult the program director for language placement.

In addition, through CIS students can pursue a multidisciplinary major combining Deaf Studies with other disciplines within the College.

Additional Notes

- **Minor:** Yes.
- **Department honors:** No
- **AP credit:** N/A
- **Director of American Sign Language / Deaf Studies:** Professor John Pirone

ECONOMICS

| Major requirements | Course number(s) |
|--|--|
| Principles of Macroeconomics | ECON 111 |
| Principles of Microeconomics | ECON 112 |
| Calculus 1 and 2 (or the equivalent) | MATH 135, MATH 136 or equivalent |
| Statistics | ECON 249 |
| Microeconomics | ECON 255 |
| Macroeconomics | ECON 256 |
| Four economics electives: | |
| At least three upper level electives | Any ECON course numbered 300 or above. |
| One elective may be a lower level elective | Any ECON lower level elective course numbered 200-299. |

Advice for students interested in pursuing the major

Admission to the major is by application. Students must complete at least one economics course at Holy Cross before they are eligible to apply. Students interested in the major should begin with Principles of Macroeconomics or Principles of Microeconomics. Potential majors are also encouraged to complete the calculus sequence early in their program. Additional coursework in mathematics, such as MATH 241 Multivariable Calculus, is also recommended.

Additional Notes

- **Minor:** No
- **Department honors:** Yes
- **AP credit:** Credit awarded for scores of 4 or 5 in Macroeconomics, Microeconomics or Statistics. Each course must be replaced with an economics elective so majors complete a minimum of nine major courses at Holy Cross. Students with AP credit who elect to enroll in the comparable Holy Cross economics class will forfeit their AP credit.
- **Double majors:** Economics majors are not permitted to also major in Accounting.

EDUCATION

The Education Department does not offer a major program. The Department offers a minor and the Teacher Education Program.

Education Minor

The Education Minor is a six-course program open to students of all majors. Students must elect one of two strands: Teaching and Learning or Educational Studies.

- **Teaching and Learning:** Focuses on the intra- and inter-individual processes involved in education, including cognitive and learning processes, interpersonal elements, and pedagogy that promote achievement in educational contexts.
 - Foundation course: EDUC 167: Education Psychology (includes 30 hours of field-based experience)
- **Educational Studies:** Explores the historical and structural forces that influence educational achievement, with a distinct emphasis on policy implications.
 - Foundation course: EDUC 169: Schooling in the United States

Advice for students interested in the Education minor: The college catalog and department web page provide details on other courses required for the minor. Students are encouraged to consult with the Education Department chair by the end of their second year to develop the appropriate minor program.



Teacher Education Program

Students usually apply to the program in their second year. Both of these courses are required before acceptance into the program and should be taken in the first or second year:

- EDUC 167: Educational Psychology (includes a field-based experience)
- EDUC 169: Schooling in the U.S.

TEP students must also complete a range of courses *in their major* to meet state requirements. Many of these correspond to the Holy Cross major requirements, but *additional courses may need to be taken*. Advanced planning and regular advising are important.

Advice for students interested in the Teacher Education Program: Early advising is key. Students who are interested or possibly interested in the program should contact the TEP Director (Heather Johnson, ext. 3802) as soon as possible to discuss their options.

The undergraduate licensure program leads to a Massachusetts state initial teaching license as a secondary (8 to 12) or middle (5 to 8) school teacher in the following subject areas: biology, chemistry, English, history, mathematics, physics, Chinese, French, Latin, or Spanish. A program for the teaching of religion at the secondary levels is available for religious studies majors, although this program does not lead to Massachusetts state licensure. Students who have difficulty completing requirements for one of the above majors alongside the Teacher Education Program may wish to consider the Ninth Semester Option (see college catalog and department web page).

ENGLISH

Note: The English major has been restructured with new requirements effective for the Classes of 2017, 2018 and 2019. Requirements for the Class of 2016 are summarized on the next page.

Major requirements for students in the Classes of 2017, 2018 and 2019:

| Major requirements | Course number(s) |
|---|--|
| Two introductory courses, including: <ul style="list-style-type: none"> a) Any Critical Reading and Writing (CRAW) course except Poetry (e.g., Fiction, Drama, Multigenre) OR any Montserrat "L" course taught by English Department faculty (with the instructor's approval to substitute the course for CRAW) b) Poetry and Poetics | <ul style="list-style-type: none"> a) ENGL 121, 122, or 124 b) ENGL 199 |
| Two intermediate courses: <ul style="list-style-type: none"> (a) Touchstones 1: Early British Literature (b) Either of the following: <ul style="list-style-type: none"> (i) Touchstones 2A: American Literature OR (ii) Touchstones 2B: Later British and Anglophone Literature | a) , b) ENGL 299 |
| Seven advanced courses, including requirements in the following categories: <ul style="list-style-type: none"> • GROUP A (Pre-1800) • GROUP B (19th-Century) • GROUP C (Marginalized Voices) • GROUP D (Theories and Methodologies) | <p>Two courses, each from a different period among Medieval, Renaissance, and 18th-Century historical periods</p> <p>One course from either the 19th-Century British or 19th-Century American historical periods</p> <p>One course, includes all courses focusing on traditionally marginalized groups</p> <p>One course. Includes all seminars AND all courses that offer a sustained methodological or theoretical consideration of the study of literature or language</p> |
| Advanced courses can simultaneously fulfill the requirement for any of these four groups. No more than two courses in Creative Writing can count toward these seven advanced courses | |

ENGLISH (continued)

Advice for students in the class of 2017 and 2018 interested in pursuing the major

Prospective majors should enroll in any section of Critical Reading and Writing (e.g., Fiction, Drama, Multigenre) in their first year before taking Poetry and Poetics and the intermediate-level Survey courses.

Study Abroad: Students who wish to study abroad in a non-English speaking country in their junior year are advised to complete the intermediate-level Survey courses in their sophomore year.

