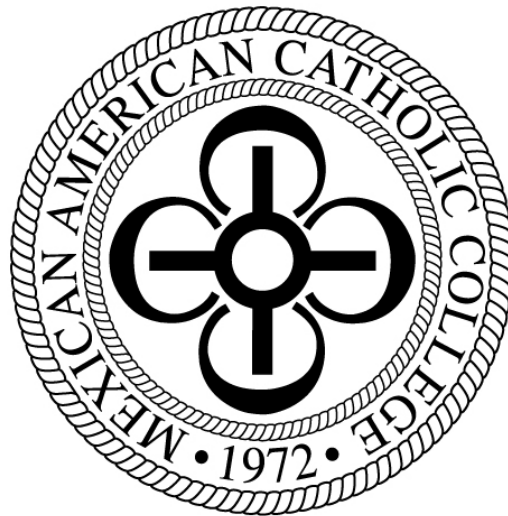


~MEXICAN AMERICAN CATHOLIC COLLEGE~



Academic Catalog

2012 – 2013 Edition
Volume 4 ● Number 1 ● August 2012

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Policy on Equal Educational Opportunity

The Mexican American Catholic College does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, or disability or in the administration of its educational policies, admissions policies, scholarships, or other MACC-administered programs.

The Mexican American Catholic College reserves the right to make changes to this catalog without notice. Please refer to the MACC website for most current information.

Academic Calendar

Fall 2012	
Thursday, August 09, 2012	Regular Advisement and Registration, Thursday and Friday
Sunday, August 12, 2012	Orientation
Monday, August 20, 2012	First Class Day
Monday, August 20, 2012	Late Advisement and Registration
Monday, August 27, 2012	Add/Drop Period Ends
Monday, September 03, 2012	Labor Day
Monday, September 03, 2012	Full Refund Period Ends
Wednesday, September 05, 2012	Census Day
Friday, September 14, 2012	I to F Day
Tuesday, September 18, 2012	70% Refund Period Ends
Monday, October 01, 2012	25% Refund Period Ends
Tuesday, October 02, 2012	Nonrefundable Period Begins
Tuesday, October 02, 2012	Last Day to Drop with a "W"
Monday, October 08, 2012	Mid Term Recess, No Classes Monday - Tuesday
Wednesday, October 10, 2012	Classes Resume
Friday, October 12, 2012	Spring 2013 Course Listing Schedule, Available Online
Thursday, October 18, 2012	Early Advisement and Registration for Spring 2013
Monday, November 19, 2012	Final Exam Schedule Available
Wednesday, November 21, 2012	Thanksgiving Recess Begins at Noon, No Classes Wednesday pm - Friday
Monday, November 26, 2012	Classes Resume
Monday, November 26, 2012	Student Course Evaluation Period, Monday - Friday
Monday, December 03, 2012	Finals Week, As Scheduled by Faculty, Monday - Friday
Friday, December 14, 2012	Grades Available Online via SonisWeb
Spring 2013	
Thursday, January 10, 2013	Regular Advisement and Registration, Thursday and Friday
Wednesday, January 16, 2013	Orientation
Tuesday, January 22, 2013	First Class Day
Tuesday, January 22, 2013	Late Advisement and Registration
Monday, January 28, 2013	Add/Drop Period Ends
Monday, February 04, 2013	Full Refund Period Ends
Monday, February 04, 2013	Census Day
Friday, February 15, 2013	I to F Day
Monday, February 18, 2013	70% Refund Period Ends
Friday, March 01, 2013	Summer 2013 - Fall 2013 Course Listing Schedule, Available Online
Monday, March 04, 2013	25% Refund Period Ends
Tuesday, March 05, 2013	Nonrefundable Period Begins
Thursday, March 07, 2013	Mid Term Recess, No Classes Thursday and Friday
Friday, March 08, 2013	Last Day to Drop with a "W"
Friday, March 08, 2013	Summer 2013 and Fall 2013 Course Listing Schedule, Available Online
Monday, March 11, 2013	Classes Resume
Thursday, March 14, 2013	Early Advisement and Registration Begins for Summer 2013 and Fall 2013
Monday, March 25, 2013	Easter Vacation, No Classes Monday to Monday (4/1)
Tuesday, April 02, 2013	Classes Resume
Monday, April 22, 2013	Final Exam Schedule Available
Friday, April 26, 2013	Fiesta Battle of Flowers, MACC closes at noon.
Monday, April 29, 2013	Student Course Evaluation Period, Monday - Friday

Friday, May 03, 2013	Baccalaureate Mass
Monday, May 06, 2013	Finals Week, As Scheduled by Faculty, Monday - Friday
Saturday, May 11, 2013	Commencement
Friday, May 17, 2013	Grades Available Online via SonisWeb
Summer 2013	
Thursday, May 23, 2013	Regular Advisement and Registration, Thursday and Friday
Wednesday, May 29, 2013	Orientation
Monday, June 03, 2013	First Class Day
Monday, June 03, 2013	Late Advisement and Registration
Friday, June 07, 2013	Add/Drop Period Ends
Friday, June 14, 2013	Full Refund Period Ends
Friday, June 14, 2013	Census Day
Wednesday, June 26, 2013	Last Day to Drop with a "W"
Wednesday, July 03, 2013	Mid Term/4th of July Holiday, No Classes Wednesday - Friday
Monday, July 08, 2013	Classes Resume
Friday, July 12, 2013	25% Refund Period Ends
Monday, July 15, 2013	Nonrefundable Period Begins
Monday, July 15, 2013	Final Exam Schedule Available
Monday, July 22, 2013	Student Course Evaluation Period, Monday - Friday
Wednesday, July 31, 2013	Finals Period, As Scheduled by Faculty, Wednesday - Friday
Tuesday, August 06, 2013	Grades Available Online for Students

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1 About MACC

1.1 The Logo

The stylized flower symbol is formed by the convergence of four C's representing the heart of what MACC's programs hope to accomplish: cross-cultural conversion and communion. The different color of each C in the flower also represents the diversity of our Church and society. The gentle cross and the golden circle within the flower petals are symbolic of Christ in the Eucharist who draws the four C's into a whole: "unity in diversity." Each C is an incomplete circle that is made "whole" through an encounter with the Living Lord. The flower symbol also reminds us of Our Lady of Guadalupe, the roots of our Catholic faith, and our mestizo human ancestry. If you look closely at her image, you will see the same flower of four petals surrounding a perfectly shaped circle above her womb. For our indigenous ancestors, this was the sign of the fifth and last sun – a time of great change, of creative energy, and of the fulfillment of God's promises: Jesus, the center of our personal life and of MACC's mission.

1.2 The Seal

The MACC seal incorporates the name and logo of the college. The year indicates the establishment of MACC, formerly the Mexican American Cultural Center. MACC has been educating leaders for service and ministry for forty years, first as a cultural center and now as a Catholic college.

1.3 Our Mission

MACC's mission is to empower and educate leaders for service in a culturally diverse Church and society by offering a biliterate, multicultural formation program that can lead to a BA and MA degree in Pastoral Ministry.

MACC believes:

- In the dignity, giftedness, power, and leadership potential of each person.
- In communities where everyone is accepted, respected, and valued.
- That through developing and claiming one's faith and culture, personal leadership is deepened, enhanced, and empowered, and the Church is enriched.
- That the gifts of diverse cultures are essential for the fulfillment of our human potential.
- That leaders are to be at the service of the community.
- That systemic change and peace come when people recognize that they are brothers and sisters.

1.4 Our Catholic Identity

The Catholic identity of the Mexican American Catholic College is reflected in the daily commitment of teachers and students to seek and teach the truth, a truth that is manifested by living a holy life that leads to a deeper encounter with Jesus Christ. As a Catholic institution of higher learning, MACC fulfills its mission in higher education in faithful union with the local

Ordinary of the Archdiocese of San Antonio, the United States Conference of Catholic Bishops, and the Holy See. MACC's Catholic identity is integral to every dimension of the institution—its mission, goals, curriculum, library, research, and community life. MACC's Catholic identity is a living reality that is expressed in relationships of mutual respect, daily prayer and the celebration of the Eucharist, a commitment to social justice and global solidarity, and an ongoing dialogue between faith and reason *fides et ratio*.

1.4.1 Our Fundamental Commitment as a Catholic College

MACC is committed to upholding academic freedom and integrity. This unwavering commitment is rooted in the Church's mission of higher education and the deposit of faith that is preserved and safeguarded by the Church's *Magisterium*. In the Spirit of Pope John Paul II's constitution *Ex corde Ecclesiae* of 1990 and the USCCB's published guidelines for its implementation in Catholic colleges and universities in the United States, MACC requires all faculty who teach "Catholic theological disciplines" to seek a *mandatum* from the Archbishop of San Antonio, to sign a profession of faith, and to pledge an oath of fidelity as suggested by the *motu proprio* issued by John Paul II in the Apostolic Letter *Ad tuendam fidem*.

1.5 Our History

The Mexican American Catholic College (MACC) began as a cultural center in 1972, a time of great social change and renewal in the Church. Mexican Americans and other Hispanics joined the struggle for civil rights in the 1960s and '70s, courageously risking security, reputation, and life itself to ensure liberty and justice for all Americans. Mexican Americans took pride in their unique identity as loyal American citizens with strong cultural roots and resisted the assimilation of their treasured Spanish language and Mexican traditions.

Within this social context and in response to the call of the Second Vatican Council, MACC was established as the first pastoral center dedicated to studying and researching the Mexican American experience, to fostering leadership, and to promoting understanding and appreciation of the Hispanic culture in the Church and society. What began as a very specific mission soon became a model for other Hispanic pastoral centers around the country and a key resource for translations, innovative programs, and the development of the National Plan for Hispanic Ministry.

In the following decades, MACC embraced a broader mission to foster unity in the culturally diverse Church and society of the United States. MACC achieved accreditation for its ministry formation program in Hispanic and Multicultural Ministry from the United States Conference of Catholic Bishops in 1998. Through a very successful capital campaign, MACC's beautiful new campus and facilities opened in the spring of 2000.

In 2008, MACC became the first bilingual Catholic college in the United States designed to meet the growing needs in Hispanic Ministry for biliterate theological education. MACC received degree-granting status through an exemption from the State of Texas, acquired certification from the U.S. Department of Homeland Security to sponsor student visas, and is now seeking

academic accreditation. MACC is in close partnership with the University of the Incarnate Word, the Oblate School of Theology, Assumption Seminary, and other institutions of higher education and ministry formation. MACC also serves the Archdiocese of San Antonio by offering courses for aspiring deacons and MACC's mobile faculty teach in workshops and conferences throughout the country and in international settings.

MACC's mission continues to be to meet the needs of the Church and address the urgent social justice issues of our time, especially threats to human life and dignity. During this time of great social change and challenges, the mission remains true to MACC's prophetic roots and faithful to the Church's teachings. Thousands of students have attended MACC over the past forty years to gain the language, cultural, and pastoral competencies they need to effectively lead in the Church and society. Looking to the future with great faith and hope, we envision the following:

In the year 2020, the Mexican American Catholic College is a thriving accredited institution of higher education and ministry formation. Rooted in Gospel values and its rich history at the forefront of Hispanic Ministry, MACC continues to be a leader in meeting the social and pastoral needs of a youthful and growing Latino population. MACC's intimate campus connects students with a large network of partners to provide excellence in academics, spiritual formation, and cross-cultural competencies necessary to build bridges in our diverse Church and society.

1.6 Accreditation for Ministry Formation

The Mexican American Catholic College sponsors a Ministry Formation Program with Hispanic Ministry for the 21st Century, Hispanic Pastoral Ministry, and Language Studies, which is accredited by the:

United States Conference of Catholic Bishops
Commission on Certification and Accreditation
3211 South Lake Drive, Suite 317
St. Francis, WI 53235 (414-486-0139)

MACC also offers several courses and workshops for those who desire to increase their knowledge and skills for ministry through Continuing Education Units (CEUs). MACC also permanently hosts the Diaconate Program of the Archdiocese of San Antonio and integrates its students into its academic activities.

1.7 Accreditation in Higher Education

MACC has been an educational leader since 1972, providing courses that have been and continue to be accepted for credit by a number of other regionally accredited institutions. MACC understands and values the benefits of accreditation for the student and for the institution and is committed to meeting the standards of accreditation of the Southern Association of Colleges and Schools (SACS). While MACC works to achieve SACS

accreditation, it has signed articulation agreements with regionally accredited institutions that facilitate the transferability of coursework.

1.8 Collaboration

MACC collaborates closely with other Catholic institutions and is a member of professional associations for ministry. MACC's partners include the following:

- The Catholic Archdiocese of San Antonio
- The Texas Catholic Conference (TCC)
- The USCCB's Secretariat of Cultural Diversity in the Church
- Assumption Seminary
- Mundelein Seminary (St. Mary of the Lake University)
- St. Meinrad's Seminary
- St. Mary's Seminary in Houston, TX
- The Catholic Church Extension Society
- Lay Ministry Institute and Instituto de Formación Pastoral at the Oblate School of Theology
- Southeast Pastoral Institute (SEPI)
- Instituto Fe y Vida

1.9 Membership

- The Association of Catholic Colleges and Universities (candidate)
- The National Catholic Council on Hispanic Ministry (NCCHM)
- La RED – A National Network for Latino Youth and Young Adult Ministry
- National Federation for Catholic Youth Ministry (NFCYM)
- National Association for Lay Ministry (NALM)
- The National Catholic Association of Diocesan Directors for Hispanic Ministry (NCADDHM)
- Federation of Pastoral Institutes (FIP)
- The Catholic Migrant Farmworker Network (CMFN)
- National Leadership Roundtable on Church Management (NLRCM)

1.10 Related Institutions

Since its founding, MACC has worked very closely with many institutions of higher education to educate leaders for ministry who are infused with a spirit of Christian service and social justice. This spirit of collaboration is central to MACC's core values and mission. MACC has interinstitutional agreements with the following institutions of higher learning and ministerial formation.

Assumption Seminary traces its roots back to 1874 when the Archdiocese of San Antonio was established in what was then mission territory. It formally started as St. John's Seminary in downtown San Antonio, then in 1952 purchased the current campus where it was relocated and renamed Assumption Seminary in honor of the formal dogma of Our Lady's Assumption promulgated in 1950. This long history of priestly formation has resulted in hundreds of priests

and twelve bishops who have served and currently minister throughout the United States. To prepare seminarians for bicultural ministry, Assumption was instrumental in founding MACC in 1972. It was housed there until 2000 when its own campus opened across the street. This close proximity allows the two institutions to continue to share campus facilities and work closely to fulfill the requirements of the United States Conference of Catholic Bishops (USCCB) for Priestly Formation and the Education of Seminarians. The Rector of Assumption Seminary is an ex-officio member of the MACC Board of Trustees, and faculty appointed to Assumption Seminary by the Archbishop may also serve as adjunct faculty of MACC. College-level students accepted at Assumption Seminary will also be admitted into MACC's Bachelor of Arts in Pastoral Ministry program and will major in Philosophy upon satisfaction of MACC admissions requirements. Seminarians can also enroll in MACC's Pre-Theology programs and language courses.

The University of the Incarnate Word (UIW) has a stellar reputation for excellence in higher education dating back to 1881 when it was formally established by the Sisters of Charity of the Incarnate Word. Formerly a college, it was fully accredited by the Association of Colleges and Secondary Schools in 1925. The graduate division was added in 1950, and the school became co-educational in 1970. In 1996, it became a university. In 1998, the university was accredited by the Southern Association of Colleges and Schools to award doctoral degrees in addition to bachelor's and master's degrees.

UIW and MACC share many common mission elements, including a commitment to develop leaders in a culturally diverse world and to engender a spirit of Christian service and social justice in their students and faculty. The two institutions have collaborated for more than forty years in delivering quality education in the area of pastoral ministry with special emphasis on the Hispanic community to students from many countries in the world, particularly from San Antonio, South Texas, Mexico, and Latin America. Because of this long-standing history of collaboration, UIW is committed to supporting and assisting MACC in achieving academic autonomy and accreditation.

Undergraduate students enrolling in the Bachelor of Arts degree program at MACC are allowed to enroll simultaneously for courses offered at UIW. Upon admission to UIW, the student is subject to all university policies as outlined in the UIW Undergraduate Bulletin. Students enrolled at UIW will receive a 25% tuition discount. Some students may also qualify for and access financial aid while enrolled for a minimum of six (6) semester hours of coursework at UIW.

Oblate School of Theology (OST) was founded in 1903 as a seminary and continues to prepare men for the priesthood from dioceses across the United States and from a number of religious communities. Today, the school also prepares men and women religious and laity from Catholic and other Christian traditions for a variety of ministries.

MACC and OST enjoy a collaborative and mutually enriching relationship. Certain approved courses at MACC can be taken for graduate credit. An OST representative serves on the MACC Board of Directors, and the President of MACC serves as a trustee on the OST Board.

Oblate School of Theology is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and by the Association of Theological Schools in the United States and Canada to award master's degrees and the Doctor of Ministry degree. The school is approved by the Texas Workforce Commission for the training of persons receiving Veterans Administration benefits and by the U.S. Department of Homeland Security for nonquota foreign students. The school is authorized under federal law to enroll nonimmigrant foreign students.

Our Lady of the Lake and **St. Mary's University** are Catholic universities located within three miles of MACC. Both institutions have a long and prestigious history in Catholic higher education. They are accredited by the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. MACC works with both universities to promote intercultural education, Hispanic and multicultural ministry, social justice initiatives, and library agreements. As the Mexican American Catholic College grows, we hope to develop cross-registration and other mutually beneficial agreements with these institutions.

2 Campus Life

2.1 Student Conduct

The Mexican American Catholic College is committed to the education of the whole person and takes seriously the intellectual, moral, and spiritual development of all of its students. The college expects its students always to strive to live in accordance with Christian virtue and to encourage one another to live this way. The College Honor Code, available in the Student Handbook, articulates this expectation and calls all students to work toward their own transformation in Christ.

2.2 Dining Services

Those students who live on campus may purchase a meal plan. Currently, MACC students eat their meals at the adjacent St. Joseph's Dining Hall thanks to a cooperative arrangement with Assumption Seminary. The dining room is staffed by the Hermanas Josefinas, a Mexican congregation that has served the seminary for several decades. The dining room is managed by a professional chef. Meal plan options and prices are listed in section 8.2 *Tuition, Fees, and Deposits*.

2.3 Disability Services

Students with disabilities must register with the Student Services and Housing Department in order to receive appropriate academic accommodations. In accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990, MACC provides disability services to students who furnish the appropriate documentation.

Appropriate documentation includes a clear statement from the student that describes the nature of the disability and supporting documentation that must include at least one of the items listed below:

1. Current documentation for eligibility that is no more than three years old, depending on the disability.
2. Explicit evidence indicating the nature of the disability such as assessment documentation.
3. A clinical summary that supports the diagnosis.
4. Medical documentation that supports the diagnosis.

Students who qualify for disability services may receive the following assistance, depending on the nature of the disability and the accommodations that are appropriate to it:

1. Advisement, registration, and add/drop assistance.
2. Testing accommodations.
3. Note-taking accommodations.

2.4 Health Services

Students are required to carry their own health insurance. The Student Services and Housing Department furnishes a comprehensive list of health providers students. Additional information is also included within the Student Handbook. In accordance with Texas law, all students are required to be vaccinated against meningitis. See section 5.2.2 *New Applicants* below.

2.5 Housing

MACC regards housing as an element of students' formation because normal interactions that happen in a shared space help them to become flourishing members of our Church, society, and community. MACC's student body is a multicultural community, and housing can help students to interact with each other to develop authentically Catholic values and attitudes. This interaction will enhance the overall quality of their education. The Student Services and Housing Department administers housing at MACC. Housing consists of suites. Each suite comprises two bedrooms and a shared bathroom. Each room is equipped with Internet. Cable is available in the TV room of each dormitory. There are individual study areas as well as social and networking opportunities. Study areas may also be found in our Elizondo Library. Meal options are addressed above in section 2.2 *Dining Services*. The "dos and don'ts" of student housing are addressed in the Student Handbook. On-campus housing is limited; MACC presently has four dormitories, each accommodating up to 20 students. A deposit is required in order to be considered for housing (see section 8.2 *Tuition, Fees, and Deposits*). Therefore, we encourage those wishing to stay on campus to register for housing early.

2.6 International Student Services

MACC welcomes the applications of international students. We provide an array of services to international students, including programs in both English and Spanish as a Second Language

(ESL and SSL), housing, academic support services, and a friendly, socially and culturally diverse campus culture.

A Designated School Official (DSO) is assigned to provide assistance to international students (see section 6 *International Students*). The assistance provided includes but is not limited to the following:

1. Helping with prospect inquiries.
2. Facilitating the admission process and payment of the SEVIS fee.
3. Applying for F-1 student visa.
4. Providing guidance, resources, and support for maintenance of F-1 status, housing arrangements, and associated issues.
5. Conducting a comprehensive orientation.
6. Offering services to help with home-to-college transition.

2.7 Libraries

The Elizondo Library and Archives

The purpose of the Elizondo Library and Archives is to provide biliterate educational resources and support services that further advance MACC's mission of empowering and educating leaders for service in a culturally diverse Church and society.

The Mexican American Catholic College has a unique on-campus library and archival collection named in honor of Rev. Virgilio Elizondo, MACC's founding president and a pioneer in Hispanic Ministry and theology. The library is located on the first floor of the Our Lady of Guadalupe Student Center and houses a focused collection of books, periodicals, audiovisual resources, and reference materials in Spanish and English. The archives also contain original manuscripts, primary documents, records, and other valuable historical and contemporary material for scholarly study. Students can use the computer resources located in the library to access the Internet and electronic databases. Students receive a thorough introduction to the library's technological resources during their first semester.

The library includes in its holdings all texts required for each course taught at the college, and students have ready access to them. Students can also use the library for more in-depth research in select areas of liberal arts, theology, philosophy, cultural studies, Guadalupe studies, and pastoral ministry.

The library is staffed by a full-time librarian and an assistant librarian, who are available to provide guidance to students in their research projects. Borrowing privileges are extended only to persons with a valid MACC identification card and in good standing with the library. The library is also open for the use of its resources to student researchers from other colleges and universities with which MACC has interinstitutional agreements and to the general public.

The library is open from 9 a.m. to 5 p.m., Monday through Friday. The library's extended hours for evenings and weekends are posted at the beginning of each semester. Students must make an appointment with the librarian to consult archival materials.

The Mabee Library at the University of Incarnate Word

The J. E. and L. E. Mabee Library at the University of the Incarnate Word is an extraordinary academic and intellectual center that is also available for MACC students through an interinstitutional agreement. The library is located on the UIW campus and houses a collection of more than 300,000 items in various formats. The library also maintains current subscriptions to some 39,000 unique serial titles. The audiovisual collection features more than 17,000 items in many formats to support the academic curriculum and to cultivate the visual arts. Some of the areas covered are musical compositions, feature films, documentaries, plays, and foreign language materials. Computers are available in the Student Center Atrium for student research and word processing.

Additional Library Resources

Students enrolled in MACC's courses have access to library resources from several local colleges and universities with which MACC has interinstitutional agreements. These libraries may be utilized during the regular institutional schedules and hours. The following institutions grant limited library privileges to MACC students:

1. University of the Incarnate Word
2. Oblate School of Theology Library
3. Archdiocese of San Antonio - Catholic Archives
4. St. Mary's University Library

Other institutions in San Antonio that have extensive library collections include the following:

1. Our Lady of the Lake University Library
2. The National Autonomous University of Mexico Extension Campus
3. Trinity University
4. San Antonio College
5. Palo Alto College
6. The University of Texas at San Antonio
7. St. Phillip's College

2.8 Colloquium

The Mexican American Catholic College is a community of learners engaged in the pursuit of truth through a Catholic education. Each year, the college has a Colloquium focused on one theme but addressed from the viewpoints of diverse disciplines. The Colloquium is a central element of the scholarly life of the college and helps students to develop their understanding of the relationships between different disciplines, to integrate their knowledge into a single Catholic vision, and to understand the relation between the parts and the whole. Colloquium attendance is required of all undergraduate students and is strongly encouraged for graduate students.

3 Programs in Pastoral Ministry

In harmony with the Church's teachings for ministry in Hispanic and other culturally diverse settings, all of the programs offered at MACC – the Bachelor of Arts in Pastoral Ministry (BAPM), the undergraduate Pre-Theology programs, and the Master of Arts in Pastoral Ministry (MAPM) – incorporate the standards for ministry formation outlined in the document *Co-Workers in the Vineyard of the Lord* and adapt these to the social realities and pastoral priorities of Hispanic Ministry. Graduates of these programs will be well prepared to serve dioceses or parishes as directors of religious education (catechesis); directors of marriage, family, and youth ministry; and other leadership positions available throughout the United States. These positions may include professional positions in social service, pastoral care, education, and community relations.

3.1 Philosophy of Education

In the Mexican culture – like many other communally oriented societies – education does not begin or end at school; rather, parents, grandparents, and the extended family teach children very important lessons on respectful manners, cultural values, and faith expressions. When these lessons are put into practice, one is considered to be *bien educado*, well-educated. MACC's philosophy is rooted in this understanding of education as a lifelong, integral process of learning and teaching that promotes action for the common good. Our curriculum and pedagogical approaches therefore include the following dimensions:

The human and cultural dimension: MACC believes that a healthy and nurturing relationship between teacher and student is the foundation of the learning process. The teacher is responsible for initiating this relationship and role-modeling mature social skills. A basic understanding of the student's native language and culture is essential for the teacher to effectively communicate and facilitate the learning process. MACC's faculty are committed to employing various teaching methods and strategies that effectively engage students from diverse cultures and learning styles.

The intellectual dimension: MACC believes in the education of the whole person and that this is best achieved through a liberal education that integrates the contributions of the different disciplines into a cohesive whole. Fundamental to this education is the development of the student's capacity to reason, the recognition of reason's natural limits, and the development of an openness toward the mysteries, those truths that may be experienced but not completely understood.

The ethical and communal dimension: MACC believes in an education that also forms the character of its students, a character that enables them to be responsible and choose the good for themselves always within the context of their community and also for the good of that community.

The spiritual and theological dimension: Our approach to this task is inspired by numerous Christian thinkers, among them Blessed John Henry Newman and Bernard Lonergan. The

approach that emerges from the study of these thinkers is that the ideal of a Christian education is to transform the student into a contemplative in action for the achievement of the truth and the realization of the human good, all for the greater glory of God. This requires a pedagogy that leads students through an intellectual conversion that commits them to the truth, a moral conversion that commits them to choose not just what is an individual good but also the good of society, and ultimately leads them to choose the terminal values of openness to the mystery of God, hope in the goodness of God, and a loving affirmation through concrete works of the Fatherhood of God and the brotherhood-sisterhood of all humans. Ultimately, this educational approach must lead to a religious conversion that, even if through a glass darkly, allows students to discover in the mystery that they affirm the presence of the Triune God who gives itself to humans in one of its persons: Jesus Christ. While in the throes of such conversions, students must also be led to become active and enthusiastic learners who critically assess new knowledge, including knowledge of self; make connections between this new knowledge and their existing knowledge; make appropriate distinctions; and integrate this knowledge into a robust Catholic worldview that is ready for Catholic action. We think that this is best achieved by empowering and educating our students through what has been called a general education, also known as a liberal arts education that contrasts with a specialized education. Any course in MACC's curriculum adopts this philosophy of education.

The pastoral and service dimension: Finally, MACC believes in an education that prepares its students for employment by the Church in its different pastoral ministries. This education is one protracted period of preparation for service in which education in the field and learning-through-service play a fundamental role.

Our philosophy is similarly and explicitly informed by our commitment to teach from the heart of the Church. All MACC faculty understand and are committed to the principles expounded in the *APOSTOLIC CONSTITUTION OF THE SUPREME PONTIFF JOHN PAUL II ON CATHOLIC UNIVERSITIES*, also known as *Ex corde Ecclesiae*.

3.2 MACC Curriculum

MACC is an institution that serves the needs of the Church in the United States by focusing on the fact of a rapidly growing Hispanic population. The MACC curriculum is designed around five disciplines of study that are needed to accomplish our mission: the first three disciplines are General Education, Language Studies, and Philosophy; the contributions of these disciplines are integrated by Sacred Scripture and Theology and transformed into action by Pastoral Ministry. These five disciplines of the curriculum provide, when taught and learned appropriately, the formation in General Education, the necessary language skills, the philosophical foundation for Catholic theology, a firm grounding in Catholic theology and faith, and the ministry skills necessary to serve in increasingly multicultural, especially Hispanic, Catholic communities.

Language, faith, and culture. Unique features of MACC's curriculum include:

1. The opportunity available to all its English-speaking students to enroll in/transfer their General Education courses from any college where equivalent courses are offered.

2. The offering all of the General Education courses in Spanish for those who want to study them in that language.
3. The offering of all Philosophy, Theology, Sacred Scripture, and Pastoral Ministry courses in English and in Spanish.

This allows our MA graduates to become bilingual, while our baccalaureate students become biliterate English-Spanish. In addition, our curriculum is designed to prepare students to understand the importance of culture in the mediation of faith and in an effective Hispanic Ministry. Therefore, students develop the cultural competence needed to serve successfully in our increasingly multicultural Catholic Church.

Formation for pastoral ministry. The guiding principles of MACC's curriculum emerge from the philosophy of education that has been outlined above and the framework for ministry formation outlined by the United States Conference of Catholic Bishops in the documents called the *Program of Priestly Formation* and *Co-Workers in the Vineyard of the Lord*. In these documents, the bishops call for a sound academic foundation that includes a multidisciplinary approach to education, i.e., courses in philosophy, literature, the arts, psychology, sociology, counseling, culture and language, business administration, and leadership. Along with this broad General Education, the pastoral minister needs a systematic study of the Catholic faith that moves beyond catechesis into the study of theology and pastoral ministry. The goal is that students grow intellectually, morally, and spiritually through an academic program that transforms them into contemplatives in action.

Commitment to provide educational opportunity. Without sacrificing excellence, our programs and faculty also take into account the special circumstances of nontraditional students who may be coming to higher education later in life, as well as those who have been left out of higher education due to finances, opportunity, and even language, as well as those traditional students who have not had access to college preparatory education. A set of developmental courses has been designed for these students, providing them with the necessary foundation in skills and knowledge to complete our curriculum.

3.3 Curriculum Disciplines of Study

General Education

"It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant."

- Blessed John Henry Newman, *The Idea of a University*

General Education serves as the means by which our curriculum will first engage our students along the journey toward intellectual, moral, and religious conversion. It also will provide them with a broad base of knowledge for their undergraduate studies and beyond. Studies in General Education ensure that the undergraduate has a broad perspective. This area of study is only part of the 124-hour BA program, which requires 46 hours of General Education courses.

Language Studies forms an integral part of our General Education curriculum. Because we focus on the needs of Hispanic Ministry, MACC offers an array of courses and resources for the study of both English and Spanish. A central goal of the BA curriculum is that students achieve competence in their second language.

The BA program is aimed at preparing those learning English to continue their graduate studies in English and those learning Spanish to achieve a level of competence that will allow them to continue toward their mastery of the language. Due to these different objectives, prior to graduation, those learning English will need to demonstrate competence at the advanced level and those learning Spanish at the intermediate-plus level. An important part of the MA program is that students achieve intermediate competence in their second language.

Those students who are learning English will be required to demonstrate they are ready for Intermediate English before beginning full-time undergraduate coursework. MACC offers a series of English as a Second Language courses that take students from the intermediate level to the advanced level. In order to assist in mastery of the language, those learning English will take all of their upper-level coursework (junior and senior years) at MACC in English.

Those students learning Spanish may begin at the beginner level. MACC offers a series of Spanish language courses that take the student up to the required intermediate-plus level.

All students will be required to take two composition courses for second language learners at MACC as part of their required General Education curriculum.

The following are the General Education course requirements:

History – 3 hours

Natural Sciences – 3 hours

College Math – 3 hours

Composition I – 3 hours

Composition II – 3 hours

Literature I – 3 hours

Literature II – 3 hours

Public Speaking – 3 hours

Language Studies – 6 hours

Electives – 12 hours. These courses may be chosen from courses in philosophy, literature, the arts, psychology, sociology, counseling, culture and language, business administration, and leadership.

Cultural Patterns of U.S. Society. This is the capstone course for the General Education courses and must be taken at MACC. In this catalog, it is listed as SOCI 3425.

Philosophy

“It is an illusion to think that faith, tied to weak reasoning, might be more penetrating; on the contrary, faith then runs the grave risk of withering into myth or superstition.”

– Blessed John Paul II, *Fides et ratio*

The study of philosophy in our curriculum is taught in loyalty to its etymological meaning: the love of wisdom. At MACC, philosophy is studied as one of the “wings upon which the human spirit rises to the contemplation of truth” (*Fides et ratio*, introduction). To study philosophy this way helps students in their conversion to and love of the truth and to do the good. Philosophy also prepares students for the study of theology, for theology is impoverished without a strong philosophical foundation. The ability to serve a culture such as ours, in which God seems to be absent, is hampered by an ignorance of the philosophical foundations that allow for the integration of reason and faith, *fides et ratio*. Our philosophy curriculum is designed to address this problem, foreseen by the USCCB’s Program of Priestly Formation. It provides a robust, systematic study of philosophy within the Catholic intellectual tradition and meets the Program of Pastoral Formation requirements. See major descriptions for course requirements.

Catholic Theology and Scripture

“Those who with God’s help have welcomed Christ’s call and freely responded to it are urged on by love of Christ to proclaim the Good News everywhere in the world.”

– *Catechism of the Catholic Church*

Theology provides a systematic study of the essential truths of the Catholic faith and forms, and it is at the heart of all of our programs. Its study deepens the faith of our students, leads them to the contemplation of the eternal truths revealed through faith, and prepares them to teach the Catholic faith in Hispanic and other cultural settings. At MACC, theology is also understood as the discipline through which all human knowledge achieves its true integration and ascends toward God on the wings of truth proclaimed through the Catholic faith. To this is added that the very purpose of ministry, as taught at MACC, is to preach the Good News of God in word and action. Thus the study of theology at MACC attempts to integrate under the truths of the Catholic faith everything that the students have learned, to form them in theological truth, and to prepare them for the disciplines of ministry. The required coursework reflects the core areas of study identified by the USCCB for ministry formation. Course requirements for each program are listed below.

Pastoral Ministry

“You go into the vineyard too...”

– Mt 20:4

The USCCB document on lay ecclesial ministry, entitled *Co-Workers in the Vineyard of the Lord*, reminds us, “God calls. We respond. This fundamental, essential pattern in the life of every believer appears throughout salvation history.” The preparation of our students for Pastoral Ministry is fundamental to our mission. All of the degrees that MACC bestows are in Pastoral

Ministry. Pastoral Ministry is about serving faithfully the people of God, and our program is designed to assist our students to respond to this call faithfully.

The MACC Pastoral Ministry programs are designed to provide the formation necessary to meet various needs in the Church with a focus on ministry to Hispanics, especially in the areas of Catholic leadership; catechetics; and marriage, family, and youth ministry. The formation of ministers has four dimensions: the human, spiritual, intellectual, and pastoral.

3.4 Undergraduate Programs

The Mexican American Catholic College offers three undergraduate programs: a Bachelor of Arts in Pastoral Ministry (BAPM) and two Pre-Theology programs. The Bachelor of Arts in Pastoral Ministry program may be completed in any of three areas of concentration: Philosophy, Catechetics, or Catholic Leadership.

Core Coursework. The BAPM programs consist of a minimum of 124 hours of undergraduate-level coursework, including a 46-hour General Education component, which includes 6 hours of Second Language Studies. The program consists of a 30-hour component in the student’s area of concentration. The remaining 48 hours will be accredited from the other two areas of concentration.

3.4.1 Study Concentrations

MACC’s curriculum integrates the four elements of ministry formation: the human, spiritual, intellectual, and pastoral dimensions. Congruent with this, the BAPM requires that students select an area of concentration that meets the requirements of ministry formation while also meeting the student’s academic interests and needs. To this end, MACC has structured three areas of concentration: Catechetics, Catholic Leadership, and Philosophy. The requirements for each major are described below. The following table describes the required courses for all majors. The 35-hour major programs of study are described separately in the following sections.