Teacher Education Program: Students in the Teacher Education Program must complete all requirements by the end of the first term of the senior year.

Creative Writing Concentration: To fulfill the requirements for the Creative Writing concentration, students must complete the requirements for the English major as described above. In addition, they should take one introductory course (either Introduction to Creative Writing: Poetry or Introduction to Creative Writing: Narrative) and two out of three intermediate courses (Intermediate Poetry Workshop, Intermediate Fiction Workshop, Intermediate Creative Nonfiction Workshop). Because only two Creative Writing courses may count toward the English major, students completing a Creative Writing concentration will need to take at least twelve courses in English altogether.

Additional Notes

- **Minor:** No
- **Department honors:** Yes
- **AP credit:** Majors with English AP credit are not awarded credit in the major or advanced placement in the curriculum. Non-major students with a score of 4 or 5 on the AP English Literature exam receive credit toward the common area literature requirement. Non-majors with a score of 4 or 5 on the AP English Language and Composition Exam do not receive any common area credit, but will receive general college credit.

Major requirements for the class of 2016 only

English Majors in the class 2016 are required take 10 literature or writing courses above the first-year level. Majors in these class years must take Critical Reading and Writing: Poetry (English 120) as a prerequisite to further pursuit of the major. They are then required to take at least one course in each of four out of seven literary periods: Medieval, Renaissance, 18th-century British, 19th-century British, 19th-century American, 20th-century British, and 20th-century American. At least two of the four periods must be before 1800. Also, two of the four courses must be sophomore-level Readings courses. The other two period requirements may be satisfied by any upper-division course in the period, including single-author courses. No more than two Readings courses, however, may be counted toward the 10 upper-level courses required of the major. The remaining six courses required for the major can come from any of the upper-division courses listed below, including courses that are approved for Study Abroad and tutorials and honors theses devoted to British or American literature. Up to two creative writing courses (at any level) may also be counted among these six courses.

The department recommends that majors complete their 200-level period Readings requirements before 300-level courses and advanced seminars. Ideally, they will be completed by the end of the second year. If the student intends to study abroad in a non-English speaking country in the junior year, it is particularly important that the Readings courses be completed in the sophomore year. If the student is in the Teacher Certification Program, which requires a full semester of the senior year, it is also necessary to take all of the requirements for the major by the end of the first term of the senior year.

ENVIRONMENTAL STUDIES

| Major requirements | Course Number(s) |
|---|--|
| Environmental Science (by Fall of 2 nd year) | BIOL 117 |
| Intro. to Ecology & Biodiversity (by Spring 2 nd year) | BIOL 163 w/ lab |
| Atoms & Molecules (by Spring 2 nd year) | CHEM 181 |
| Introduction to Geology | GEOS 150 |
| Principles of Microeconomics (prereq. for Environmental Economics) | ECON 112 |
| Environmental Economics | ECON 224 |
| 1 course in environmental policy | Ex. POLS 257, 285, 286 |
| 1 course in environmental history or ethics (by Spring 2 nd year) | Ex. HIST 230, 305; PHIL 205, 247 |
| 2 upper-level Geoscience or Biology courses (at least one with lab) | Ex. BIOL 233, 235, 280, 331, 381; GEOS 210, 270, 310 |
| 1 upper-level environmental social science or humanities | Ex. Environmental Sociology |
| 1 course with a substantial quantitative component | Ex. Statistics or GIS (ENVS 247) |
| 2 upper-level ENVS courses in any discipline – one of these can be an ENVS capstone OR undergraduate research with approval | |

Advice for students interested in pursuing the major

Students interested in the major are strongly encouraged to enroll in Bio 117 as a 1st year student to best assess level of interest and to receive faculty advising. The foundational courses for the major (BIOL 117; BIOL 163; CHEM 181; GEOS 150; ECON 112) should be completed no later than fall of the 3rd year.

Additional Notes

- **Minor:** Yes (replaces the ENVS concentration).
- **AP credit:** Students scoring a 4 or 5 on the AP Chemistry or AP Environmental Science exams should contact the Director of Environmental Studies, Professor Sara Mitchell, to discuss courses and whether these credits might apply toward the major.

FRENCH

| Major requirements | Course number(s) |
|---|------------------|
| A minimum of 10 courses at the intermediate level or above, including: <ul style="list-style-type: none"> • Composition and Conversation • At least two courses at the 400 level • At least one 400-level course in literature • At least two courses taken during the student's fourth year. | FREN 301 |
| Majors who study abroad must complete at least six courses at Holy Cross. | |

Advice for students interested in pursuing the major

Students interested in majoring in French should begin their French language studies early in their program. Majors and minors are urged to study abroad in France or in Cameroon. Courses on French language and/or French or Francophone literature, film, art, civilization and history taken in French in study abroad programs count toward the major. Courses taken abroad will be transferred (bearing no 300 or 400 level designation) subject to the French section coordinator's approval.

Additional Notes

- **Minor:** Yes
- **Department honors:** No
- **AP credit:** Students with AP credit in French language or literature earn placement in the curriculum but not progress toward the minimum number of courses required for the major. Students who take a course that duplicates the AP award in French will forfeit that credit.
- **French Section Coordinator:** Professor Laurence Enjolras

GERMAN

| Major requirements | Course number(s) |
|---|--|
| A minimum of 10 courses at the intermediate level or above, including: <ul style="list-style-type: none"> • Composition and Conversation • German Culture: 1750-1890 • German Culture: The 20th Century | GERM 301 GERM 303 or equivalent GERM 304 or equivalent |
| Majors studying abroad must complete two GERM courses at Holy Cross in their fourth year. | |

Advice for students interested in pursuing the major

Students interested in majoring in German should begin their German language studies early in their program. Majors are encouraged to complement their program through allied coursework in art, history, philosophy and political science.