BAPM Core Coursework

General Education and Second Language Studies	Philosophy	Catholic Leadership	Catechetics
Natural Sciences	3	3	3
College Mathematics	3	3	3
Composition I	3	3	3
Composition II	3	3	3
History: HIST 1320	3	3	3
Literature I	3	3	3
Literature II	3	3	3
Public Speaking	3	3	3
Electives	12	12	12
SOCI 3425 Cultural Patterns of U.S. Society (Capstone)	4	4	4
Language Studies	6	6	6
Total General Education Hours	46	46	46

Catechetics. This concentration prepares catechetical leaders to oversee programs for evangelizing and educating adults, teens, children, and families in the Catholic faith. The overall goal is to enable the undergraduate to design and implement a comprehensive approach to catechesis that begins with the family, builds on the assets of the community and culture being served, and is centered in the sacramental life of the Church. The programs may be diocesan, parish, or school-based. Grounded in a family-centered and adult learning pedagogy, this concentration prepares its graduates to go from theory into practice in complex cultural settings. The courses draw from the rich multitude of Church documents on evangelization, catechesis, culture, and Hispanic Ministry.

Students who are pursuing the Post baccalaureate BAPM or Certificate in Pre-Theology are not eligible to pursue this major, which requires 35 hours of coursework in addition to the core coursework as listed below.

Requirements:

PSTR 1350 Foundations of Evangelization and Catechesis

PSTR 2352 Catechetical Content, Methods, and Curriculum

PSRT 2354 Baptismal Catechumenate (RCIA) and Catholic Formation

PSTR 3356 Family, Culture, and Catechesis

PSTR 3358 Youth and Young Adult Ministry

Electives:

20 hours of Pastoral Ministry, Philosophy, and/or Theology coursework

Catholic Leadership. This concentration prepares leaders to help the Church in the process of implementing the New Evangelization as it was spelled out in John Paul II's Apostolic Letter *AT THE BEGINNING OF THE THIRD MILLENNIUM* or *NOVO MILLENNIO INEUNTE* and addressed to THE BISHOPS CLERGY AND LAY FAITHFUL AT THE CLOSE OF THE GREAT JUBILEE OF THE YEAR 2000. The overall goal is to enable graduates to learn the strategies through which organizational strengths are improved, weaknesses are overcome, opportunities are exploited, and threats are neutralized in order for the Church to implement the New Evangelization. These strategies may be implemented at the diocesan or parish level. The concentration prepares graduates to be effective change agents at the diocesan and parish levels. It is grounded in such principles as servant leadership and subsidiarity.

The 35 hours beyond the core coursework for this major include 18 hours of required courses in Pastoral Ministry and 17 hours of elective courses in Pastoral Ministry, Theology, and/or Scripture, as noted below.

PHILOSOPHY (6 hrs)	Hours
PHIL 1310 Philosophy in the Catholic Tradition	3
PHIL 2321 Ancient Philosophy	3
THEOLOGY AND SCRIPTURE (30 hrs)	Hours
THEO 1310 Introduction to Theology and Biblical Studies	3
THEO 1341 Introduction to Liturgy	3
THEO 2320 Catholic Biblical Interpretation – Old Testament	3
THEO 2332 Catholic Biblical Interpretation – New Testament	3
THEO 3380 The Theology of the Creed: The Faith Professed	3
THEO 3382 Sacramental Theology: The Faith Celebrated	3
THEO 3381 Jesus Christ: God and Man	3
THEO 3384 Moral Theology: The Faith Lived	3
THEO 4386 Catholic Spiritual Traditions: The Faith Prayed	3
THEO 4387 Ecclesiology (summative assessment course)	3
PASTORAL STUDIES (42 hrs)	Hours
PSTR 1372 Cross-Cultural Competencies for Pastoral Ministry	3
PSTR 2322 Faith Development and Catechesis in a M. C.	3
PSTR 2373 Hispanic Ministries in the 21st Century	3
PSTR 3330 Canon Law for Ministry in a Multicultural Context	3
PSTR 3374 Stewardship and Financial Management for Catholic Leaders	3
PSTR 4378 Ethics and Accountability for Catholic Leaders	3
PSTR 4351 History of the Catholic Church	3
PSTR/THEO Elective	21

Requirements:

PSTR 1372 Cross-Cultural Competencies for Pastoral Ministry
PSTR 2322 Faith Development and Catechesis in a Multicultural Context
PSTR 2373 Hispanic Ministry in the 21st Century
PSTR 3330 Canon Law for Ministry in a Multicultural Context
PSTR 3374 Stewardship and Financial Management for Catholic Leaders
PSTR 4378 Ethics and Accountability for Catholic Leaders

Electives:

20 hours of Pastoral Ministry, Philosophy, and/or Theology coursework

Philosophy. This concentration prepares students for the study of Theology and is based on the Church’s most fundamental belief in the compatibility of reason and faith, most recently articulated in the ENCYCLICAL LETTER *FIDES ET RATIO* OF THE SUPREME PONTIFF JOHN PAUL II and directed TO THE BISHOPS OF THE CATHOLIC CHURCH ON THE RELATIONSHIP BETWEEN FAITH AND REASON. The overall goal is to enable graduates to understand their future theological studies within the context of the Catholic intellectual tradition. The concentration entails 30 hours of required courses in philosophy and two additional hours of elective courses in the relationship of philosophy to theology and culture.

The courses for the Philosophy major prepare students for graduate studies in philosophy and/or theology.

Requirements:

PHIL 1310 Philosophy in the Catholic Tradition

PHIL 1311 Medieval Logic

PHIL 2321 Ancient Philosophy

PHIL 2323 Medieval Philosophy

PHIL 2342 Philosophy of Nature and Being

PHIL 3325 Modern Philosophy

PHIL 3327 Contemporary Philosophy

PHIL 3384 Epistemology

PHIL 4375 Philosophical Anthropology

PHIL 4386 Philosophical Ethics

PHIL 4363 Natural Theology

Electives:

Two hours of elective courses may be satisfied by any of the following courses in Philosophy:

PHIL 3380 Selected Topics in Philosophy (with approval of the Academic Dean)

PHIL 4212 Philosophical Roots of US Hispanic Culture

PHIL 4314 Philosophy and Religion in Latin America

PHIL 4382 Hermeneutics

During the Spring semester of 2012, MACC embarked on an evaluation of this area of concentration. At the end of this evaluation, MACC published a revised curriculum. This revised curriculum became optional for students who were already enrolled. All students who enroll at MACC beginning in the Fall of 2012 will be enrolled in the revised curriculum.

3.4.2 Minor Concentration Options

Spanish Minor (21 hours): The requirements for the Spanish major can be fulfilled with 21 hours of Spanish as a Second Language coursework.

Theology Minor (21 hours): The requirements for the Theology minor can use 12 hours from core requirements and 9 hours of additional Theology electives.

3.4.3 Pre-Theology Programs

Pre-Theology Programs

	64-hour BAPM	Certificate
Philosophy		
PHIL 1310 Introduction to Philosophy	3	3
PHIL 1311 Introduction to Logic	3	3
PHIL 2321 Ancient Philosophy	3	3
PHIL 2323 Medieval Philosophy	3	3
PHIL 2342 Philosophy of Nature and Being	3	3
PHIL 3325 Modern Philosophy	3	3
PHIL 3327 Contemporary Philosophy	3	3
PHIL 3363 Natural Theology	3	3
PHIL 3384 Epistemology	3	3
PHIL 4375 Philosophical Anthropology	3	3
PHIL 4383 Philosophy of Science	3	3
PHIL 4386 Philosophical Ethics	3	3
PHIL Elective(s)	9	-
Total Philosophy Hours	45	36
Theology and Scripture		
THEO 1210 Introduction to Biblical Studies	2	2
THEO 1241 Introduction to Liturgy	2	2
THEO 1380 Theology of the Creed: The Faith Professed	3	3
THEO 2382 Sacramental Theology: The Faith Celebrated	3	3
THEO 3312 Sacred Art and Architecture	3	-
THEO 3384 Moral Theology: The Faith Lived	3	3
THEO 3386 Catholic Spiritual Traditions: The Faith Prayed	3	3
Total Theology and Scripture Hours	19	16
Total Program Hours	64	52

Pre-Theology programs are designed to prepare students for graduate level study in theology. Students who already hold a bachelor's degree or who are primarily interested in preparing themselves for further study in Theology may enroll in one of the following programs. The requirements for these programs are outlined in the table below.

Bachelor of Arts in Pastoral Ministry for Pre-Theologians

Individuals who have already attained a bachelor's degree but who wish to obtain a second bachelor's degree may enroll in the 64-hour BAPM program with a major in Philosophy. This program is designed to prepare students for graduate-level Theology studies and meets the requirements for the USCCB's Program for Priestly Formation (PPF). It requires 45 hours of Philosophy and 19 hours of Theology and Scripture as described in the table below.

Certificate of Pre-Theology

This program is designed to prepare students for graduate-level Theology studies and meets the requirements for the USCCB's Program for Priestly Formation (PPF). The program requires a minimum of 52 hours, with 36 hours of Philosophy and 16 hours of Theology and Scripture as described in the table below.

3.5 Other Requirements

3.5.1 Capstone

The Capstone course is a requirement for the 124-hour BAPM. The course is selected from a variety of courses in the catalog and may fill one of the requirements in the major program. The course uses a multidisciplinary approach, which allows students to integrate knowledge from the courses they have studied and to demonstrate the ability to bring the various program disciplines together in a unified way.

3.5.2 Grades

A minimum grade of C– (or a grade of 70 or higher) is required to satisfactorily complete each degree requirement/course.

3.5.3 GPA

A minimum 2.0 cumulative GPA is required in all coursework that is applicable toward the degree. Grades for developmental coursework are not calculated as part of the GPA.

3.5.4 Second Language Competence

The student must demonstrate bilingual and biliterate competence through a final language examination.

3.6 Credits

BAPM (124-hour). For students who are completing the 124-hour BAPM degree program, the following credit requirements apply:

Degree. A minimum of 124 hours is required.

Residence. Of the 124 hours of required courses, 64 must be completed at MACC. The last 30 hours of the degree requirements must be completed at MACC.

Upper-Division Courses. A minimum of 42 of the 64 hours of resident credit must be upper-division hours.

Major. A minimum of 15 of the 42 hours of upper-division resident credit must be major program requirements.

BAPM (64-hour). For students who are completing the 64-hour BAPM degree program, the following credit requirements apply:

Degree. A minimum of 64 hours is required.

Residence. All 64 hours must be completed at MACC.

Certificate of Pre-Theology. For students who are completing the 52-hour Certificate of Pre-Theology program, the following credit requirements apply:

Certificate. A minimum of 52 hours is required.

Residence. Of the 52 hours of required courses, 27 must be completed at MACC. The last 12 hours of the certificate requirements must be completed at MACC.

Upper-Division Courses. All of the 27 hours of resident credit must be upper-division courses.

3.7 Graduate Programs

The Mexican American Catholic College offers two graduate programs: a Master of Arts in Pastoral Ministry and a Graduate Certificate in Pastoral Ministry.

3.7.1 Master of Arts in Pastoral Ministry Program Descriptions

The MAPM program consists of a minimum of 36 hours of graduate-level courses, including 24 hours of core course requirements and at least 12 hours of concentration courses. Additional requirements include a comprehensive exam, an internship, and second language proficiency (English or Spanish). The program requirements, which are outlined below, vary according to the program and concentration chosen by the student.

Individuals who have received a BAPM from the Mexican American Catholic College and are admitted to the MAPM program have a reduced credit requirement of a minimum of 30 hours of graduate-level coursework beyond the student's undergraduate career for the degree.

3.7.2 Graduate Certificate in Pastoral Ministry

Students wishing to advance their level of knowledge through courses in the MAPM program without pursuing a degree may pursue a certificate. These individuals must gain graduate admission. Students may take courses for credit but are not required to meet the other MAPM degree requirements, such as comprehensive examinations, internships, and specifically prescribed courses. The certificate requires a minimum of 18 hours of graduate-level coursework, which must include a minimum of 12 hours of core coursework, but the remaining hours taken may be any combination of the courses offered in the MAPM curriculum.

3.8 Program Requirements

Students in the master's program are eligible to receive a Master of Arts in Pastoral Ministry degree, and students in the certificate program are eligible to receive a Graduate Certificate in Pastoral Ministry upon successful completion of the following program requirements.

3.8.1 Undergraduate Prerequisites

Students who are not graduates of the MACC BAPM program and whose academic history does not include the following 9 hours of coursework must complete this undergraduate coursework in preparation for graduate studies and in accordance with the recommendation of the student's academic advisor.

Requirements: Six (6) hours of Catholic Theology, at least 2 hours of which must be in Biblical Studies; 3 hours of Philosophy.

3.8.2 Core Curriculum

The 24-hour core curriculum, which is the center of the graduate program in Pastoral Ministry at MACC, is foundational for Pastoral Ministry. It provides the student with a graduate-level understanding of the foundations of Catholic Theology.

Requirements:

THEO 6301 The Trinity and Jesus Christ

THEO 6302 Ecclesiology and Eschatology

THEO 6310 Old Testament (OT) Studies Survey

THEO 6311 New Testament (NT) Studies Survey

THEO 6320 Church History

THEO 6330 Moral Theology

THEO 6340 Sacramental and Liturgical Theology

THEO 7331 Anthropology of Person and Culture*

** THEO 7331 is replaced with THEO 7334 in the Marriage, Family, and Youth Ministry concentration*

Graduates of the MACC BAPM program are not required to take the following courses:

THEO 6310 Old Testament (OT) Studies Survey

THEO 6311 New Testament (NT) Studies Survey

THEO 6320 Church History

3.8.3 Concentrations

Students in the graduate program must select an area of concentration. Students must complete 12 hours of graduate coursework in the selected area of concentration. Areas of concentration include Catechetics, Catholic Leadership, and Marriage, Family, and Youth Ministry.

Catechetics. This concentration prepares catechetical leaders to oversee diocesan, parish, and school-based programs for evangelizing and educating adults, teens, children, and families in the Catholic faith. Grounded in the pedagogical models of family-centered and adult learning, the program prepares graduates to apply theory to practice in complex cultural settings. The courses draw from the rich array of the Church's documents on evangelization, catechesis, culture, and Hispanic Ministry. The overall goal is to enable the graduate to design and implement a comprehensive approach to catechesis that begins with the family, builds on the assets of the community and culture being served, and is centered in the sacramental life of the Church.

Requirements:

PSTR 7254 The Baptismal Catechumenate (RCIA) and Catholic Formation

PSTR 7256 Family, Culture, and Catechesis

PSTR 7258 Youth and Young Adult Ministry

PSTR 7350 Foundations of Evangelization and Catechesis

PSTR 7352 Catechetical Content, Methods, and Curriculum

Catholic Leadership. This concentration is for those seeking to serve the Church in key leadership positions in diocesan offices, in Catholic schools and organizations, and as parish administrators according to the guidelines outlined in *Co-Workers in the Vineyard of the Lord*. Along with the theological core, the student will take several courses specifically aimed at building skills for competent leadership. The overall goal is to provide the student with an in-depth knowledge of the Church's teachings and a pastoral plan for implementing best practices for church management, ethical pastoral care, and faithful leadership in today's complex cultural settings.

Requirements:

PSTR 7262 Canon Law and Civil Law for Ministry

PSTR 7270 Ethics and Accountability for Catholic Leaders

PSTR 7271 Cross Cultural Competencies for Pastoral Ministry

PSTR 7273 Hispanic Ministry in the 21st Century

4 hours of electives:

PSTR 7272 Stewardship and Financial Management for Catholic Leaders

THEO 7232 Bioethics, Healthcare, and Catholic Teaching

THEO 7242 Marriage and the Family in the Catholic Tradition

Summary of MAPM Program Requirements

Core Curriculum, 24 hours		Graduate	MACC BAPM
THEO 6301	The Trinity and Jesus Christ	3	3
THEO 6302	Ecclesiology and Eschatology	3	3
THEO 6310	Old Testament (OT) Studies Survey	3	3
THEO 6311	New Testament (NT) Studies Survey	3	0
THEO 6320	Church History	3	0
THEO 6330	Moral Theology	3	0
THEO 6340	Sacramental and Liturgical Theology	3	3
THEO 7331 THEO 7334	Anthropology of Person and Culture, or Theology of the Body (for Marriage, Fam., Youth Min. Concen.)	3	3
		24	15
Concentration, 12 hours			
Catechetics Concentration			
PSTR 7254	The Baptismal Catechumenate (RCIA) and Catholic Formation	2	2
PSTR 7256	Family, Culture, and Catechesis	2	2
PSTR 7258	Youth and Young Adult Ministry	2	2
PSTR 7350	Foundations of Evangelization and Catechesis	3	3
PSTR 7352	Catechetical Content, Methods, and Curriculum	3	3
PSTR 8091	Supervised Practicum: Catechetics	0	0
		12	12
Catholic Leadership			
PSTR 7262	Canon Law and Civil Law for Ministry	2	2
PSTR 7270	Ethics and Accountability for Catholic Leaders	2	2
PSTR 7271	Cross-Cultural Competencies for Pastoral Ministry	2	2
PSTR 7273	Hispanic Ministry in the 21st Century	2	2
PSTR 7272 THEO 7232 THEO 7242	Stewardship and Financial Mgt for Catholic Leaders, and/or Bioethics, Healthcare, and Catholic Teaching, and/or Marriage and the Family in Catholic Tradition	4	4
PSTR 8090	Supervised Practicum: Catholic Leadership	0	0
		12	12
Marriage, Family, and Youth Ministry			
THEO 7232	Bioethics, Healthcare, and Catholic Teaching	2	2

THEO 7242	Marriage and Family in the Catholic Tradition	2	2
PSTR 7280	Introduction to Pastoral Care for Family Life Ministry	2	2
PSTR 7281	Preparation for Christian Marriage	2	2
PSTR 7282	Pastoral Care of the Married Couple and the Family	2	2
PSTR 7283	Youth and Young Adult Ministry	2	2
PSTR 8092	Supervised Practicum: MFYM I – Marriage Preparation	0	0
PSTR 8093	Supervised Practicum: MFYM II – Pastoral Care of Married Couples, Youth, and Family	0	0
		12	12
Graduate Elective, 0-3 semester hours		0	3
Total		36	30

Marriage, Family, and Youth Ministry Concentration. This concentration is a response to the Church’s call to defend and strengthen marriages and provide integral approaches to the pastoral care of families and youth. The program provides the student with the theological foundation of the Church’s teachings on marriage and sexuality. The student will also acquire practical skills needed to develop and administer programs at the diocesan and parish levels to address the needs of marriage and families at all stages, including marriage preparation, marriage and family nurturing, marriage crises, and youth ministry. The graduate will not be a qualified marriage and family counselor but will be able to recognize when professional assistance should be recommended. The program will emphasize pastoral considerations in Hispanic and multicultural settings to contextualize faithfully the heart of the Church’s teachings.

Requirements:

- PSTR 7258 Youth and Young Adult Ministry
- PSTR 7280 Introduction to Pastoral Care for Family Life Ministry
- PSTR 7281 Preparation for Christian Marriage
- PSTR 7282 Pastoral Care of the Married Couple and the Family
- THEO 7232 Bioethics, Healthcare, and Catholic Teaching
- THEO 7242 Marriage and Family in the Catholic Tradition

3.8.4 Internship

The internship may begin after 5 hours of concentration coursework have been completed, including at least one pastoral studies course. Assignments will be agreed upon between the student and academic advisor. Students will be responsible for identifying an internship position; however, MACC will make every effort to assist students needing placement. The student must be under the direction of a MACC faculty advisor and must arrange for a midterm and final assessment from a full-time, qualified employee of the internship institution. The internship should last for one academic semester. While the internship is not a credited class, a fee for faculty advising and evaluation during the internship applies. For more information about the fee, view section 8.2 *Tuition, Fees, and Deposits*.

The internship requirement cannot be satisfied by transfer or exam credit.

Catholic Leadership. PSTR 8090 Supervised Practicum for Catholic Leadership is required.

Catechetics. PSTR 8091 Supervised Practicum for Catechetics is required.

Marriage, Family, and Youth Ministry. Two practicums are required: PSTR 8092 Supervised Practicum for Marriage, Family, and Youth Ministry I – Marriage Preparation, and PSTR 8093 – Supervised Practicum for Marriage, Family, and Youth Ministry II – Pastoral Care of Married Couples, Youth, and Families.

3.8.5 Graduate Electives

If students satisfy the course requirements but do not meet the minimum hourly requirements, they must complete additional elective courses to meet the minimum hourly requirements. These will be determined in consultation with the student's academic advisor.

3.8.6 Other Requirements

Grades. Grades below B– are not applicable toward the satisfactory completion of the graduate program.

Grade Point Average (GPA). A minimum 3.0 GPA is required for satisfactory completion of the graduate program (see *Repeated Course* in section 10.7 *Credit [Resident]* for more information.)

Credit. No more than 25% of the coursework may be transferred from another institution and/or completed by exam credits.

Residence. The last 9 hours of coursework must be completed at MACC.

Comprehensive Exam. Before the beginning of the third full week of classes of the semester prior to the desired examination date, the student must request an examination date for the comprehensive exam. A minimum score of 80 on this exam is required for completion of the graduate program.

Language Proficiency. Prior to graduation, the student must demonstrate an intermediate level of competence in a second language (Spanish or English) through a MACC-administered language examination.

4 Continuing Education Programs

4.1 Application and Registration

Applicants to Continuing Education programs should submit all application materials at least three weeks before the start of the course in which they are enrolling. Early registration helps prevent course cancellations due to insufficient enrollment. Please see section 7 *Registration, Obligations of MACC*. A complete application includes the following:

1. **Continuing Education Application and Registration Form.** The application form for Continuing Education courses includes an area to register for courses. The form is available at www.maccsa.org and in the Registrar's Office.
2. **Nonrefundable Deposit.** Registration for a Continuing Education course requires a nonrefundable deposit. Deposit amounts vary depending on course tuition and housing arrangements. A fee schedule may be found in section 8 *Finance* in this catalog and at www.maccsa.org.
3. **Letters of Recommendation.** One letter of recommendation from the applicant's pastor, counselor, advisor, supervisor, or other adult who knows him/her from a volunteer setting must be provided to MACC.
4. **Written/Oral Assessment for Language Courses.** The Language Coordinator completes an oral assessment, which is required for placement as noted within the program information. The assessment should be completed early enough to allow students to prepare for their studies. The oral assessment should be conducted between one to two weeks before the first class day.

4.2 Program Descriptions

Clinical Pastoral Education Program. This workshop explores the internal and external aspects of culture, differences in cultural values, various common attitudes/mindsets, and the challenges that these present for pastoral ministry in today's health systems. The workshop is an interactive blend of input sessions, reflection times, and group processes. Participants are encouraged to explore the conscious and unconscious cultural values and attitudes that affect their living and pastoral ministry situations. This course is offered as CPE 600, and some workshops may be offered using a different three-digit number sequence. (CEU credits available.)

Heart of Multiculturalism Program. Peace in the world begins with conversion of heart. More than ever in today's world, we need to find ways to live in harmony with others who are culturally different, respecting and celebrating the gifts they bring to community. This workshop explores differences in cultural values, attitudes, perceptions of power, and communication dynamics in multicultural settings. Within a safe, faith-based environment, participants explore the conscious and unconscious values and attitudes that affect their ability to relate to and work with people of various cultures. The workshop includes presentations, time for reflection and sharing, rituals, and opportunities to practice new skills. It is open to anyone who wants to grow in cultural sensitivity and in the understanding of cultural diversity. This course is offered as HMC 600, and some workshops may be offered using a different three-digit number sequence.

Heart of Multiculturalism in the Clinical Pastoral Education Setting. This course is offered as CPE 100.

Hispanic Ministry in the 21st Century. This course is an intensive three-week introduction to Hispanic Ministry. It serves as an orientation to the culture, history, and faith expressions of Mexican Americans. The course's specific focus on the Mexican American experience is not exclusive; rather, it provides a comprehensive framework that can be used as a pattern for understanding other cultures. The Hispanic Ministry in the 21st Century program deepens appreciation of multicultural diversity in society and guides both Hispanics and non-Hispanics through a process of understanding the complexities of ministry in Hispanic communities today. This course is offered as HPM 100.

Intensive Academic English Program. This program is designed for those who need to learn English to prepare for academic work, including preparation for the TOEFL exam. The Intensive Academic English Program is offered at six levels and emphasizes reading, writing, listening, and speaking skills, with all levels increasingly geared toward TOEFL preparation and academic learning situations. MACC's TOEFL code is 4469.

Assessment/Placement. The English Language Coordinator conducts an assessment of the student's English fluency. Prior to the assessment, students register for IAE 600, a general Intensive Academic English course. After the assessment, students are placed in one of the following levels:

- IAE 601 Beginner
- IAE 602 Beginner Plus
- IAE 603 Intermediate
- IAE 604 Intermediate Plus
- IAE 605 High Intermediate
- IAE 606 Advanced

Intensive Pastoral English Program. This program is designed for all who need to learn, develop, or strengthen their English language skills for their ministry as laypersons, religious, priests, or deacons. It emphasizes skills that ministers need for pastoral care, liturgical celebrations, preaching, and other facets of pastoral ministry in English. The supportive and prayerful environment encourages students to practice new language skills in a nonthreatening, prayerful setting.

Assessment/Placement. The English Language Coordinator conducts an assessment of the student's English fluency. Prior to the assessment, students register for IPE 600, a general Intensive Pastoral English course. After the assessment, students are placed in one of the following levels:

- IPE 601 Beginner
- IPE 602 Beginner Plus
- IPE 603 Intermediate
- IPE 604 Intermediate Plus
- IPE 605 High Intermediate

IPE 606 Advanced

Intensive Pastoral Spanish Program. The program develops and strengthens the language skills that ministers need for pastoral care, liturgical celebrations, preaching, and other facets of pastoral ministry in Spanish. The supportive and prayerful environment encourages students to practice new language skills in a nonthreatening, prayerful setting.

Assessment/Placement. The Spanish Language Coordinator conducts an assessment of the student's Spanish fluency. Prior to the assessment, students register for IPS 600, a general Intensive Pastoral Spanish course. After the assessment, students are placed in one of the following levels:

IPS 601 Beginner

IPS 602 Beginner Plus

IPS 603 Intermediate

IPS 604 Intermediate Plus

IPS 605 High Intermediate

IPS 606 Advanced

Liturgical Celebrations and Popular Expressions of Faith. This course is offered as LDR 300. The essence of a liturgical celebration is universal in the Roman Catholic Church; the Church encourages, additionally, the enculturation of these mysteries to facilitate the full and meaningful participation of the faithful. This workshop examines the ways that Hispanics, mainly Mexican Americans, express their faith during liturgical celebrations, bringing something from their heritage and creating something new for the entire Church in the United States. Topics include Liturgy and Popular Religiosity, Church Documents on Popular Religiosity, Home Practices, Marian Devotions, Sacraments among Hispanics, Rites of Passage, Liturgical Year: Christmas, Easter, Ordinary Time Cycles, and Special Feasts.

Mastering U.S. English Pronunciations. This is a workshop designed to teach nonnative US English speakers the intonation and manner of speech common in the United States. Participants must already speak and understand English fluently, as the workshop focuses solely on the accent and speech patterns that are unique to the United States. Classes are conducted in small groups and include sessions on stress and pauses in speech, how words run together in a sentence, and other topics that will help participants learn and understand spoken U.S. English. Individual daily sessions are included in the schedule to provide participants with one-to-one practice and feedback. Participants purchase a textbook/compact disc packet that allows them to continue working on their speech patterns individually after the course has ended. This course is offered as LNG 100.

5 Admission

The admission process varies according to applicants' academic history and goals. At minimum, all who seek admission must submit an application. Upon submitting an application,

applicants initiate the process of creating their MACC education record (see section 9 *Records*). Admission is determined on the basis of the completed application with supporting documents. The supporting documents and/or admission requirements are listed below.

5.1 Types of Admission

Applicants may apply for the type of admission available at MACC in which they are interested according to the guidelines outlined below. If a student falls under more than one category, all applicable guidelines will be followed.

Continuing Education Student Admission. Individuals who are interested in a Continuing Education program, course, and/or workshop should follow the guidelines found in section 4.1 *Continuing Education Programs, Application and Registration*.

Visiting Student Admission. Individuals seeking admission to complete undergraduate or graduate courses on a non-degree-seeking basis at MACC and/or to transfer the credit(s) to their home institution should follow the guidelines found in section 5.2.1 *Visiting Applicants*.

New Student Admission. Applicants who have never submitted an application for admission or have never enrolled in and attended classes at MACC, and are seeking a MACC degree should follow the guidelines found in section 5.2.2 *New Applicants*. New applicants should also read the information located in section 8 *Finance* for a description of the first-time student fees that are assessed as part of the application process.

Transfer Student Admission. Applicants who are transferring credit from institutions that they previously attended and are seeking a MACC degree should view the information in section 5.2.3 *Transfer Applicants*.

Returning Student Admission. Applicants who were previously enrolled at MACC but have been absent for one semester or more from their studies at MACC without having been granted a leave of absence must reapply for admission (see section 10.22 *Returning Students* for additional stipulations).

International Student Admission. The admission of applicants requiring a student visa depends on their being granted the visa by the U.S. Department of Homeland Security's Student and Exchange Visitor Program (SEVP). These applicants are considered International Applicants and should consult the guidelines found in section 6 *International Students*, as well as section 5.2 *General Requirements for Admission*.

5.2 General Requirements for Admission

Applying for Admission. The admission application and supporting admission requirements must be complete, accurate, and truthful. Incorrect or inaccurate information and/or omitted facts that, if known, would have made the applicant ineligible for enrollment will invalidate the application, making the student subject to disenrollment. The admission application and

supporting admission requirements can be submitted online or to the Registrar's Office at the following address:

Mexican American Catholic College
Registrar's Office
P. O. Box 28185
3115 West Ashby Place
San Antonio TX 78228-5104
registrar@maccsa.org
210-732-2156 ext. 7102 (phone)
210-736-2963 (fax)

Admission Deadlines. All students are encouraged to apply for admission at least two months (60 days) before the first class day of the academic semester in which they plan to enroll to ensure adequate processing time. International student applicants are encouraged to submit their admission requirements early enough to apply for an F-1 student visa. See section 6 *International Students* for more information about the *International Admission Deadline*.

Diligence in timely and complete submission of the requirements for admission allows the applicants to arrange their schedule, housing, travel plans, and finances while also allowing MACC to plan accordingly.

5.2.1 Visiting Applicants

Visiting applicants are those who wish to take classes as visiting students. All visiting applicants must submit documentation supporting enrollment in the course(s) for which they are seeking to register.

Visiting students should follow the guidelines below. If visiting students decide to complete a MACC program to obtain a degree at MACC after they complete MACC coursework as a visiting student, they must submit a petition to receive credit for coursework completed while a visiting student at MACC (see section 10.7 *Credit [Resident]*). Courses taken as a visiting student are not guaranteed to count toward a MACC degree.

Application. All visiting applicants must submit an application. The application form and interactive online process are available at www.maccsa.org under the Apply Now option. A paper application is also available from the Registrar.

Supporting Admission Requirements.

Undergraduate. The Statement of Academic Standing or copies of official transcripts from a postsecondary institution indicating the applicant's good standing are required (see section 10.5 *Academic Standing*).

Graduate. The Statement of Academic Standing or copies of official transcripts from a postsecondary institution indicating the applicant's good standing and the completion of a baccalaureate program or enrollment in graduate studies or higher are required (see section 10.5 *Academic Standing*).

Registration. Visiting applicants may register for courses by utilizing the paper application or by utilizing their online student account at www.maccsa.org.

5.2.2 New Applicants

Individuals who have previously submitted an application, regardless of subsequent attendance, and those who have previously enrolled in courses, regardless of type of admission, should follow the guidelines at section 5.1 *Returning Student Admission*.

Application. All new applicants must submit an application. The application form and interactive online process are available at www.maccsa.org under the Apply Now option. A paper application is also available from the Registrar's Office.

Supporting Admission Requirements. The following requirements must be submitted as noted:

Application Fee. See section 8.2 *Tuition, Fees, and Deposits* for details.

Essay. Undergraduates must submit an 800-to-1,000-word, double-spaced essay that reflects the applicant's ability to express himself/herself in writing. Applications with essays below the minimum requirement will not be considered. Applicants may write about:

1. The reason for choosing MACC –or–
2. An academic or personal experience, situation, achievement, goal and/or idea that is/are particularly influential in determining their future plans.

Graduates must submit, at a minimum, a 1000-word, double-spaced essay that reflects the applicant's ability to express himself/herself in writing. Applications with essays below the minimum requirement will not be considered. Applicants may write about:

1. Past experiences, future goals, and how these relate to their anticipated studies at MACC.

College Readiness. Undergraduate applicants must meet the Standards of College Readiness (see section 10.24 *Standards of College Readiness*).

Transcripts. MACC determines an applicant's eligibility for admission and possibility of transfer coursework based on the applicant's transcripts. Transcripts must be official documents in the institution's native language and include a four-point (U.S. standard) grading scale with the associated credentials. If the applicant's transcript(s) does/do not meet the defined criteria, the transcripts must be translated and/or evaluated.

Please refer to section 6.1 *Transcripts and Evaluations* if transcripts do not meet the defined criteria. Additionally, all transcripts must be sent to MACC's Registrar's Office directly from the institution where the credits were completed. The requirement is specified below.

High School Transcript. Applicants who have less than 30 semester hours of college/university experience must submit an original official copy of their official high

school transcript or equivalent. High school transcripts must indicate completion of a high school diploma or its equivalent.

College/University Transcripts. Applicants who have completed coursework at other institutions must submit all of their official transcripts. The GPA must be a minimum cumulative grade point average of 2.0 for admission.

Postbaccalaureate Transcripts. Applicants who seek admission to the undergraduate 64-hour program or a graduate program must submit an official transcript with a posted undergraduate degree.

Recommendation Forms. The recommendation form is available at www.maccsa.org and from the Registrar's Office. All recommendations must be submitted on the MACC recommendation form. Three recommendations are required. Family members are ineligible references for admission.

Undergraduate. Two of the recommendations may be from a high school or college teacher, and the remaining one may be from the applicant's pastor, high school counselor, principal, or an adult who knows the applicant from a volunteer setting. Nontraditional applicants who are unable to obtain academic references may submit references from employers, supervisors, or peers who are able to attest to the applicant's personal and intellectual potential.

Graduate. Two of the forms may be from a college professor and/or work supervisor, and the remaining one may be from the applicant's pastor, counselor, or an adult who knows the applicant from a volunteer setting.

Evidence of Language Proficiency. All applicants should possess the ability to read and write in Spanish or English at the appropriate level. The language proficiency of applicants who have not completed formal secondary education in either English or Spanish must be assessed prior to admission to determine placement. When required, English proficiency will be assessed using the TOEFL, and Spanish proficiency will be assessed using MACC's internal placement exam. MACC requires a TOEFL score of 79 to begin coursework in English and its equivalent in Spanish. Students not meeting these requirements may be admitted to MACC but will be required to successfully complete MACC's Intensive Academic English program or Intensive Pastoral Spanish program as applicable. [MACC's TOEFL code is 4469.]

Bacterial Meningitis Vaccination Compliance. Per Texas State Law – SB 1107 – the compliance form is required of all applicants below age 30. The form is available on the Student Life page and in the Registrar's Office. The form must be completed as directed and submitted directly to the Registrar before admission is granted.

5.2.3 Transfer Applicants

The requirements for transfer students are the same as those for new students, except for the following differences:

College Readiness. A significant break in a student's academic history may require assessment, remediation, and/or developmental coursework. See section 10.24 *Standards of College Readiness* for more information.

5.2.4 Returning Applicants

The requirements for returning students are similar to those for new students; however, if the information that was collected upon the initial admission process differs from the information upon the student's anticipated return to MACC, the student must furnish all current, updated information. This category of applicant does not apply to students wishing to register for Continuing Education classes (refer to section 4.1 *Application and Registration*).

Application. Since the applicant's data already exists in MACC's records, returning students should submit the application form located at www.maccsa.org or in the Registrar's Office. Returning students should not submit an online application.

Application Fee. A fee is not required if the same admission type applies. However, former Continuing Education and visiting students who are returning and seeking admission for degree-seeking purposes will pay the application fee; refer to section 8 *Finance*.

Essay. The essay is required as described under section 5.2.2 *New Applicants*.

Transcripts. If the applicants attended additional institutions and/or completed additional coursework at previously attended institutions during their leave from MACC, they must submit all new or updated official transcripts. The requirements described under section 5.2.2 *New Applicants* still apply.

Recommendation Form. The recommendations are required as described under section 5.2.2 *New Applicants*.

College Readiness. A significant break in a student's academic history may require assessment, remediation, and/or developmental coursework. See section 10.24 *Standards of College Readiness* for more information.