Additional Notes

- **Minor:** Yes. Additionally, a German Studies major is also offered through the Center for Interdisciplinary Studies.
- **Department honors:** No
- **AP credit:** Students with AP credit in German language or literature earn placement in the curriculum but not progress toward the minimum number of courses required for the major. Students who take a course that duplicates the AP award in German will forfeit that credit.
- **German Section Coordinator and German Studies Advisor:** Professor Sylvia Schmitz-Burgard

HEALTH PROFESSIONS

| Medical school/MCAT requirements | Course number(s) |
|--|--|
| Chemistry (<i>ordinarily taken in sequential semesters</i>) <ul style="list-style-type: none"> • Atoms and Molecules with integrated lab (general chemistry 1) (Fall) • Organic Chemistry 1 with integrated lab (Spring) • Organic Chemistry 2 with integrated lab (Fall) • Equilibrium and Reactivity with integrated lab (General Chemistry 2) (Spring) | CHEM 181 CHEM 221 CHEM 222 CHEM 231 |
| Biology (<i>should be taken in sequence</i>) <ul style="list-style-type: none"> • Introduction to Cellular and Molecular Biology (Intro. to Biology 1) • Introduction to Mechanisms of Multicellular Life (Intro. to Biology 2) | BIOL 161 (offered every semester) BIOL 162 (offered every semester) |
| Physics (<i>taken as a year-long Fall-Spring sequence</i>) <ul style="list-style-type: none"> • Introductory Physics 1 & 2 with integrated lab | PHYS 115 (111) and PHYS 116 (112) |
| Mathematics <ul style="list-style-type: none"> • Calculus 1 • Statistics | MATH 133 or MATH 135 (<i>Calculus 2 fulfills requirement</i>) one of: BIOL 275, ECON 249, MATH 220, MATH 376, PSYC 200, SOCL 223 (<i>MUST be taken in a student's major if offered. MATH 220 is not open to BIOL, ECON, PSYC, or SOCL majors</i>) |
| Biochemistry <ul style="list-style-type: none"> • Taken in either the Biology or Chemistry department. Laboratory not required. | BIOL 301 (prereq: CHEM 222) or CHEM 301 (prereq: CHEM 222 & CHEM 231) |
| Social Science <ul style="list-style-type: none"> • Introductory psychology and sociology | PSYC 100 and SOCL 101 |
| English <ul style="list-style-type: none"> • Two semesters of English | One course in ENGL, another course taught in English that meets the LIT requirement |

Allied health programs vary considerably in requirements. Please see the Holy Cross Health Professions Advising website for more detail and resources for these and other allied health fields:

Dental school: Requirements similar to medical school, though social science and statistics are not always required.

Veterinary medical school: Requirements vary widely; often require significantly more biology electives.

Physician assistant and nurse practitioner graduate programs: Requirements vary between schools. A second semester of organic chemistry and physics are generally not required. Biochemistry sometimes required. A year of human anatomy and physiology (BIOL 171 and 172, prerequisite BIOL 161 or 162) and a semester of microbiology is generally required. Nursing schools usually require developmental psychology classes that cover the full lifespan and a nutrition course.

HEALTH PROFESSIONS (continued)

Additional notes

- **Internet resources:** The Holy Cross health professions advising web page (<http://academics.holycross.edu/healthprofessions>) contains a wealth of information detailing requirements, application instructions, and advice for various health professions.
- **Advising, not a program:** Health professions advising is not a formal academic program. There are no explicit Holy Cross requirements. Students may register for health professions advising by checking the appropriate box on the first year questionnaire or by contacting the administrative assistant, Ms. Mickie Casello at x2533. Likewise, appointments to meet with the advisors are made by calling x2533.
- **AP credit:** Medical and other health professional graduate schools vary on AP course policy. Many medical schools will not accept AP credit for basic sciences (Biology, Chemistry, Physics). We have found that students may usually use AP credit for Calculus and one English (especially if an ENGL course is taken at Holy Cross). We expect medical schools will generally accept AP credit for Psychology and Statistics, but students should be aware this content will be tested on the MCAT.
- **Summer and transfer courses:** The College will not grant transfer credit for classes that are not part of a major, minor, concentration, common area requirement, or other program. However, students can submit transcripts for courses taken away from Holy Cross for their Health Professions Advising Committee review and to medical and allied health professional schools for application. Students should seek advice from their academic advisor, health professions advisor, class dean or the Holy Cross instructor for the equivalent course they wish to take away from the College.
- **Sequencing:** Different courses have different sequencing recommendations and are only offered in certain semesters. Given prerequisites, students should start chemistry no later than the second year, as there are five courses that are usually taken in successive semesters (CHEM 181, 221, 222, 231, 301/BIOL 301). Students planning to study abroad should start chemistry in the first year. The Biology department recommends students start taking introductory biology by the second year if possible. Some medical and allied health schools require or recommend biology electives.
- **Special courses:** Anatomy and Physiology 1 & 2 (BIOL 171/172) and Microbiology for Allied Health (BIOL 210) are by permission of the health professions office only. Sometimes, limited seats in other courses (e.g. SOCL 101) are set aside for health professions students. Students should watch their e-mail for information about how to request seats in these courses.