Evidence of Language Proficiency. A follow-up assessment is required (see *Evidence of Language Proficiency* under section 5.2.2 *New Applicants* above).

5.3 Postponement of Admission

Admission is granted based on the information provided within the application packet. The admission period, therefore, is effective only during the applicant's anticipated semester of enrollment. Students who do not enroll as anticipated must contact the Registrar to update their record. At that time, MACC will notify the student if additional requirements must be submitted.

6 International Students

Mexican American Catholic College is authorized under federal law to enroll nonimmigrant, nonresident applicants and students. When such applicants apply or such students are

admitted to or enrolled in the undergraduate or graduate* program, the following requirements are applicable to those applicants and students.

**At the date of publication of this Academic Catalog, the graduate program is pending approval by the US Department of Homeland Security.*

6.1 Admission Requirements

In addition to the requirements found in section 5.2 *General Requirements for Admission*, the following documents must be submitted to the Designated School Official (DSO) by the *International Admission Deadline*. These documents can be found on the *Student Life and Admission of International Students* page of the MACC website**.

1. *Admission Application*. The international applicant must sign the application submitted. It is important to understand that this application becomes a legal document because one is applying to attend school in another country. For this reason, the application must be signed by the applicant, not by a parent, guardian, or agent.
2. *Addendum for International Applicants*.
3. *Statement of Financial Responsibility*.
4. *Letter/Affidavit of Support*.
5. *Proof of Health Insurance* (highly recommended).

If an applicant is transferring from another SEVP-certified school, the following documents must be submitted to the DSO in addition to those above:

1. *Copy of I-20 from current school*.
2. *Transfer form from DSO of current school*.

Upon the applicant's arrival at MACC, the following documents must be submitted to the DSO:

1. *Passport*.
2. *Visa*.
3. *I-94*.

*** The Admission of International Students page includes important information, required Forms, and helpful resources; all international applicants and students are encouraged to visit it.*

International Admission Deadline. The deadline for international applicants is 90 days before the First Class Day of the applicant's anticipated semester of enrollment. This allots enough time for the applicant to apply for an F-1 student visa. (See the *Academic Calendar* for information about dates and deadlines.)

Transcript(s) and Evaluation. Transcripts that are not in English must be translated by a certified translation service. MACC also provides Spanish-to-English translation services.

Applicants interested in MACC's translation services should complete the *Translation Service Requisition*. (Fees are associated with this service. See the requisition form for details.)

Transcripts from institutions outside of the United States must also be evaluated.

MACC requires all applicants to have their transcripts evaluated by a member of the National Association of Credential Evaluation Services (NACES). At the association's website (www.naces.org), students may choose from various evaluation services.

For the convenience of our applicants, we can facilitate the evaluation process by contracting with Global Credential Evaluators, Inc. (GCE) and obtaining the evaluation form. Applicants who would like MACC to contract with GCE and obtain the evaluation form must submit the *Evaluation Service Requisition*. (Fees are associated with this service. See www.gcevaluators.com for a list of their fees and section 8.2 *Tuition, Fees, and Deposits, Other Fees and Rates, Service Fee* for additional information.) Applicants may also contact GCE at the address below.

Global Credential Evaluators, Inc.
P. O. Box 9203
College Station, TX 77842
800-707-0979 (toll free)
979-690-6342 (fax)
www.gceus.com

Applicants who secure their own evaluation must ensure that the document includes the required data as noted below.

Secondary Level (High School). These documents must include a general statement with the GPA. Course-by-course data is required only if the applicant completed dual credit, AP, and/or other college level credits.

Tertiary Level (Higher Education). The detailed course-by-course data with the GPA data is required.

Service Fees. Fees are applicable. Please remember to visit the Tuition and Fees page at www.maccsa.org or section 8 *Finance* section of this catalog.

6.2 Tuition, Fees, and Living Expenses. International applicants must submit documented evidence of financial support. The evidence must support applicants' ability to pay their tuition and living expenses. If applicable, the evidence of financial support must cover the international applicant's dependents' living expenses. Evidence may include bank statements, a letter signed by a bank official from the applicant's bank, and/or letters of support.

An I-20 is not issued until sufficient evidence indicates financial support for annual education expenses. MACC's approximate annual education expenses for international students are shown below.

	Tuition	Fees	Room	Meals	Books and Supplies	Misc. Personal	Total

15 credit hours (Fall and Spring)	\$12,000	\$400	\$7,840	\$4,480	\$1,200	\$1,500	\$27,420
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International applicants anticipating full-time summer enrollment should budget an additional \$6,500. These costs are estimates based on current rates.

6.3 Requirements for Maintaining International Student Status

All international students who have been issued a SEVIS Form I-20 are obligated to do the following:

1. Abide by all U.S. federal laws.
2. Abide by the regulations set for nonimmigrant, full-time students.
3. Maintain full-time enrollment in good standing.
4. Attend any meetings required by the Registrar or Designated School Official (DSO).
5. Have immigration papers (I-20, visa, passport, and I-94) in possession at all times.
6. Immediately report to the Registrar and DSO any changes potentially affecting your visa status, especially changes in the following:
 - Name
 - Current address in the United States
 - Degree program
 - Enrollment (number of credit hours each semester)
 - Living arrangements (planned trips or vacations, especially those outside of the United States)
 - Transfer plans (plans to change schools)
 - Financial backing (sponsorship)
 - Change of status (religious worker or permanent residency)
7. Immediately report intent and obtain approval from the DSO to do the following:
 - Drop or withdraw from a course, especially if full-time enrollment is affected.
 - Become employed in the United States.

7 Registration

Registration in undergraduate and graduate courses for degree-seeking purposes involves academic advisement, course selection, registration, and payment. Academic advisement is not required for applicants who are admitted as visiting students or to Continuing Education programs.

7.1 Before Registration

Academic Advising. See section 10.1 *Academic Advising*.

Course Selection. The course selection process may occur during academic advising; however, for Continuing Education and visiting students, the process of selecting courses may occur before submitting the application upon communicating with a recruiter or advisor and/or after visiting www.maccsa.org. Students who need more information about a course may view the course description found in section 12 *Course Descriptions* and on the MACC website. The course description, prerequisites, and associated course information are included in the course descriptions.

7.2 Registration

Registration Dates. For degree-seeking students, registration is held according to the dates specified in the Academic Calendar. Because registration dates and deadlines may change slightly as the semester or term approaches, students should frequently consult the Academic Calendar, which is found on the MACC website. Additional registration instructions may be provided to approved applicants and returning students by the Registrar and/or the student's MACC academic advisor.

Early Registration. Early registration, which occurs before the end of the previous semester, is highly recommended for returning degree-seeking students.

Late Registration. Individuals who register after the official registration period will be assessed a late registration fee (see section 8 *Finance*).

Changes to Registration Schedule. Approved applicants and/or returning students may change their registration schedule according to the following procedures (refer to the Academic Calendar for relevant dates):

Add Procedure. To add courses that were excluded from the original or subsequent registration schedule, students may visit their academic advisor, who can make the change via SonisWeb. If the advisor is unable to make the change, the student must submit the add via an add/drop form. The deadline for adding courses is the end of the first week of classes and is indicated in the Academic Calendar. Students should consult section 8 *Finance* since additional charges may apply.

Drop Procedure. The process to drop courses from the original or most recent registration schedule is the same as the add procedure. Students should consult section 8 *Finance* for the refund schedule because tuition refunds and/or additional charges may apply. Courses dropped after the add/drop deadline are considered withdrawals (see *Withdrawal Procedure* below).

Change of Credit Procedure. To change credit, students must drop the course with the credit that is no longer desired and add the course with the correct credit type. Students interested in changing the academic credit of one of the courses on their registration

schedule should refer to the Academic Calendar for the relevant deadlines. The deadline for changing a course from credit to audit is before the mid-semester break. The deadline for changing a course from audit to credit is the end of the first week of classes.

Withdrawal Procedure. The process to withdraw from a course or courses from the original or most recent registration schedule is the same as the add procedure (see section 8.3 *Refund Policies*). A W will appear in the student's education record (see section 10.11 *Grades*). The final date to withdraw is before midterm (consult the Academic Calendar for the relevant date).

Other. Any other method or form of communication to modify the registration schedule is not recognized by MACC. Such unrecognized informal actions may result in but are not limited to a grade of F, additional charges, delay of graduation, and record hold(s).

Obligations of MACC.

1. MACC reserves the right to cancel courses due to insufficient enrollment.
2. When a course cancellation occurs, the Registrar will contact students using the contact information provided to MACC during the application and registration process.
3. MACC will refund monies to the paying source for withdrawn and/or dropped courses (see section 8.3 *Refund Policies*).
4. MACC will award credit in accordance with policy and a student's registration.
5. MACC holds students accountable as described below under Obligations of the Student.
6. MACC reserves the right to place holds on education records.

Obligations of the Student. Registration is a contractual relationship between MACC and the student. Individuals who register for courses at MACC are responsible for the following:

1. Knowing and following the policies, deadlines, and procedures outlined in the Academic Catalog.
2. Ensuring that he/she is able to attend all classes per the attendance policy for each registered course.
3. Withdrawing, dropping, or adding courses according to MACC policies and deadlines as required.
4. Meeting all financial obligations regardless of payment method and regardless of attendance.
5. Making payment arrangements prior to the day of registration.

Failure to meet these obligations may result in a registration hold, which may prohibit future registration and issuance of transcripts.

8 Finance

Payments and inquiries associated with payments should be submitted directly to the Finance Department as indicated below:

Mexican American Catholic College
Finance Department
P.O. Box 28185
3115 W. Ashby Place
San Antonio, TX 78228-5104
210-732-2156, extension 7129
210-732-9072, fax

8.1 Payment Policies

Deadline. All accounts are expected to be paid in full prior to the first class day of the semester or session or no later than the first scheduled class meeting. If alternate financial arrangements are needed, students must seek and finalize arrangements with the Director of Finance before registration or at the time of registration at the latest.

Payment Arrangements. Two alternative methods of meeting financial obligations are available to students, excluding auditors.

Option 1. During the Fall and Spring semesters, half (50%) of the total balance is to be paid at registration with the remaining balance due within 30 days. During Summer semester, half (50%) of the total balance is due at registration with the remaining balance due within 10 days.

Option 2. Upon the approval of the Finance Director, half (50%) of the total balance is due at registration. The registrant must first propose a contract, scheduling the monthly payments of the remaining balance.

Auditors. Payment arrangements are not available to auditors. Full payment is due upon registration.

Additional Balance. When a change of balance occurs due to changes in the registration schedule, the additional balance is due immediately if arrangements are not made with the Finance Director.

Drop for Nonpayment. Students who do not adhere to MACC policy for payment may be institutionally withdrawn from class(es). A registration hold will be placed on the student's education record prohibiting enrollment until his/her financial obligation is met.

Record Hold. In addition to the student being prohibited from enrollment, data pertaining to the education record (grade reports, transcripts, and diplomas) will not be released until the student clears his/her delinquent status.

8.2 Tuition, Fees, and Deposits

Tuition

Intensive Labs (ENGL/SPAN 1420 and 2421): \$3,000 per course.

Undergraduate (UG): \$400 per semester credit hour§.

Graduate (GR): \$450 per semester credit hour§.

Continuing Education (CE): Varies by course; see website for specific course of interest.

Deposit: A \$150 deposit is required for Continuing Education courses.

The tuition and fees marked with a § are included within the General Tuition and Fees Table below

Sem Hrs	Resident Undergraduate	International Undergraduate	Resident Graduate	International Undergraduate
1	\$ 400.00	\$ 450.00	\$ 450.00	\$ 500.00
2	\$ 800.00	\$ 850.00	\$ 900.00	\$ 950.00
3	\$ 1,200.00	\$ 1,250.00	\$ 1,350.00	\$ 1,400.00
4	\$ 1,600.00	\$ 1,650.00	\$ 1,800.00	\$ 1,850.00
5	\$ 2,000.00	\$ 2,050.00	\$ 2,250.00	\$ 2,300.00
6	\$ 2,475.00	\$ 2,525.00	\$ 2,775.00	\$ 2,825.00
7	\$ 2,875.00	\$ 2,925.00	\$ 3,225.00	\$ 3,275.00
8	\$ 3,275.00	\$ 3,325.00	\$ 3,675.00	\$ 3,725.00
9	\$ 3,675.00	\$ 3,725.00	\$ 4,125.00	\$ 4,175.00
10	\$ 4,075.00	\$ 4,125.00	\$ 4,575.00	\$ 4,625.00
11	\$ 4,475.00	\$ 4,525.00	\$ 5,025.00	\$ 5,075.00
12	\$ 4,950.00	\$ 5,000.00	\$ 5,550.00	\$ 5,600.00
13	\$ 5,350.00	\$ 5,400.00	\$ 6,000.00	\$ 6,050.00
14	\$ 5,750.00	\$ 5,800.00	\$ 6,450.00	\$ 6,500.00
15	\$ 6,150.00	\$ 6,200.00	\$ 6,900.00	\$ 6,950.00
16	\$ 6,550.00	\$ 6,600.00	\$ 7,350.00	\$ 7,400.00
17	\$ 6,950.00	\$ 7,000.00	\$ 7,800.00	\$ 7,850.00
18	\$ 7,350.00	\$ 7,400.00	\$ 8,250.00	\$ 8,300.00
19	\$ 7,750.00	\$ 7,800.00	\$ 8,700.00	\$ 8,750.00
20	\$ 8,150.00	\$ 8,200.00	\$ 9,150.00	\$ 9,200.00
21	\$ 8,550.00	\$ 8,600.00	\$ 9,600.00	\$ 9,650.00

General Tuition and Fees Table

Housing Fees

Semester: \$3,920 for a single room with a shared bathroom.

Deposit: A \$225 nonrefundable housing deposit is required per semester.

8-week session: \$1,960 for a single room with a shared bathroom.

9-week session: \$2,205 for a single room with a shared bathroom.

Key Fee: A \$20 refundable deposit for the key is required.

Deposits

When applicable, the total deposit is nonrefundable; however, it is applied toward the total balance due.

Meal Plan Fees

Fall and Spring: \$2,240 per semester.

One CE session (4 weeks): \$560.

Two CE sessions (8 weeks): \$1,120.

Two CE sessions with break (9 weeks): \$1,260.

Other Fees and Rates

Application Fee: \$20. The application fee is a nonrefundable, one-time fee that is assessed before the admission process to cover administrative expenses.

Audit, UG or GR: \$250 per course.

Late Payment Fee: \$50. This fee is a penalty, assessed when *Payment Arrangement* guidelines are not met by student.

Credit by Exam Fee: 30% of tuition.

Graduation Fee: \$65. This fee covers the cost of commencement material, printing of credentials, and associated administrative costs.

International Student Fee: \$50 per semester. The international student fee is assessed each semester upon registration for administering the international student program. This fee is not assessed during Summer sessions.

Internship Fee. See *Tuition*. The internship fee is the equivalent of one semester hour.

Late Registration Fee: \$50. The late registration fee is assessed to students when they register during the late registration period (see section 7 *Registration*).

Record Matriculation Fee: \$30. This is a one-time fee to create a student's financial, academic, and library/bookstore record. The fee is assessed after admission during the student's first semester of enrollment.

Replacement Diploma: \$65. This fee covers research, processing, and printing.

Service Fee:

Student Service Fee: See below. The student service fee, which is dependent on the student's enrollment status as noted below (see section 10.11 *Enrollment Status*), includes a library resources, technology, and facilities assessment fee. Students who are enrolled in fewer than 6 semester credit hours, however, are not assessed this fee. Unless otherwise specified, the fee is assessed each semester.

Full-Time: \$150.

Part-Time: \$ 75.

Testing fee: \$50.

Transcript Fee: A request for an official summary of student coursework must be submitted as noted under section 10.25 *Academic Policies, Transcripts and Grade Reports*.

Degree-Based Programs: \$10 for five-day service or \$15 for same-day service (contingent on availability).

Continuing Education Programs: \$5.

Tutoring Fees: See website.

Verification of Enrollment Fee: \$10 for five-day service or \$15 for same-day service (contingent on availability).

8.3 Refund Policies

Refunds for degree-based programs are calculated according to the following schedule provided that the student has followed the proper procedures (see section 7.2 *Registration, Changes to Registration Schedule*).

100% Refund. A full refund is given for courses that are dropped or for withdrawals received by the Registrar on or before noon of the fourteenth day of the semester [Day 0 to Day 14].

70% Refund. A partial refund is given for courses that are dropped or for withdrawals received by the Registrar after the full refund period but on or before noon of the thirtieth day of the semester [Day 15 to Day 30].

25% Refund. A quarter refund is given for courses that are dropped or for withdrawals received by the Registrar after the partial refund period but on or before noon of the forty-fifth day of the semester [Day 31 to Day 45].

0% Refund. No refund is given after the quarter refund period [Day 46 or after].

Only the full refund deadline applies to the Summer session.

Refunds for Continuing Education programs are prorated based on date of arrival/departure.

8.4 Scholarship and Tuition Assistance

MACC offers limited financial assistance through the college's own resources. Applications may be obtained at www.maccsa.org or from the Finance Department. Students must apply for institutional financial assistance for each new course for Continuing Education or each academic year for full-time students in degree-based programs.

8.5 Veteran Benefits

The degree-based programs outlined in MACC's Academic Catalog are approved for educational benefits as defined by the U.S. Department of Veteran Affairs (VA). Eligible recipients of VA educational benefits* are responsible for 1) understanding the policies set by the VA regulations and 2) notifying the Registrar's Office of changes to their enrollment status (as defined in the *Registration* section of the Academic Catalog).

**Excluding Hazelwood benefits, which are not available at private institutions such as MACC.*

***The Registrar's Office is the liaison between the VA office and eligible MACC students participating in a VA educational program.*

Certification

Only courses that are required for the student-selected and VA-approved degree objective are certified for benefits, provided that the eligible recipient does the following:

1. Submits all official transcripts with all previous and new postsecondary credits to the Registrar's Office.
2. Is admitted to MACC.
3. Selects a VA-approved program.
4. Completes upon registration the VA Enrollment Certification each semester in the Registrar's Office.
5. Meets the VA eligibility standards.

To maintain eligibility after certification, students must meet the following obligations:

1. Notify the Registrar's Office of any subsequent changes to their registration.*
2. Comply with courses' attendance requirements as defined within the Academic Catalog, Student Handbook, and Course Syllabus.*
3. Uphold MACC's Honor Code.
4. Meet MACC's standards of satisfactory academic progress.