HISTORY

| Major requirements | Course number(s) |
|--|-----------------------------------|
| At least five courses for the major must be numbered 201 or higher, including two courses numbered 300 or higher. | |
| Historian's Craft is normally taken in the sophomore year, and must be taken no later than fall of the junior year. | HIST 200 |
| Two Pre-Industrial/Pre-Modern courses | see on-line list |
| <p>Thematic Concentration, comprised of 4 courses addressing ONE of the following:</p> <ul style="list-style-type: none"> • Colonialism and Empire • Gender in Public and Private Life • Resistance, Revolution and Reaction • Race and Ethnicity • Religion and Society • War and Memory <p>In consultation with the advisor, each student must submit a formal Thematic Concentration course plan and rationale early in the junior year. Among these 4 courses, only 1 may be at the 100 level. One MUST be numbered 300 or above. Historian's Craft <i>cannot</i> be one of the four. The four courses <i>must</i> incorporate more than one geographic area.</p> | see thematic on-line course lists |
| Capstone Project, during the senior year, in the student's Thematic Concentration, within a 300- or 400- level course. The Capstone is a summative research project of significant length. Its specific nature is at the discretion of the instructor. | |

Advice for First-Year Students Who Are Considering Majoring in History

- Consider enrolling in 1 introductory course (any HIST course numbered 101 to 199) each semester. You should take at least 1 before you take Historian's Craft as a sophomore.
- You are also encouraged to take MONT courses taught by members of the department. A year-long MONT sequence taught by a member of the department may be counted as one course toward the HIST major.
- AP credits are not counted as courses toward the major, but do permit higher placement within the History curriculum.

Additional Notes

- **Minor:** No
- **Department Honors:** Yes.
- **AP credit:** Majors: see "Advice," above. College-wide Common Requirement in History: Students with scores of 4 or 5 receive credit.

ITALIAN

| Major requirements | Course number(s) |
|--|---|
| <p>A minimum of 10 courses at the intermediate level or above, including:</p> <ul style="list-style-type: none"> • Intermediate Italian 1 and 2 • Composition and Conversation • Dante • One course in Medieval and/or Renaissance Literature • One course in 19th and/or 20th Century literature | <p>ITAL 201 and 202</p> <p>ITAL 301</p> <p>ITAL 260</p> <p>ITAL 325, 411</p> <p>ITAL 320, 420, 415, 453</p> |
| <p>The remaining courses may include any combination of courses offered by the Italian section including cinema and special topics. Up to two courses may be taken in English, either offered in the Italian section or in departments such as History, Music, and Visual Arts.</p> <p>Two courses must be completed in the fourth year.</p> | |

Advice for students interested in pursuing the major

Students interested in majoring in Italian should begin their Italian language studies early in their program. Majors are strongly encouraged to study abroad in Italy (Florence or Bologna).

Additional Notes

- **Minor:** Yes
- **Department honors:** No
- **AP credit:** Students with AP credit in Italian language earn placement in the curriculum but not progress toward the minimum number of courses required for the major. Students who take a course that duplicates the AP award in Italian will forfeit that credit. Note that there is no AP Italian Literature exam.
- **Italian Section Coordinator:** Professor Susan Amatangelo

MATHEMATICS

Requirements for majors in the Classes of 2016 and 2017:

| Major requirements | Course Number(s) |
|--|--|
| Calculus 2 | MATH 136 or MATH 134 or equivalent |
| Multivariable Calculus | MATH 241 |
| Principles of Analysis | MATH 242 |
| Algebraic Structures | MATH 243 |
| Linear Algebra | MATH 244 |
| At least five courses numbered above 300, including at least one course from three of the four breadth areas: <ul style="list-style-type: none"> • Analysis • Algebra • Geometry/Topology • Applied Mathematics/Statistics | MATH 305, 361/362, 371, 392 MATH 351/352, 353, 357, 392 MATH 301, 302, 363, 392 MATH 303, 304, 373, 374, 375/376, 392 |
| At least one course numbered above 300 that is designated as a projects course. | Courses will vary with options offered each semester. |

Requirements for majors in the Classes of 2018 and 2019:

| Major requirements | Course Number(s) |
|---|---|
| Calculus 2 | MATH 136 or MATH 134 or equivalent |
| Multivariable Calculus | MATH 241 |
| Principles of Analysis | MATH 242 |
| Algebraic Structures | MATH 243 |
| Linear Algebra | MATH 244 |
| At least five courses numbered above 300, including at least one course from two of the three breadth areas: <ul style="list-style-type: none"> • Analysis • Algebra • Geometry/Topology and at least one course from the breadth areas of <ul style="list-style-type: none"> • Applied Mathematics • Statistics | MATH 305, 361/362, 371, 392 MATH 351/352, 353, 357, 392 MATH 301, 302, 363, 392 MATH 303, 304, 373, 374 MATH 375/376, 392 |
| At least one course numbered above 300 that is designated as a projects course. | Courses will vary with options offered each semester. |

MATHEMATICS (continued)

Advice for students interested in pursuing the major

Students interested in majoring in mathematics should begin with the foundation courses in calculus and algebra. Students with advanced placement should begin at Calculus 2 or Multivariable Calculus as appropriate. An appointment with the Chair is advised.

Advice for students interested in the 3-2 Engineering Program

Students in the 3-2 Engineering Program are expected to major in either Physics or Mathematics, and should consult with the 3-2 Engineering Program advisor, Professor Tom Narita, as soon as possible to map out a plan.

Advice for students seeking competency in statistics for pre-health

We suggest students wait to take a course in statistics until after they have chosen a major, as a course with statistics may be part of their declared major (e.g. sociology, biology, psychology, economics, chemistry). Otherwise, pre-health students should take the 200 level Statistics course offered in the Math/CS Department. Math 120 Statistical Reasoning is not appropriate for pre-health, math, computer science, or science students. Math majors may instead choose to take a 300-level statistics course.

Advanced Placement

Students who receive a score of 4 or 5 on the AP Calculus BC exam and an AB subscore of 4 or 5 will earn two units of credit and are advised to take Mathematics 241 (Multivariable Calculus). One AP credit will be lost if the student starts in Mathematics 134 or 136, and both credits will be lost if the student starts in Mathematics 133 or 135. Students who receive a score of 3 or lower on the BC exam and an AB subscore of 4 or 5 will earn one unit of credit and are advised to take Mathematics 136. Students will forfeit their AP credit if they opt to take Mathematics 133 or 135.

MUSIC

| Major requirements | Course number(s) |
|---|------------------|
| Theory of Music 1 | MUSC 201 |
| Theory of Music 2 | MUSC 202 |
| History of Western Music 1 | MUSC 211 |
| History of Western Music 2 | MUSC 212 |
| Theory of Music 3 | MUSC 301 |
| Theory of Music 4 | MUSC 302 |
| Fourth Year Seminar | MUSC 400 |
| Additional courses in MUSC to reach a minimum of 10 required courses. | |

Advice for students interested in pursuing the major

Students interested in the Music major should enroll in the Theory of Music 1 and 2 sequence early in their program. Note that MUSC 101 (Introduction to Music) and MUSC 103 (Fundamentals of Music) do not count toward the major. Music majors are also encouraged to participate in a performing organization on campus.

Additional Notes

- **Minor:** No
- **Department honors:** No
- **AP credit:** Students with AP credit in Music will not be awarded placement in the music curriculum and will not receive credit toward the minimum number of courses required for the major. Non-major students with a score of 4 or 5 on the Music AP exam will receive credit toward the arts common area requirement.

PHILOSOPHY

| Major requirements | Course number(s) |
|--|---|
| Ancient Philosophy or Medieval Philosophy | PHIL 225 PHIL 230 |
| Early Modern Philosophy or Modern Philosophy | PHIL 235 PHIL 241 |
| One Course in Theoretical Philosophy | PHIL 201, 209, 245, 261, 262, 271, or 272 |
| One Course in Practical Philosophy | PHIL 204, 207, 247, 250, 256, or 265 |
| Symbolic Logic or Logic and Language | PHIL 215 PHIL 242 |
| Two advanced 300 level courses. | |
| Additional electives to reach a minimum of 10 required courses. | |

Advice for students interested in pursuing the major

Prospective majors are encouraged to complete the first five requirements listed above (PHIL 200 level courses) as soon as possible within their program of study.

Additional Notes

- **Minor:** Yes
- **Department honors:** Yes
- **AP credit:** N/A

PHYSICS

| Major requirements | Course number(s) |
|---|--|
| Three semesters of calculus | MATH 133 or 135, and 134 or 136, and 241 or the equivalent |
| Introductory Physics 1 | PHYS 115 (111) |
| Introductory Physics 2 | PHYS 116 (112) |
| Methods of Physics* | PHYS 221 |
| Modern Physics with lab | PHYS 223, 225 |
| Classical Mechanics | PHYS 342 |
| Thermal Physics | PHYS 344 |
| Electromagnetic Theory | PHYS 351 |
| Quantum Mechanics | PHYS 353 |
| Two additional lecture classes and one advanced laboratory at the 200 level or above. | |

**Not required for PHYS/MATH double majors.*

Advice for students interested in pursuing the major

Prospective majors are encouraged to begin the Calculus and General Physics sequences as soon as possible, though it is possible to complete the major in three years. Students with advanced placement in mathematics should begin at Calculus 2 or Multivariable Calculus, as appropriate.

Advice for students interested in the 3-2 Engineering Program

Students in the 3-2 Engineering Program are expected to major in either Physics or Mathematics, and should consult with the 3-2 Engineering Program advisor, Professor Tom Narita, as soon as possible to map out a plan.

Additional Notes

- **Minor:** Yes
- **Department honors:** No
- **AP credit:** Students with AP credit in Physics do not receive credit toward the minimum number of courses required for the major or advanced standing in the major. Non-major students with a 4 or 5 on AP on either the B exam, the C exam in Mechanics, or the C exam in Electricity and Magnetism receive credit toward the natural science common area requirement.
- **Grades:** A minimum grade of C in Introductory Physics 1, 2 is required to continue in the major.

POLITICAL SCIENCE

| Major requirements | Course Number(s) |
|---|--|
| Four introductory courses: <ul style="list-style-type: none"> • Principles of American Government • Introduction of Political Philosophy • Introduction to Comparative Politics • Introduction to International Relations | POLS 100 POLS 101 POLS 102 POLS 103 |
| Six upper division courses, at least one must be in each of the following areas: <ul style="list-style-type: none"> • American Government • Political Philosophy • International relations or Comparative Politics | Ex.: POLS 201, 202, 206, 207, 209, 300 Ex.: POLS 224, 228, 231, 233, 249, 263 Ex.: POLS 257, 269, 270, 272, 274, 275, 278, 282, 284, 286, 290, 320, 326, 333 |

Advice for students interested in pursuing the major

Students interested in majoring in political science should plan to complete the introductory courses early in their program. Majors are encouraged to study a modern foreign language and to complement their program with courses in other disciplines including economics, history, and sociology.

Additional Notes

- **Minor:** No
- **Department honors:** Yes
- **AP credit:** Students with a score of 5 in American Politics and Government and/or Comparative Politics and Government earn placement in the curriculum but not progress toward the minimum number of courses required by the major. If they are majors, they may skip POLS 100 or 102, but must substitute another more advanced course in order to complete at least ten courses in the major. Students with a score of 4 or 5 on the American Politics and Government and/or Comparative Politics and Government receive credit toward the common social science requirement. Students with AP scores of 4 or 5 who choose to enroll in POLS 100 or 102 will forfeit their AP credit.