When the student fails to meet one or any combination of these obligations, MACC's Registrar's Office contacts the Veterans Administration, and the VA may discontinue benefit payments.

**These items fall under the Standards of Behavior of the Honor Code and are included for emphasis.*

Satisfactory Academic Progress

Quantitative. The risk of suspension of benefits occurs when the recipient fails to meet MACC's standards of satisfactory academic progress. In addition to meeting the requirements of Good Academic Standing, the student must maintain a cumulative 2.0 GPA, completing at least 70% of the attempted (resident and transfer) cumulative credits. When such standards are not met, the student is immediately under a benefits warning.

Qualitative. The risk of suspension of benefits also occurs when the recipient fails to abide by MACC's Honor Code, which is defined within the Student Handbook.

1. If the student is placed on Disciplinary Warning or Probation because of Honor Code violation(s), he/she is placed on benefits warning during the immediate and subsequent semester.
2. If the student is placed on Disciplinary Suspension or Dismissal because of Honor Code violation(s), he/she may be immediately placed on benefits suspension.

Benefits Ineligibility

Warning. The warning period provides students enough time to improve their progress, and they must meet every four to six weeks with their academic advisor or academic dean (as scheduled by the academic advisor or academic dean) to ensure adequate progress. The benefits warning period begins as defined above and ends at the close of the full semester following the

violation. If students do not meet the quantitative or qualitative standards of satisfactory academic progress at the close of the benefits warning period, they may be placed on benefits suspension.

Suspension. The suspension period begins as noted above or upon failure to meet satisfactory academic progress at the end of any given semester or session. During the suspension period, the student is not eligible for any scholarship or tuition assistance at MACC. The suspension period is one year for the first violation and indefinite for subsequent violations.

Readmission. At least four weeks before the close of the suspension period, the student must submit a 500-word essay outlining the circumstances that contributed to the violation, any significant changes that affect the circumstances both positively and negatively, and all plans to circumvent future problems and promote satisfactory progress. This option does not pertain to indefinite suspensions.

Appeals. Students who are warned or suspended receive a letter from the Registrar's Office explaining the nature of their situation. A copy of an *Appeal for Benefits Eligibility* is included with a copy of this policy. Within six weeks of the date of issuance, the recipient may submit a legible, complete, and signed appeal form, which is to be reviewed by the Registrar and at least two others—one member of the Honor Code Board and one member of the Academic Committee. The student and MACC academic advisor must sign the appeal form, and the student must submit it to the Registrar with all supporting documents. The supporting documents, if any, should be noted within the appeal essay and support the student's appeal requisition. Those documents include:

1. The current academic plan, and
2. An outline of circumstances that contributed to the suspension, any significant changes that affect the circumstances both positively and negatively, and all plans to circumvent future problems and promote satisfactory progress, which include but are not limited to:
 - Medical documentation,
 - Newspaper clippings, and
 - State or federal documentation.

The committee's decision is reported to the student in the *Appeal Resolution Letter*, which clarifies the following:

1. Only two appeals may be submitted per academic program.
2. Only one appeal may be submitted per violation.
3. The student is always welcome to visit with an administrator to discuss the final resolution.

9 Records

9.1 Student Rights

Notice of Student Rights. The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, entitles students to certain rights with respect to their education records. Students' rights include the following:

1. The right to inspect and review their education records (see section 9.3 *Education Records* for definition) within 45 days of the day that the Mexican American Catholic College (MACC) receives a request for access from the student.
2. The right to request the amendment of the education records that the student believes to be inaccurate or misleading. Students should write to the MACC school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it is inaccurate or misleading. If MACC decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his/her right to appeal regarding the request for amendment.
3. The right to consent to disclosures of *Personally Identifiable Information* contained in the student's education record, except to the extent that FERPA authorized disclosures without consent. A list of exceptions is available from the Registrar.
4. The right to file a complaint with the US Department of Education concerning alleged failures by MACC to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

FERPA permits disclosure without consent to a MACC school official with a legitimate educational interest. A MACC school official is:

1. A person employed by MACC in an administrative, supervisory, academic or research, or support staff position, including but not limited to health, athletic, or medical staff;
2. A person elected to the Board of Trustees;
3. A person employed by or under contract with MACC to perform a special task, such as an attorney or auditor, or other outside contractor hired to perform a specific function for the institution;
4. A person who is employed by MACC for campus safety and security purposes; and/or
5. A student performing work study for MACC, serving on an official committee such as a disciplinary or judicial committee, or assisting another school official in performing his or her tasks.

A MACC school official has a legitimate educational interest if the official is:

1. Performing a task related to a student's education that is specified in his or her position description or contract agreement;
2. Performing a task related to the discipline of a student;
3. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; and/or
4. Maintaining the safety and security of the campus.

Directory Information. Upon request, MACC may disclose directory information without consent to officials of another school in which a student seeks or intends to enroll, as well as to institutions where the student has already enrolled. Students have the right to request that MACC withhold the disclosure of directory information, which is defined as that information that would not generally be considered harmful or an invasion of privacy if disclosed. MACC has designated the following as directory information: name, address, email address, telephone/cell number, photograph, date of birth, major/minor area of study, date(s) of attendance, classification, degree(s), most recent transfer institution, enrollment status, and class standing.

Directory information may be released without the student's prior written consent unless the student has requested the directory information be withheld. Please consider the effect nondisclosure may have on future employment and verification of enrollment. Insurance companies frequently request verification of a student's enrollment from the Registrar. Prospective employers may request verification of graduation. Additionally, withholding directory information means that MACC cannot indicate any of the student's awards or honors without specific written permission. This includes listing the student's name and degree in the graduation program. A request to prevent disclosure will remain in effect until changed by the student.

FERPA student rights as discussed in this section become effective once students attend their first class at MACC. Please direct any questions regarding your FERPA rights to the Registrar at registrar@maccsa.org.

9.2 Custodian(s) of Education Records

Registrar: Permanent education record.

Academic Dean: Temporary academic record, which may include advising, academic counseling, academic disciplinary records, or other academic-related documents required during the student's academic career at MACC. These temporary records contain both education records and sole possession records as defined in section 9.3 *Education Records*.

Finance: Billing records.

Student Services and Housing: Health, housing, and other student services-related records.

9.3 Education Records

Education records are those records that are directly related to a student and maintained by the institution or by a party acting for the institution. The Registrar's Office retains a minimum of

the following documents in a student's permanent education record: approval letter(s), application form(s), transfer transcripts(s), undergraduate and graduate admission test score(s) (if applicable), degree plan, and any other document(s) pertaining to the student's academic career at MACC. The term *education record* does not include the following types of records:

1. Records of institutional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker and are not accessible or revealed to any other individual except a substitute who performs on a temporary basis (as defined in the institutional personnel policy) the duties of the individual who made the records.
2. Records maintained by a law enforcement unit of the education agency or institution that were created by the law enforcement unit for the purpose of law enforcement.
3. Records relating to individuals who are employed by the institution that are made and maintained in the normal course of business, relate exclusively to individuals in their capacities as employees, and are not available for use for any other purpose.
4. Records relating to a student (see the definition of an eligible student) that are (a) created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; (b) used solely in connection with the provision of treatment to the student; and (c) not disclosed to anyone other than individuals providing such treatment, so long as the records can be personally reviewed by a physician or other appropriate professional of the student's choice. Appropriateness may be determined by the institution. Treatment in this context does not include remedial educational activities or activities that are part of the program of instruction at the institution.
5. Records of institutions that contain only information relating to a person after that person is no longer a student at the institution (e.g., information gathered on the accomplishments of alumni).

A *student* is an individual admitted and enrolled in classes for whom MACC maintains the education record. The term excludes an individual who has never attended the institution. An individual who is or has been enrolled in one component unit (such as a semester or term) of an institution and who applies for admission to a second unit has no right to inspect the records accumulated by the second unit until enrolled therein. At MACC, students are enrolled when they (a) have an accepted record, (b) registered for one or more courses of academic instruction to be given at the college (including any off-campus locations operating under an academic agreement with the college as part of a college-approved program of study), and (c) attended the course(s) for which they have registered.

Sole Possession Records. These are records kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. Sole possession records are not part of the education record; as a result, students do not have a right of access to these records. Any record

that is made in the presence of the student or in collaboration with another school official is not a sole possession record.

Change(s)/Correction(s) to Education Record. Students should submit a written request to the Registrar's Office if they believe that their education record includes inaccurate or misleading information and/or violates their student rights. This right excludes items related to change of grade petitions.

Change of Major/Program of Study. Students who wish to change their program of study must communicate their intent to their academic advisor, who must approve the change. The request to change the program of study must be submitted in writing to the Registrar's Office.

Change of Name. Students may change their name by providing supporting documentation due to marriage, divorce, legal name change, etc., provided that a written, signed request accompanies the documentation.

Change of Address. A written notification should be submitted to the Registrar's Office.

9.4 Retention and Disposal of School Records

Records fall into two retention categories: permanent and limited. *Permanent retention records* are those records that the college is obligated to maintain permanently either directly by law or indirectly by the need of supporting documentation. These records are to be maintained in hard copy and/or in appropriate electronic format. Permanent records include the following: Mexican American Catholic College transcripts, class lists, grade reports, change of grade forms, enrollment reports, course schedules and addenda, degree statistics (lists of approved graduates and their degrees, dates of conferral, type, etc.), catalogs.

Limited retention records are those records that the school is obligated, either directly by law or indirectly by the need for supporting documentation, to maintain on a limited basis. The length of time each type of document is to be retained is indicated.

1. Admissions documents, to be maintained separately in alphabetical order.
 - Files of those who applied but did not attend (either because they were denied admission or because they rejected our offer of admission) – three years.
 - Incomplete admission files – three years.
 - Files of those who were admitted, granted a loan, and then either withdrew the first semester or did not attend at all – five years.
2. Financial aid records, to be maintained separately in alphabetical order.
 - Files of those who were admitted but did not attend – five years.
 - Files of those who were admitted, granted a loan, and then either withdrew within the first semester or did not attend at all – either five years or five years from the date on which the entire amount of the loan was repaid, cancelled, or assigned in accordance with pertinent provisions of the Perkins Loan program, Section 144.18 (c) (3), and/or relevant Stafford Loan provisions, whichever is greater.

- Files of all others including those attending students who were granted Perkins Loans or Stafford Loans at any time during their course of Perkins and/or Stafford Loan recipients – five years from the date on which their entire loan amount was repaid, cancelled, or otherwise lawfully terminated, whichever is greater.
3. Registration records, certification documents, and temporary academic records to be maintained separately in alphabetical order.
- Files of those who were admitted and attended classes for at least one semester (including those who completed programs and graduated and those who withdrew or were terminated at any point after one semester) – five years from date of departure.
 - Temporary academic records, if student departed before graduation – one year after departure; otherwise, records are destroyed after graduation.

9.5 Recorded Grades

See section 10.25 *Transcripts and Grade Reports*.

10 Academic Policies

This section describes MACC's academic policies, which apply to all students. Applicants and registrants should also be aware of the policies that govern their application and registration.

10.1 Academic Advising

All students are assigned an academic advisor at the time of admittance into one of MACC's programs. The academic advisor provides the student guidance on setting and achieving personal goals and objectives, on making academic progress through the chosen curriculum, and on matters of student success such as study habits, test-taking, etc., and all other matters related to student academic performance. Freshmen and sophomores must meet with their advisor at least once a semester and are advised to do so more often, especially at important times during the semester such as after the first exams, at midterm, and before finals. Juniors and seniors must meet with their advisors at least once a year but are advised to do so more often.

10.2 Academic Integrity

The Mexican American Catholic College is committed to nurturing academic excellence. MACC expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty in any form deprives the student of the intellectual and moral development that academic work is intended to cultivate, it deprives creators of intellectual property the credit that is due to them, it deprives those whom the student would eventually serve of an effective servant, and it constitutes a serious threat to the life of an academic community. Truth is at the core of the Gospel, and so academic integrity is a fundamental value of the community that makes up the Mexican American Catholic College.

10.3 Academic Dishonesty

MACC interprets academic dishonesty to be the act usually designated by the word *cheating*, that is, the giving or receiving of unauthorized assistance, especially when it is expected that students submit their own individual work either in oral or written form. Academic dishonesty constitutes a violation of MACC's Honor Code (see Student Handbook). Knowledge of a violation of the Honor Code, in the case of any fault against academic integrity, must be reported to the Academic Dean by whoever knows about it because academic dishonesty breeds a moral atmosphere that lessens the dignity and freedom due the students as human beings. Inevitably, one cheater throws the taint of suspicion upon the entire institution.

MACC considers academic dishonesty to be a moral and a legal matter. This position is based on the belief that the function of a Catholic college is not only to impart knowledge but also to form moral character. Finally, academic dishonesty is incompatible with living the life of holiness that MACC encourages in all of its students, faculty, and employees.

Examples of academic dishonesty include but are not limited to the following acts of *plagiarism*:

1. Submitting as part or all of one's own work another person's or many people's work, with or without making wording changes and without proper citation.
2. Submitting part or all of an assignment copied or paraphrased from a source (books, journals, newspapers, magazines, digital resources, websites, charts, graphs, music scores, sound recordings, video recordings) without proper citation.
3. Presenting as original (or paraphrased) a sequence of ideas, arrangement of material, or pattern of thought contained in another person's work without proper attribution.
4. Presenting, verbatim or paraphrased, lecture notes as one's own original work. Students should take care in making use of lecture notes in the writing of papers. To avoid plagiarism, students should be certain that they do not inadvertently make use of direct quotations from class texts if they refer to lecture notes when writing papers. It is the student's responsibility to document carefully and correctly all sources used. The paraphrased or verbatim text of a lecture should be cited in accordance with the guidelines for citing class notes found in the Turabian handbook.

There are many others forms of cheating. Please see a partial list of them in Appendix I at the end of this catalog.

10.4 Penalties for Academic Dishonesty

MACC trusts its students. If some should violate this trust, the consequences will be commensurate with the violation (e.g., in terms of percentage of a paper plagiarized, the number of instances in which dishonesty is found in a given class, the number of instances of dishonesty found in different classes, a student's willingness or unwillingness to accept responsibility for being dishonest, the degree to which sincere contrition is shown, etc.). The penalties for academic dishonesty include the following:

Disciplinary Warning: In minor cases, the instructor will provide a written warning to the student.

Failing Grade for the Submitted Work: In more serious cases, the instructor may determine that a failing grade for the submitted work is warranted. The instructor has the option of consulting with the Academic Dean to determine if the entire course should receive a failing grade. If the Academic Dean is aware that the student has committed additional or prior acts of academic dishonesty, he or she may refer the case to the Academic Committee or impose other penalties are warranted.

Disciplinary Probation: In more serious cases (due to the extent and repeated manifestation of the dishonesty or other factors), the case may be referred to the Academic Committee for consideration of more serious penalties. The Academic Committee may place students on suspension and/or disciplinary probation for up to one calendar year with additional stipulations in order to be removed from probation. If students fail to meet any of these additional requirements, they will remain on probation up to one additional year. Failure to meet the requirements after an additional year will result in students having to meet with the Academic Committee for determination of further penalties, including possible dismissal. Students may register for any of the courses of their degree program, but they may not graduate while on disciplinary probation.

Disciplinary Suspension: The Academic Committee may suspend a student for more egregious cases of academic dishonesty (e.g., due to extent of dishonesty, unrepentant attitude, and/or habitual dishonesty). Suspension status will not exceed one calendar year. The Academic Committee may impose stipulations in order for the student to return to active status. Failure of the student to meet any of the additional stipulations will result in the student's inability to return to MACC and enroll in any courses and may result in dismissal from the college. During suspension, the student is prohibited from attending any classes and taking part in any other MACC activities or enjoying any MACC privileges.

Disciplinary Dismissal: In the most severe cases and/or in cases of habitual dishonesty, the Academic Committee may dismiss the student from MACC. If the student has previously been suspended, dismissal is the standard consequence. Dismissal from MACC is permanent.

Other Reasonable Penalties: The Academic Committee may determine some other reasonable penalties in addition to or beyond those stated above when the specifics of the case warrant it, including but not limited to the following: prohibition from extracurricular activity, exclusion from college employment, fines, and/or reparative requirements.

10.5 Academic Standing

Students' academic standing is a reflection of their academic performance. Such information is generally reported on an academic transcript (see section 10.25 *Transcripts and Grade Reports*) but may be provided in a general letter as noted below.

Good Academic Standing. Students who are formally admitted and have earned 0–11 semester credit hours toward their degree at MACC are in good standing. The following applies to students with more than 12 (semester or cumulative) credits:

12–23 credits = 1.60 or higher

24–35 credits = 1.90 or higher

36+ credits = 2.00 or higher

Academic Warning. Students who fall below a 2.00 and are still in good standing are issued an academic warning by the Registrar. A copy of the letter is also sent to the student's academic advisor in order to assist the student in returning to satisfactory academic standing.

Academic Probation. Upon the close of the semester, if students do not meet the requirements for good academic standing (see above), they will be placed immediately on probation. Students are issued a letter of academic standing, and the probationary status remains in place throughout the following full semester. The following restrictions apply:

1. A maximum course load of 14 credit hours for undergraduates and 9 hours for graduates.
2. Mandatory academic advising before registration and required periodic meetings with the student's advisor throughout the semester on academic probation.
3. At the end of the probationary semester, if the student has not returned to good academic standing, the Registrar will notify the Academic Dean, who will refer the student's case to the Academic Committee. The Academic Committee may recommend to the Academic Dean continued probation, suspension, or dismissal. The Academic Dean will make the final decision.

Continued Academic Probation. If the Academic Dean approves continued probation, he or she will issue an additional letter to the student, copying the academic advisor and Registrar. The letter will indicate any additional stipulations recommended by the Committee but which may be modified through consultation with the student's academic advisor and may include but are not limited to:

1. A further reduction of the maximum course load, possibly below full-time status.
2. Developmental coursework and/or other assignments and remediation.
3. Periodic academic advising, documenting date met, length of time, and content of discussions.

Academic Suspension. A student may be suspended for continued poor academic performance. Academic suspension will be recommended by the Academic Committee and approved by the Academic Dean. Academic suspension will be considered for students who have been on academic probation when both the semester and cumulative GPA are below 2.0, who have had more than three probationary or continued probationary semesters, or who have not complied with probationary requirements. A suspension period may not extend for more than one full academic year. The Academic Dean may stipulate additional requirements intended to improve the student's academic performance during the suspension period. No

coursework completed during academic suspension will be accepted for transfer credit. A maximum of two suspensions is allowed.

Academic Dismissal. After two suspensions, students who do not improve to good academic standing will be dismissed. Students dismissed for academic reasons may reapply for admission only after three academic years and will be required to demonstrate to the Admissions Committee that remedial actions have made them college-ready.

Letter of Academic Standing. Students may submit a written and signed request for a letter of academic standing. A MACC issued letter of academic standing will normally include the student's name, date of birth, program of study, enrollment status, hours attempted and earned, and academic standing. If the requested letter requires something different, this must be indicated in the student's written request.

10.6 Attendance

Students are expected to be prompt and regular in attending classes. Students who are unable to attend scheduled classes must contact the instructor with an explanatory notification of the absence. Such notice, however, does not excuse the absence, and the student must arrange with the instructor to make up work missed.

Faculty will set their attendance policies in the classroom and document them in the course syllabus, but in no case may a student miss more than the equivalent of two weeks of classes of a standard semester without a valid excuse and expect to pass a course. After two weeks of missed classes, the teacher will advise the student to withdraw. If there is not a valid reason for missing classes and the student chooses not to withdraw or the withdrawal deadline has passed, the student may receive a failing grade for the course.

Students who register for classes and cease attending without formally dropping a course or courses or without withdrawing from MACC will be charged the tuition for the course(s) and will receive a grade commensurate with the work they completed.

Students in a degree program are expected to enroll in classes each semester until all courses are completed.

10.7 Authority of Instructors

An instructor may exclude or suspend from class a student acting in a disruptive or unbecoming manner. All instances must be reported to the Dean. Repeated violations may result in permanent expulsion from and failure of the course, pending concurrence of the Academic Dean.

10.8 Classification of Students

Undergraduate students are classified according to the number of semester credit hours they have earned toward the completion of their undergraduate program or by the completion of a postsecondary degree. The classifications and corresponding credits or credentials are noted below:

Freshman	0 to 29 semester hours
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Sophomore	30 to 59 semester hours
Junior	60 to 89 semester hours
Senior	90 or more semester hours
Post baccalaureate	Baccalaureate degree

Students who are pursuing a graduate course or program are graduate students, and students who are pursuing a Continuing Education course or program are students. Neither includes additional classifications.

10.9 Credit (Resident)

Change of Credit. If students seek to change the credit level of a course for which they are enrolled, they should follow the Drop and Add Procedures (see section 7.2 *Registration*).

Credit Level Change Petition. If students seek to change the credit level of a course from graduate to undergraduate for a course that they have already completed, they must submit a petition to the Academic Dean. The petition form is available at www.maccsa.org or at the Registrar's Office.

Repeated Courses. When a course is repeated, the grade of the last completed course is the final grade. Only MACC courses can replace courses previously taken at MACC, and MACC courses may be repeated only once. To qualify as a repeated course, the course number and the type of credit must be exactly the same.

Audit. With the permission of the Academic Dean, MACC students and applicants may register as auditors. Students must follow the correct procedures for admission (see section 5 *Admission*) and for registration (see section 7 *Registration*). Persons wanting only to audit should apply for visiting student status. Audits are not allowed for Supervised Field Education classes, tutorials, or similar courses.

Auditors are expected to attend all lecture classes and to keep up with the assigned readings. Auditors do not submit papers or take exams. Auditors may participate in class discussions at the discretion of the instructor.

Courses taken for audit cannot be counted for credit later. Credits and grades are not assigned. Audited courses are registered as AU in the student's record and do not fulfill degree requirements. The fee for an audited course is different from a course that is taken for credit (see section 8 *Finance*).

Credit by Exam. Only students enrolled in a degree program or the Certificate of Pre-Theology program at MACC are eligible to apply for credit by exam for required courses. Students must submit a Credit by Exam form. The form requires the approval of the faculty member who will administer the exam and the Academic Dean, and is available in the Registrar's Office and at www.maccsa.org.

To obtain credit for a course by exam, the student must score a minimum grade of B (3.00) on the exam on the first attempt. Additional attempts for the same course are not permitted.

Successful attempts are registered as Credit by Exam in the student's record, not as completed courses. The maximum credits by exam accepted toward degree requirements are 15 hours for a 124-hour BA program and 6 hours for all other programs. The fee for a credit by exam is different from a course that is taken for credit (see section 8 *Finance*).

10.10 Credit (Transfer)

Transfer credit may be applied to an undergraduate or graduate program as follows:

Petition. The applicant initiates the request of transfer credit toward the completion of a degree by submitting the form found at www.maccsa.org, in the Registrar's Office, or with the academic advisor.

Deadline. The petition must be submitted before or during the initial appointment for academic advising.

Concurrent Enrollment. If students who have been actively enrolled at MACC wish to complete a course at another institution to transfer the credit toward the completion of their degree, they must secure an approved petition from their academic advisor before registering for the course.

Syllabus. The petition should include a copy of the syllabus for each petitioned course.

Credit. All credits are accepted as semester credits. If credit is in quarter credits, for example, it will be converted to semester credits.

Level. All credits are transferred at the level they were completed. Undergraduate credit, for example, will never apply as graduate credit.

Eligibility. Only the credits that meet the following eligibility requirements should be petitioned for transfer.

Accredited. The transfer institution must be accredited by a recognized accrediting association or the equivalent for non-US academic institutions (this will usually be determined by the credential evaluation service). Pontifical and other Catholic ecclesial institutions of higher education will generally be recognized as accredited.

Applicable. The course must be applicable to a current MACC undergraduate/graduate program.

Official Passing Grade. The course for which the student seeks transfer credit must be included on an official transcript or evaluation in his/her MACC education record with a grade of C (2.00) or better.

Credit. Although a minimum grade is required, the transfer grade is not reflected in the student's GPA at MACC, and the grade is also excluded from MACC's transcript.

Additional Limitations. The maximum number of transfer credits is noted below by credit type:

Community College Credit: 54 semester credit hours.

Total Credits: 60 semester credit hours.

Approval. A copy of the approved petition is sent to the student for verification of the transfer.

10.11 Degree Plans

The degree plan, which is based on the curriculum in effect at the time of the student's matriculation, identifies all of the courses and requirements for the student's academic program(s). The degree plan is issued by the Registrar and recorded in the student's education record. It is the responsibility of the student, in conversation with his/her assigned advisor, to keep the degree plan current.

10.12 Enrollment Status

The official enrollment count is taken on the twelfth class day each semester (Fall and Spring) and on the fourth class day in the Summer session. A student's enrollment status is determined by the number of credit hours for which he/she is registered, excluding audits and credits by exam (see section 10.7 *Credit (Resident)* and section 10.23 *Maximum Course Load* for additional information).

Enrollment Status	Undergraduate		Graduate	
	Min	Max	Min	Max
Full-Time (FT)	12	21	9	18
Three-Quarter-Time (3T)	9	11	6	8
Half-Time (HT)	6	8	3	5
Part-Time (PT)	1	5	1	2

Enrollment Verification. Forms to request enrollment verification are available at www.maccsa.org and at the Registrar's Office. Enrollment verifications are not issued before the official enrollment count is taken during an active semester or session (see section 8 *Finance* for applicable fee).

10.13 Grades

Grade	Description	Numerical Value	Quality Points
A	Outstanding	95 and above	4.00
A-	Excellent	90 to 94	3.67
B+	Very High	87 to 89	3.33

B	High	84	to	86	3.00
B-	Good	80	to	83	2.67
C+	Satisfactory	77	to	79	2.33
C	Average	74	to	76	2.00
C-	Below Average	70	to	73	1.67
D	Poor	60	to	69	1.00
F	Failure	59	or lower		0.00
AU	Audit			none	none
CR	Credit			none	none
W	Withdrawal			none	none
I	Incomplete			none	none

Scale. MACC uses a 4.0 grading scale as noted above.

Audit or Credit. See section 10.7 *Credit (Resident)* and section 10.10 *Credit (Transfer)*

Withdrawal. See section 7.2 *Registration, Changes to Registration*.

Incomplete. An instructor may grant an incomplete (I) grade. When a grade of I is assigned, it is the student's responsibility to complete the course requirements before the fourth week of the following semester to ensure that the instructor is able to report the change of grade to the Registrar's Office on or before noon at the end of the fourth week of the semester. When an incomplete grade is not resolved by the deadline, it automatically becomes a grade of F.

10.14 Grade Disputes

Students who believe a final course grade has been awarded in error should first consult with the course instructor. If students are not able to satisfactorily resolve the matter, they may follow the grievance procedures outlined in the Student Handbook. A grade dispute must be raised within one calendar year of the final grade posting to be considered for change.

10.15 Grade Point Average

The grade point average is calculated by multiplying the semester credit hours in each qualifying course by the quality points earned for that course and adding together these products for the individual courses taken in a semester. The sum is then divided by the total qualifying semester hours to arrive at the semester grade point average (GPA).

Exclusions to GPA Calculation. Grades for remedial, developmental, orientation, and transfer courses as well as credits by exam are excluded from the grade point average. See *Repeated Courses* in section 10.7 *Credit (Resident)* for additional information on how to calculate the GPA when repeated courses are included.

Example:

ENGL 1301	3	A	= 3 x 4.00	= 12.00
HIST 2311	3	C	= 3 x 2.00	= 6.00
PHIL 0300	3	A		= excluded from GPA
THEO 1210	2	B+	= 2 x 3.33	= 6.66
THEO 1241	2	A-	= 2 x 3.67	= 7.34
Total Quality Points			= 2 x 3.67	= 32.00
Total Qualifying Semester Hours				= 10
Grade Point Average				= 3.20

10.16 Grading Rubric

MACC considers it important for students to know what is expected of them and how these expectations translate into grades. Therefore, MACC employs a grading rubric that our faculty will employ in determining students' grades for each class. The rubric for the class will be listed in the course syllabus.

10.17 Graduation

Formal graduation ceremonies will be held at the close of each Spring semester on the date printed in the Academic Calendar.

Degrees and certificates will be conferred every semester, but diplomas and certificates will be issued only after each Spring graduation ceremony. If students finish all coursework in Summer or Fall and require verification of completion of studies, they may request a transcript (see section 10.25 *Transcripts and Grade Reports*).

Candidates for graduation should follow the following procedures:

Audits for Graduation. Students should review their academic degree plan with their academic advisor during registration for the first semester of the junior year to begin an initial audit for graduation. This early audit provides two Fall and two Spring semester opportunities to make up any missed requirements. Students must submit a request for the initial audit along with the degree plan results to the Registrar as soon as possible after this registration session but before the first class day of his/her first junior-year semester. The initial audit will normally be completed within 14 business days of receiving an audit request. A final graduation audit should be requested after early registration for but before the beginning of the final senior semester, following the same procedures as for the initial audit.

Application for Graduation. Students should complete an application for graduation the semester before their anticipated semester of graduation. The application should be submitted to the Registrar.

Application Fee. Fees are required to cover the cost of items associated with commencement and the diploma (see section 8.2 *Tuition, Fees, and Deposits*).

Candidacy for Graduation. A student's candidacy for graduation is validated after the twelfth class day of the student's anticipated semester of graduation.

Disqualification of Candidacy. If a student is found to be ineligible for graduation for any reason, the Registrar will provide written notification of the reasons for ineligibility and the steps needed to reinstate the graduation process.

Diploma/Certificate. Only one diploma/certificate is issued to each qualifying candidate for graduation. Students may request a replacement as indicated below.

Replacement Diploma. Alumni who require a replacement diploma must submit a written and signed request along with the replacement fee (see section 8.2 *Tuition, Fees, and Deposits*) to the Registrar. The request must indicate which diploma is requested if more than one and state the reason for the replacement. All replacement diplomas will state "Replacement Diploma" along the border.

10.18 Honors

Dean's List. The following criteria describe required qualifications for the Dean's List:

Enrollment Status: Full-time enrollment.

Grades: At least 12 hours of coursework must be completed, and the final grades, excluding incompletes, must be assigned by the grade deadline as noted in the Academic Calendar.

GPA: The semester GPA must be a minimum of 3.5 for undergraduates and 4.0 for graduates.

Honors for Graduation. Graduation honors are bestowed for undergraduate students only. Students must follow the prescribed graduation procedures (see section 10.17 *Graduation*). The student's final cumulative GPA determines graduation honors as follows:

Summa Cum Laude: 3.86 to 4.00

Magna Cum Laude: 3.66 to 3.85

Cum Laude: 3.50 to 3.65

10.19 Leave of Absence

A leave of absence must be formally communicated in writing by students who wish to discontinue their enrollment for one semester but for less than one academic year. The decision to take a leave of absence should be made in consultation with the student's MACC academic advisor and the Academic Dean. The student should submit the Add/Drop form and include Leave of Absence details in the appropriate section. The form must be furnished by the student to the Registrar's office.

Students with a leave of absence that extends longer than an academic year should review section 10.20 *Returning Students*.

10.20 Maximum Course Load

Unless otherwise approved by the advisor, undergraduate students may not enroll in more than 18 hours during each Fall and Spring semester and no more than 12 hours during the Summer session. For graduate students, the limits are 12 and 6 hours, respectively.

10.21 Paper Style Guide

MACC will use the Turabian style as the preferred style guide for academic papers. Students should make themselves familiar with this style guide.

10.22 Returning Students

Students who have not attended MACC in over a year must apply for readmission according to the procedures in section 5.1 *Types of Admission, Returning Student Admission*. Any student whose program is interrupted by an absence of one year or more will be required to meet the requirements as printed in the catalog current at the time of readmission.

10.23 Semesters and Sessions

MACC operates its credit programs on a semester schedule, offering undergraduate and graduate courses during the Fall and Spring semesters and Summer session. A semester usually comprises 15 weeks of classes, and the Summer session consists of a 9-week period.

Continuing Education sessions are offered throughout the year for various courses and workshops according to the Continuing Education schedule found on the MACC website.

10.24 Standards of College Readiness

Entering freshman and transfer applicants who are seeking undergraduate admission to MACC must be well prepared to complete academic coursework by demonstrating college readiness in mathematics, reading, and writing. Readiness may be demonstrated through scores on standardized assessment instruments (SAT, ACT, and/or AccuPlacer).

Transfer students may alternatively demonstrate college readiness by transfer coursework in relevant subject areas with at least a B (3.00) (see Course Placement in the Minimum Standards Table below).

Applicants to the Continuing Education programs do not need to demonstrate college readiness for admission to any Continuing Education program and/or course.

Any enrolled student whose GPA falls below 2.33 may be required to take developmental studies courses to improve academic performance. The requisite courses will be determined by the academic advisor after consultation with the student's professors. Evidence presented to demonstrate college readiness must be no older than five years from the applicant's first semester of anticipated enrollment. The criteria for granting coursework, exemptions, and/or assessments are established in the Minimum Standards Table below:

Minimum Standards Table

SUBJECT AREA	THEA	ACCUP LACER	SAT	COM-PASS	ACT	COURSE PLACEMENT*
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Mathematics	250+	68+	470+	46+	20+	MATH 1332
Reading	230+	78+	480+	81+	18+	HIST 1301/1302; GOVT 2301/2302; COSC 1301
Writing	220+	6/60+	450+	6/60+	19+	ENGL 1301; PHIL 1301

*Includes Common Course Numbers.

THEA. The Texas Higher Education Assessment is a standardized test administered in Texas public education. Entering freshmen may report the test results to MACC on a final official high school transcript or a transfer transcript from an accredited institution.

ACCUPLACER. Prospective and returning students can report their official test scores to MACC by direct request to the College Board. The scores may also be included on an official transfer transcript from an accredited institution.

Course Placement. Students not able to demonstrate college readiness in one or more subject areas will be required to take developmental coursework. Developmental coursework must be passed with a minimum of a B (3.00). Placement in developmental math may be required for low ACCUPLACER math scores only for students enrolling in one of the 124-hour BAPM programs.

Developmental Placement Table

SUBJECT AREA	THEA	ACCUPLACER	SAT	COMPASS	ACT	COURSE PLACEMENT*
Mathematics	<249	<67	<470	<45	<20	MATH 0300 Developmental Math
Reading	<229	<77	<480	<80	<18	PHIL 0300 Critical Thinking
Writing	<219	<5/59	<450	<6/59	<19	ENGL 0300 Developmental Composition
Any area above	See above	See above	See above	See above	See above	ENGL 0305 Developmental Study Skills

Evidence of Language Proficiency.

Language Placement Tables

LEVEL	INTERMEDIATE			ADVANCED			EXIT EXAM	
	I	II	III	I	II	III	TYPE	MIN SCORE
ESL SCORE	1 - 30	31 - 41	42 - 52	53 - 63	64 - 85	86 - 94	TOEFL	71+

LEVEL	BEGINNING			INTERMEDIATE			EXIT EXAM	
	I	II	III	I	II	III		
SPANISH PLACEMENT SCORE	A - C	1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	MACC-2M	65+

10.25 Transcripts and Grade Reports

Final Grade Reports. Final grades are generally available the week after the close of the semester or session as indicated in the Academic Calendar. Grade reports are not mailed to students. Students should obtain their individual grade reports via their MACC student account.

Unofficial Transcript. Students may view their unofficial MACC undergraduate/graduate transcript via their MACC student account.

Official Transcript. Students and alumni may obtain an official transcript by submitting a Transcript Request form with the required fee (see section 8.2 *Tuition, Fees, and Deposits*) to the Registrar. The form is available at www.maccsa.org and in the Registrar's Office. Transcripts will not be released if a record is not clear of holds.