PSYCHOLOGY

Requirements for majors in the Class of 2019:

| Major requirements | Course Number(s) |
|---|---|
| Introduction to Psychology | PSYC 100 |
| Statistics | PSYC 200 |
| Research Methods | PSYC 201 |
| History and Theory | PSYC 305 |
| One course in each of these three areas: <ul style="list-style-type: none"> • Biological Processes • Cognitive and Behavioral Processes • Individual, Social, and Cultural Processes | PSYC 220, 221, 235, 253 PSYC 223, 225, 236, 237 PSYC 226, 227, 228, 229 |
| Three additional courses | At least one must be a 300-level course. |
| Majors must also complete the following courses outside of the PSYC department: <ul style="list-style-type: none"> • One Social Science • One Natural Science | Ex.: ANTH, ECON, EDUC, POLS, SOCL Ex.: BIOL, CHEM, PHYS |

Requirements for majors in the Classes of 2016, 2017, and 2018:

| Major requirements | Course Number(s) |
|--|--|
| Introduction to Psychology | PSYC 100 |
| Statistics | PSYC 200 |
| Research Methods | PSYC 201 |
| History and Theory | PSYC 205 |
| One course in each of these four areas: <ul style="list-style-type: none"> • Biological Psychology • Cognitive Psychology • Developmental Psychology • Individual and Social Processes | PSYC 221, 223, 253 PSYC 220, 235, 236, 237 PSYC 225, 228, 239, 256 PSYC 226, 227, 229 |
| Two additional courses | At least one must be a 300-level course. |
| Majors must also complete the following courses outside of the PSYC department: <ul style="list-style-type: none"> • One Social Science • One Natural Science | Ex.: ANTH, ECON, EDUC, POLS, SOCL Ex.: BIOL, CHEM, PHYS |

Advice for students interested in pursuing the major

Students interested in majoring in psychology should take Introduction to Psychology in their first or second year. Students entering Holy Cross with AP credit in psychology should consult the chair regarding the appropriate placement. Any student who plans to major in Psychology and study abroad should complete PSYC 200 and PSYC 201 before the end of his or her second year.

Students double majoring in Psychology and Sociology should complete the methods and statistics requirements in the same major; these courses will also fulfill the methods and statistics requirements for the second major. Double majors still need to take a total of at least 10 courses in Psychology.

PSYCHOLOGY (continued)

Additional Notes

- **Minor:** No
- **Department honors:** No
- **AP credit:** Students with AP credit in Psychology are awarded advanced placement in the curriculum and forfeit the credit if they take PSYC 100. AP credit counts toward the minimum number of courses (10) required in the major.

RELIGIOUS STUDIES

| Major requirements | Course number(s) |
|---|---|
| One course in sacred texts | Ex.: RELS 118, 126, 216, 270 |
| One course in world religions | Ex.: RELS 106, 107, 161, 165, 202, 265, 276. |
| One course in theology | Ex.: RELS 114, 116, 117, 133, 139, or higher |
| One course in ethics. | Ex.: RELS 141, 143, 151, 209, 230, 294, 313, and 335. |
| Also required: two intensive courses (seminars or tutorials) in one of the above-listed areas or in biblical studies. | |
| Additional RELS courses to reach a minimum of 10 courses. | |

Advice for students interested in pursuing the major

Prospective majors are advised to take several introductory or intermediate-level courses, conscious of the major requirements, as they consider majoring in Religious Studies. Students interested in the major should speak with the department chair or other Religious Studies faculty early in their program so that they may begin planning a cogent program of study that meets the individual student's academic and personal goals.

Additional Notes

- **Minor:** No
- **Department honors:** No
- **AP credit:** N/A

RUSSIAN

| Major requirements | Course number(s) |
|---|--|
| A minimum of 10 courses at the intermediate level or above, including: <ul style="list-style-type: none"> • Intermediate Russian 1 and 2 • Composition and Conversation • Four literature and/or culture classes, with at least one selected from those courses conducted in Russian | RUSS 201 and 202 RUSS 301 Ex.: RUSS 260, 261; RUSS 255, 259; RUSS 251, 253 |
| Students are encouraged to take at least one class in each of these categories: <ul style="list-style-type: none"> • Historical period • Genre • Thematic | |
| At least one course must be completed in the fourth year if the student studies abroad. | |
| Students may count one course on Russia taken in another department (e.g. History, Political Science, Economics) toward the major. | |

Advice for students interested in pursuing the major

Students interested in majoring in Russian should begin their Russian language studies early in their program. For Russian majors and minors, as well as any student wishing to acquire a high level of language proficiency, the Moscow Summer Program is recommended and can accelerate students' progress.

Additional Notes

- **Minor:** Yes
- **Department honors:** Students may be approved for a departmental honors thesis or capstone project on a case by case basis depending on the academic record of the student as well as the availability and research interest of faculty.
- **AP credit:** Students with AP credit in Russian language earn placement in the curriculum but not progress toward the minimum number of courses required for the major. Those students should consult Russian program faculty for placement and consult the program web site. Students who take a course that duplicates the AP award in Russian will forfeit that credit.
- **Russian Section Coordinator:** Professor Amy Adams

SOCIOLOGY

| Major requirements | Course number(s) |
|---|---|
| The Sociological Perspective | SOCL 101 |
| One course in theory such as Development of Social Theory | SOCL 241 |
| One course in methods such as Logics of Inquiry | SOCL 223 |
| One course in statistics such as Social Statistics | SOCL 226 |
| One advanced 300 or 400-level seminar, tutorial or research practicum. | SOCL courses numbered in the 300 or 400 sequence. |
| A minimum of five departmental electives chosen according to the student's interest. Two of these electives may carry the ANTH label. | |

Advice for students interested in pursuing the major

Students interested in the sociology major should complete The Sociological Perspective early in their program. With the exception of students who are also majoring in psychology, students interested in the sociology major should not take a statistics course in a department other than sociology. While all Sociology majors explore a range of social phenomena and issues, students are also encouraged to design a program that creates a sub-disciplinary specialization within the department's offerings. Sociology majors are expected to complete the required courses in theory and methods by the end of the second year and to take social statistics in the third year. Study abroad is enthusiastically supported; with prior approval, a theory course taken abroad may be used to meet the theory requirement, but the methods and statistics requirements must be taken at Holy Cross. A maximum of four courses from Study Abroad may be applied toward the major. Please consult the department chair for guidance.

Additional Notes

- **Minor:** No
- **Department honors:** Yes
- **AP credit:** N/A
- **Double majors:** Sociology majors are not permitted to also major in Anthropology. Students double majoring in Psychology and Sociology should complete the methods and statistics requirements in the same major; these courses will also fulfill the methods and statistics requirements for the second major. Double majors need to take a total of at least 10 courses in the Sociology major, two of which can carry the ANTH designation.

SPANISH

| Major requirements | Course number(s) |
|---|---|
| A minimum of 10 courses with one course from each of the following eight Areas: | |
| Area 1: Composition and Conversation | SPAN 301-Composition and Conversation OR SPAN 302-Composition for Bilingual Speakers |
| Area 2: Focused Language | Ex.: SPAN 314, 315, 319, or 320 |
| Area 3: Culture and Cinema | Ex.: SPAN 303, 304, 420 or 421 |
| Area 4: Linguistics | Ex.: SPAN 318, 413, 414, 422 |
| Area 5: Introduction to Textual Analysis | SPAN 305 |
| Area 6: Readings in Literature | SPAN 308 SPAN 399* |
| Area 7: Advanced Pre-Modern Studies | Ex.: SPAN 400, 401, 402, or 409. |
| Area 8: Advanced Modern Studies | Ex.: SPAN 403, 404, 405, 406, 407, 408, 410, 411, or 461 |
| Two additional SPAN electives | Majors are required to take two 400-level courses during their 4th year. |

** For 2015-2016, Readings in Spanish Literature has been assigned a provisional course number, pending approval by the Curriculum Committee.*

Advice for students interested in pursuing the major

Prospective majors should progress to SPAN 301 or 302 courses as soon as possible. Majors are also encouraged to take SPAN 305 (Introduction to Textual Analysis) early in their program as the course is a pre-requisite to all other courses in Spanish literature. All majors should take a Readings course at Holy Cross. Although only one Readings course is required, they make excellent electives. Majors are strongly encouraged to participate in a study abroad program.

Note for study abroad students:

Up to four Spanish major requirements can be met by a year of study in an approved program abroad, up to two can be met in a semester. A year-long course at a study abroad site counts as two separate courses in Holy Cross. Normally, students studying abroad can expect to receive credit for Area 2 (Focused Language) and Area 3 (Culture and Cinema) from the required year-long Holy Cross language and culture course at all of our sites abroad. Therefore, students who plan to study abroad should focus on other areas of the curriculum while at Holy Cross, especially Areas 4, 5, and 6.

Students who plan to study abroad should take Introduction to Textual Analysis (SPAN 305) and a Readings course before they leave. Credit for Area 6 (Readings) will not normally be granted for classes taken outside of Holy Cross.

If you declare a Spanish major while studying abroad, please notify the Registrar, who will help with course approvals and advising contacts.

SPANISH (continued)

Spanish Background Questionnaire

All interested students who have not yet studied Spanish at Holy Cross must first take the Spanish Background Questionnaire to determine the appropriate entry course for enrollment. This applies to all students planning to study Spanish, from beginners to native or heritage Spanish speakers. (Heritage speakers are students who speak or hear Spanish at home or in their local community but who may not have formally studied the language.)

To gain access to the Spanish Background Questionnaire, please send an email to EDTECH@holycross.edu. Shortly thereafter, you will receive an email response at your Holy Cross email account with instructions for accessing the Questionnaire. Please allow 24-48 hours for a response.

Additional Notes

- **Minor:** No
- **Department honors:** No
- **Coursework outside of the Spanish Department:** One course offered on campus outside of the Spanish department that is directly relevant to the Spanish major may be counted as an elective, subject to approval by the department chair. Eligible courses may include a) Montserrat or Honors courses offered in English or b) courses taught in Spanish in other departments. Please contact the Chair of Spanish for approval.
- **AP credit and placement:** The Spanish Background Questionnaire provides guidelines for placing students with advanced placement (AP or IB) test scores. Majors with AP credit in the Spanish language or literature exam receive advanced placement, but no progress toward the minimum number of courses required for the major. Non-majors with scores of 4 or 5 on the AP Spanish language exam receive one unit of credit toward the language studies common area requirement. Non-majors with AP scores of 4 or 5 on the AP Spanish Literature exam receive one unit of credit toward the language studies OR literature common area requirements.

STUDIES IN WORLD LITERATURES

| Major requirements | Course number(s) |
|---|--|
| To satisfy the requirement of the Studies in World Literatures major, students take a minimum of ten and a maximum of fourteen approved courses within the program. Because the STWL major emphasizes the points of connection among two or more traditions, students should select courses from a variety of programs and departments. | Courses labeled STWL as well as some courses labeled CHIN, DFST, FREN, GERM, ITAL, and RUSS as well as CLAS, ENGL, MUSC, PHIL, POLS, RELS, SPAN and THEA |
| Two STWL designated courses in literary or film studies. Students are encouraged to take these courses as soon as possible after declaring the major. | |
| Five approved courses at the intermediate or advanced levels distributed as follows: <ul style="list-style-type: none"> • two courses in the category of survey/theme • two courses in the category of genre/author • one course on the theory or philosophy of literature. | |
| Three approved electives in the student's area of interest. | |
| Students must also complete a capstone project in the form of an expository paper that is comparative in nature, focusing on either literature or film. | |
| Up to two literature or film courses from a non-MLL Holy Cross department or an approved study abroad program may be counted toward the STWL major. | |

Advice for students interested in pursuing the major

Students interested in the Studies in World Literatures major are encouraged to take several of the STWL or related courses early in their program and then consult with the STWL coordinator for assistance in developing their major plan.

The Studies in World Literatures major is offered through the Department of Modern Languages and Literatures. STWL courses are conducted in English.

Additional Notes

- **Minor:** No
- **Department honors:** No
- **AP credit:** N/A
- **STWL Program Coordinator:** Professor Thibaut Schilt

THEATRE

Major requirements for students in the classes of 2018 and 2019: majors may choose two tracks: one with an acting emphasis, one with a design emphasis.

| Major requirements – Acting Emphasis | Course number(s) |
|---|--|
| Literature/History courses: <ul style="list-style-type: none"> • Theatre History 1 • American Drama 1920 to Present • Modern Drama or Theatre History 2 | THEA 161 THEA 125 THEA 170 or THEA 162 |
| Performance courses: <ul style="list-style-type: none"> • Basic Acting • Voice in Acting 1 • Shakespeare through Performance • A dance class | THEA 101 THEA 202 THEA 360 Ex.: THEA 111, 131, 141, 151, 181 etc. |
| Design courses: <ul style="list-style-type: none"> • Theatre Practicum (3 semesters, 0.5 credit) • Design and Technical Production | THEA 110 THEA 127 |
| Electives: Four additional THEA courses | |

| Major requirements – Design Emphasis | Course number(s) |
|--|--|
| Literature/History courses: <ul style="list-style-type: none"> • Theatre History 1 • American Drama 1920 to Present • Modern Drama or Theatre History 2 | THEA 161 THEA 125 THEA 170 or THEA 162 |
| Performance courses: <ul style="list-style-type: none"> • Basic Acting | THEA 101 |
| Design courses: <ul style="list-style-type: none"> • Theatre Practicum (3 semesters, 0.5 credit) • Design and Technical Production • Scene Design • Lighting Design • Costume Design | THEA 110 THEA 127 THEA 227 THEA 228 THEA 230 |
| Electives: Four additional courses to be taken either in THEA (e.g., Directing, Shakespeare through Performance) or VAST/VAHI (e.g., 3D Fundamentals, Fundamentals of Drawing, History of Architecture). All electives are subject to approval by the faculty director of the design emphasis. | |

Note: All theatre majors will be required to complete a capstone project during the senior year. The capstone requirement is filled by performing, directing, designing (sets, lights, costumes, video, sound, etc.) or stage managing a significant production.

THEATRE (continued)

Major requirements for students in the classes of 2016 and 2017:

| Major requirements | Course number(s) |
|---|-------------------------|
| Theatre History 1 | THEA 161 |
| Basic Acting | THEA 101 |
| Design and Technical Production | THEA 127 |
| Voice in Acting 1 | THEA 202 |
| Shakespeare Through Performance | THEA 360 |
| American Drama 1920 to Present | THEA 125 |
| Modern Drama or Theatre History 2 | THEA 170 or 162 |
| One semester of a dance course | Ex.: THEA 111, 131, 141 |
| Four additional theatre courses to reach a minimum of 12 required courses. (Only two electives are required if the student has a second major.) | Courses labeled THEA |
| Majors must also enroll in Theatre Practicum for three semesters. | THEA 110 |

Advice for students interested in pursuing the major

Students with an interest in the Theatre major should enroll in several of the department's 100 level courses during their first or second year.

Additional Notes

- **Minor:** No
- **Department honors:** No
- **AP credit:** N/A

VISUAL ARTS: ART HISTORY

| Major requirements | Course number(s) |
|--|---|
| Introduction to the Visual Arts or Survey of Art | VAHI 101 or VAHI 102 |
| One studio art course | |
| Four courses distributed among the following five areas: <ul style="list-style-type: none"> • Ancient • Medieval • Renaissance/Baroque • Modern • Architectural History | Ex.: CLAS 160 Ex.: VAHI 204 Ex.: VAHI 205, 206, 207 Ex.: VAHI 209, 210 Ex.: VAHI 111, 240 |
| Additional VAHI courses to reach the minimum of 10 required courses. | |
| Fourth year majors must also complete the Concentration Seminar. | VAHI 301 |

Advice for students interested in pursuing the major

Students interested in the Visual Arts: Art History majors should complete the introductory level art history course early in their program. The department encourages art history majors to study abroad during their junior year.

Additional Notes

- **Minor:** Yes. Visual Arts: Art History majors are eligible to also minor in Visual Arts: Studio Art.
- **Department honors:** No
- **AP credit:** Students with AP credit in Art History, Studio and Drawing are awarded placement in the art history curriculum and credit toward the arts common requirement. AP credit does not count toward the minimum number of courses required for the major or minor.

VISUAL ARTS: STUDIO ART

| Major requirements | Course number(s) |
|---|---------------------------------|
| Fundamentals of Drawing | VAST 101 |
| 3D Fundamentals | VAST 102 |
| One additional drawing course | |
| Two sequential courses in a particular media, such as photography or painting. Topics courses count as sequential courses. | |
| Two history of art classes (One of these courses must include VAHI 210 "Contemporary Art, 1940 to the present." It is recommended that students take this course prior to their senior year.) | VAHI 210 |
| Additional VAST courses to reach the minimum of 10 required courses. | |
| Fourth-year students must take the Studio Concentration Seminar. | VAST 300, 301 (with permission) |

Advice for students interested in pursuing the major

Students interested in the Visual Arts: Studio Art majors should complete Fundamentals of Drawing and 3D Fundamentals courses early in their program. Students are expected to declare the Studio Art major no later than fall semester of their third year in order to ensure a seat in the Studio Concentration Seminar. Students who declare later than this deadline may be required to consult with the department chair to seek an alternative course to complete the major.

Additional Notes

- **Minor:** Yes. Visual Arts: Studio Art majors are eligible to also minor in Visual Arts: Art History.
- **Department honors:** No
- **AP credit:** Students with AP credit in Art History, Studio and Drawing are awarded placement in the studio art curriculum and credit toward the arts common requirement. AP credit does not count toward the minimum number of courses required for the major or minor.