11 The MACC Community

11.1 Board of Trustees (Please revise)

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11.2 Administration

Dr. Arturo Chávez, President and CEO
Dr. Roger Enriquez, Vice-president
Dr. Miguel Bedolla, Academic Dean
Rev. Len Brown, CMF, Director of Continuing Education for Ministry
Ms. Clemencia Barrera, Director of Finance
Mrs. Olga Montellano Campos, Interim Director of Student Services and Housing
Ms. Alma Alvarado, Registrar
Ms. Juanita Garcia, Librarian

11.3 Faculty

Ávila, Carolina – Continuing Education
Miguel Bedolla, PhD, MD – General Education
Rev. Len Brown, CMF, STL – Pastoral Ministry, Language Studies, Continuing Education
Arturo Chavez, PhD – Pastoral Ministry, Scripture, Theology
John Chitakure, DMin – Theology and Pastoral Ministry
Rev. John Collet, OMI, MDiv – Theology
David Delaney, PhD – Theology, Scripture, Pastoral Ministry
Michael Dunnigan, JCL, JD – Canon Law, Theology, Pastoral Ministry
Roger Enriquez, JD – Theology, Social Justice
Rev. Agustin Estrada, STL – Theology
Ramon Figueroa, MD – Humanities, Theology
Hector Garza, MA – Humanities
Raul Garza, MA – Language Studies
Rosalinda Garza, MA – Language Studies
Laura Graham, BA – Language Studies
Rev. Arnold Ibarra, PhD – Philosophy
Rev. Jan Klak, PhD – Philosophy
Lorelle Lamascus, PhD – Philosophy
Sr. Helga Leija, IWBS, BA – Language Studies
Miryam Alejandra Lamprea, MA – General Education, Language Studies
Martín Martínez, MA – Pastoral Ministry, Continuing Education
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Steven Pokorny, MA – Theology, Scripture, Pastoral Ministry
Marco Roman, PhD – Pastoral Ministry, Theology
Jake Samour, MA – Pastoral Ministry, Theology
Ileana Schneegans, MA – Theology, Pastoral Ministry
Rev. Franz Schorp, SM, MA – Humanities (Latin)
Lillian Web MA – Language Studies

12 Course Descriptions

12.1 Course Numbering System

Courses are numbered using a four-letter prefix followed by a four-digit number. The prefixes identify the discipline area and are defined in the Course Prefixes Table below. The four-digit numbers identify credit level, credit hours, and unique course identifiers. The first digit identifies the credit level. Numbers 1–4 are used for undergraduate courses (0 for developmental and/or pre-entry level, 1 for freshman level, 2 for sophomore level, 3 for junior level, 4 for senior level), and 5 or higher identifies graduate courses. The second digit identifies the credit hours for each course, and the third and fourth numbers are unique identifiers.

A letter suffix appended to the four-digit number identifies the language in which the course is taught, reflecting MACC's bilingual/biliterate curriculum. Course numbers ending with an E indicate the course is taught in English, and those ending in an S indicate Spanish. Unless otherwise specified within the college course schedule and/or student transcript, all English courses are taught in English, and all Spanish courses are taught in Spanish.

The language suffix is excluded in the following course descriptions; however, the full course description is provided in the semester course schedule and on students' transcripts.

Course Prefixes Table

BIOL	Biology	PHIL	Philosophy
ENGL	English	PSTR	Pastoral Ministry
HIST	History	SOCI	Sociology
HUMN	Humanities	SPAN	Spanish
LATN	Latin	SPCH	Speech
MATH	Mathematics	THEO	Theology

Biology (BIOL)

BIOL 1310 Introduction to Human Biology

This course investigates human biology, providing an understanding of the structure and functional integration of the organism from the cells to the systems that compose the human body. Special attention will be given to the principles of Organic Control and Communication as well as Local Control and Communication (Telic Decentralization). Special attention will also be given to the genetics and the reproductive biology of the human species as well as the general notions of health and disease. The course will prepare students to critically evaluate contemporary philosophical premises about human nature that are implicit in biological thinking and medicine in order that they may engage all bioethical issues knowledgeably.

English (ENGL)

ENGL 0300 Developmental Composition

In this course, students will learn to understand writing as a process. Students will strategize, invent, produce, and publish increasingly longer and more complex types of writing. Throughout the course, students will be exposed to the most common kinds of writing errors and how to correct them in the context of their own writing. Moreover, they will learn to successfully write paragraphs, essays, and a short research paper with clear and logical expression. Students will learn the standard modes of composition, such as narrative, process, comparison and contrast, and argument. Finally, exposure to the argumentative mode and the short research paper will prepare students for the type of assignments they are most likely to encounter in their academic careers. (See section 10.24 *Standards of College Readiness* for placement information.)

ENGL 0305 Study Skills

This course is designed to help students be better prepared for academic course work. Students will be taught skills that will enable them to successfully participate in college-level work. Some of these skills include familiarization with college policies and procedures; demonstrating appropriate classroom behavior; reinforcement of Catholic values and ethics; setting goals; managing time; internalizing and contextualizing information; reading textbooks critically for improved comprehension; taking effective notes from lectures and textbooks; understanding individual learning styles; and learning to work independently; as well as cooperatively increasing academic and professional success by identifying personal strengths and weaknesses; problem-solving in a variety of contexts; improving listening and speaking skills; communicating persuasively with clear expression in diverse settings such as discussions, presentations, and writing assignments; practicing writing as a process; and acquiring the tools needed to productively research library and online resources. (See section 10.24 *Standards of College Readiness* for placement information.)

ENGL 0310 Intermediate English I (ESL)

This is an introductory course in English for nonnative speakers who have little or no background in this language. Students will focus on the elements of grammar and pronunciation, the building blocks of the language. Specifically, beginning grammar will include the simple verb forms, nouns, adjectives, prepositions, the simple present, possessives, demonstrative adjectives/pronouns, and the present progressive. Phonetic content includes activities that will enable students to practice reading and writing as well as improve pronunciation by listening to differentiation exercises; by repeating sounds, words, and sentences; and by reading targeted texts. *Prerequisite: Compass score of ## or higher.*

ENGL 0311 Intermediate English II (ESL)

This is the second course in the English series for nonnative speakers. In this course, students will begin to study formal language skills in order to be successful in college-level courses. Grammar studies will reinforce the parts of speech and verb tenses learned in English I and continue with the future, modals, count/noncount nouns, and comparison of adjectives. Basic

writing techniques will be introduced. *Prerequisite: ENGL 0310 Intermediate English I (ESL) or Compass score of ## or higher.*

ENGL 0312 Intermediate English III (ESL)

This is the third course in the English series for nonnative speakers. Students will continue to study formal reading, writing, speaking, and listening skills in order to successfully take courses taught in their second language by their junior year and to demonstrate the bilingual/biliterate graduation requirement (TOEFL). While perfect tenses, passive voice, conditionals, gerunds, infinitives, and progressive verb forms will be taught along with other essential grammatical elements, the emphasis will be on understanding grammar in the context of reading and writing. *Prerequisite: ENGL 0311 Intermediate English II (ESL) or Compass score of ## or higher.*

ENGL 0313 Advanced English I (ESL)

In this course, students will improve their formal reading and writing skills in order to be better prepared to take college-level courses in their second language and to demonstrate the bilingual/biliterate graduation requirement (TOEFL). Critical thinking skills such as comparing, contrasting, analyzing, and drawing conclusions will be practiced, with special attention given to the study of the following grammatical elements in the context of reading and writing: application of the present, past, and future tenses; modals and similar expressions; adjectives and adverbs; gerunds; and infinitives. Students will also continue to develop their academic reading, writing, speaking, and listening skills. *Prerequisite: ENGL 0312 Intermediate English III (ESL) or Compass score of ## or higher.*

ENGL 0314 Advanced English II (ESL)

In this course, students continue to study formal reading skills in order to be successful on the TOEFL test and in college-level courses. Critical thinking skills such as comparing vs. contrasting, analyzing, and drawing conclusions will be practiced, with special attention given to the study of grammar in context. Academic reading, writing, speaking, and listening skills will be emphasized. *Prerequisite: ENGL 0313 Advanced English I (ESL) or Compass score of ## or higher.*

ENGL 0315 Advanced English III (ESL)

This is the most advanced academic-year course in the language series. All prior language courses will be a prerequisite for this course in which students will be studying skills at TOEFL test levels of writing, reading, listening, speaking, and understanding grammar in context. The focus of instruction will be on the academic aspects of language. *Prerequisite: ENGL 0314 Advanced English II (ESL) or Compass score of ## or higher.*

ENGL 0420 English Intensive Lab I (ESL)

This is a nine-week, all-day intensive laboratory that meets in the summer. Grammar will be taught in the context of reading and writing. The purpose of the Lab is to give students an immersive experience in their second language in order to develop the speaking, listening, reading, and writing skills that will be required for ENGL 0312 Intermediate English III (ESL)

with the aim of being ready to take classes taught completely in the second language by the start of the junior year. (See section 8.2 *Tuition, Fees, and Deposits* for course pricing.)

ENGL 0421 English Intensive Lab II

This is the second nine-week, all-day intensive laboratory that meets in the summer. Its purpose is to give students an immersive experience in their second language in order to develop the speaking, listening, reading, and writing skills that will be required in order to be ready to take classes in the second language by the start of their junior year and to demonstrate the bilingual/biliterate graduation requirement of passing the TOEFL. Students will further develop academic writing skills and take the TOEFL preparation course. (See section 8.2 *Tuition, Fees, and Deposits* for course pricing.)

ENGL 2134 Academic Language Studies: Listening, Speaking, Pronunciation

This course engages and challenges students to communicate at a high level of academic language. Discussions with native speakers of the target language will be part of the course, as well as listening to recordings of native speakers using various accents and dialects. The course focuses on developing a wide range of verbal and listening skills – reading aloud, storytelling, and making of informative presentations. The course will review grammar usage, phonetics, and tone in oral communication.

ENGL 2136 Academic Language Studies: Grammar, Reading, and Writing

This course continues the study of grammar from the high intermediate level, further examining the subjunctive mood, direct and indirect pronouns, and uses of the present perfect, past and imperfect tenses. Students will be expected to read and discuss literary passages on an advanced level, as well as produce short written compositions incorporating the grammar presented in class.

ENGL 3143 Advanced Language Studies: Listening, Speaking, Pronunciation

This course builds upon the high intermediate listening, speaking, and pronunciation class and will further hone the skills needed for effective listening and pronunciation. Students will continue to listen to recordings and to native speakers of the target language using a variety of dialects and accents, and they will learn to respond quickly to rapid conversations using correct grammar and pronunciation. Students will also give presentations in the target language.

ENGL 3145 Advanced Language Studies – Grammar, Reading, and Writing

This class covers an extensive review of complex grammatical structures and building advanced academic vocabulary in the target language. Advanced writing skills and the basics of punctuation and accentuation will be reviewed. Students will produce and edit advanced academic compositions. The course will include readings from classical works of literature as well as more technical writing. Students will critically analyze the grammatical structures of what they read and write.

ENGL 1350 Composition

This is a writing-intensive course that focuses on numerous rhetorical modes to develop well-written compositions. Students will learn to write different types of essays and will be introduced to creative, academic, and business writing with an emphasis on grammar and syntax. The course will develop the student's ability to write clear thesis statements for academic writing and logical defense of the thesis through convincing arguments. [TCCNS equivalent ENGL 1301]

ENGL 1352 Research and Rhetoric

This course develops students' ability to communicate clearly and effectively through the writing of argumentative essays and the presentation of a major research project. Students will further learn to recognize and apply the principles of rhetoric and logic in a variety of written contexts. Topics include but are not limited to the critical analysis of expository prose and literature; the use of critical thinking to enhance communication; the employment of style, tone, and credibility in the writing process; and the identification of the norms and protocols of academic discourse and research. *Prerequisite: ENGL 1350 Composition.*

ENGL 2361 Literature I

This course is an introduction to literary analysis and examines classic works of literature from Spain, England, and the United States. Students will read a range of literature, including poetry and religious writings. Students will practice critical analysis through discussion, reports, and examinations. Students will explore a variety of literary forms, including drama, short fiction, and poetry. Class discussions will engage ongoing, scholarly conversations about particular themes, ideas, and representations of reality developed throughout assigned works. Our goal, through class discussion and extensive writing about literature, is to increase our collective understanding and appreciation of literary interpretation and analysis.

ENGL 3363 Literature II

This course is a survey of modern British, American, Spanish, and Latin American classical works of literature. Special emphasis will be placed on Catholic-influenced literary works, as well as some contemporary Catholic works. Students will read a range of literature, including poetry and religious writings. Students will practice critical analysis through discussion, reports, and examinations. Students will explore a variety of literary forms, including drama, short fiction, and poetry. Class discussions will engage ongoing, scholarly conversations about particular themes, ideas, and representations of reality developed throughout assigned works. *Prerequisite: ENGL 2361 Literature I.*

ENGL 4280 Introduction to Literature in a Second Language

This course is an introduction to common literary genres, with special emphasis on the short story, drama, and poetry from the perspective of a second language. Students will practice techniques for improving reading comprehension, as well as learn how to write critical essays about literature in their second language. Reading level and rigor of assignments will gradually increase over the length of the course. Students will apply critical thinking to the processes of reading, writing, and speaking.

ENGL 4370 Composition in a Second Language I

This is a writing-intensive course. Students will practice a variety of writing techniques in their second language. In addition to improving the craft of essay writing, students will also learn to keep a journal and a commonplace book and to produce original works of creative fiction and nonfiction. Students will also explore art, film, and music through their writing assignments. Students will be required to work collaboratively and individually on a series of presentations and research projects. At the end of the course, students will be able to think more critically and imaginatively about the writing process in their second language.

ENGL 4371 Composition in a Second Language II

??? This is a writing-intensive course. Students will practice a variety of writing techniques in their second language. In addition to improving the craft of essay writing, students will also learn to keep a journal and a commonplace book and to produce original works of creative fiction and nonfiction. Students will also explore art, film, and music through their writing assignments. Students will be required to work collaboratively and individually on a series of presentations and research projects. At the end of the course, students will be able to think more critically and imaginatively about the writing process in their second language.

History (HIST)

HIST 1320 History of Western Civilizations

This course surveys the civilizations of Ancient Mesopotamia 4,000 years before Christ to classical Greece and Rome, Judaism, and Christianity, and their impact on the formation of Western civilization to the present.

HIST 1352 History of the Catholic Church in the U.S.

This course presents a survey of the history of the Catholic Church in the United States beginning with the arrival of Spanish missionaries in the Southwest. The course will then summarize key historical events in U.S. history – e.g., the American Revolution, the Civil War, immigration, Westward expansion, the Industrial Revolution, and the two World Wars – and how these shaped the development of the Church in the U.S. The second part of the course will focus on the influence of modernity, Vatican II, and immigration on the Catholic Church in the U.S.

HIST 1354 History of the Catholic Evangelization of the Americas

This course presents a broad history of the Catholic Church in Latin America from the late 15th century to the present, i.e., European conquest, colonization, mestizaje, independence movements, postcolonialism, modern industrialization, and U.S. expansionism. The historical context will highlight the cultural, political, and social implications of evangelization. The course will particularly examine the early missionary efforts and influence of the religious orders.

HIST 3360 Selected Topics in History

This course will investigate an issue or topic of interest in the field of history, especially as it relates to the development of the Catholic Church in the Americas, the Hispanic presence in the U.S., and religious movements for social change. Topics may vary each semester.

Humanities (HUMN)

HUMN 1372 History of Religious Art in Latin America

This course examines the aesthetics and major themes of religious art in the Americas and how these reflect the history, culture, and beliefs of Catholics and of religious movements in society. Students will examine how the Christian faith is interpreted through religious art throughout the history of the Americas. Particular focus is on how missionaries used sacred art and architecture to evangelize and catechize.

HUMN 1374 The Roots of Hispanic Catholic Tradition in Literature and Art

Spain is one of the best historical examples of how three major religions – Christianity, Judaism, and Islam – coexisted and exchanged cultural ideas and aesthetics for over 800 years. Students will learn how this intercultural exchange led to conflict and harmony through the unique art, music, and literature of Spain during the Renaissance and into the colonization of Latin America.

HUMN 3340 Classical Literature I

This course will primarily be a survey of classical literary works of the Western tradition, beginning with Homer and the major Greek playwrights and writers, through Virgil and other significant Roman contributors, ending with Dante. Students will explore how the intersection of history, culture, and literary movements are meditated in these English classical literary works, selectively represented from different countries around the world. A historical approach will integrate social and cultural analysis of literature. Students will read a range of literature, including poetry and religious writings, in order to critically analyze and discuss in the context of the Catholic faith.

HUMN 3341 Classical Literature II

This course is a continuation of HUMN 3340 Classical Literature I. Starting with *Beowulf*; through Chaucer, Cervantes, and Shakespeare; and ending with Milton, students will explore how the intersection of history, culture, and literary movements are meditated in these classical literary works, selectively represented from different countries around the world. A historical approach will integrate social and cultural analysis of literature. Students will read a range of literature, including poetry and religious writings, in order to critically analyze and discuss in the context of the Catholic faith.

HUMN 3370 Selected Topics in Humanities

This course will offer students the opportunity to explore a topic of special interest in the field of humanities, especially as it relates to Latino art, music, drama and literature; the relationship between art and cultural identity; and sacred art.

Latin (LATN)

LATN 1301 Latin I

This course introduces the fundamental morphology, vocabulary, pronunciation, and grammar of the Latin language and develops the skills necessary for the reading of easy prose. Students will read short selections from classical and ecclesiastical authors, as well as from the Vulgate.

LATN 1302 Latin II

This course continues the reading, writing, pronunciation, and grammar begun in LATN 1301E/S. Students are expected to acquire a substantial amount of vocabulary and to begin to deal with more advanced grammar. The student will also learn about the changes that occurred in Late Latin and Ecclesiastical Latin. *Prerequisite: LATN 1301.*

Mathematics (MATH)

MATH 0300 Developmental Math

This course is a study of basic mathematics principles and fundamental concepts. Topics include performing basic arithmetic operations on integers, fractions, and decimals; performing calculations involving exponents and order of operations; solving application problems involving proportions, percents, and fractions; solving word problems; simplifying algebraic expressions and solving linear equations; application problems involving linear models; applying rules of exponents; calculations involving scientific notation and operations on polynomials; and strategizing creative solutions to practical math problems. (See section 10.24 *Standards of College Readiness* for placement information.)

MATH 2310 College Math

This course is designed for Pastoral Ministry majors who need basic college math skills but do not require advanced math. The course includes an introduction to set theory, logic, number systems, number theory, probability, statistics, graphing, and linear programming. It will review the ancient thinkers' development of these concepts in such a way as to illustrate the integral nature of knowledge and provide more insight into the meaning and significance of math than simply the technical application of math skills. [TCCNS equivalent: MATH 1332]

Philosophy (PHIL)

PHIL 0300 Critical Thinking

This course examines the relationship between language, thought, and reality, and is intended for students in need of formal instruction in the understanding and application of critical thinking skills within an academic environment. Through the study of the acts of knowing and their relationship to language and reasoning, students will be introduced to an integral view of knowledge that presents critical thinking skills within the broader context of human knowledge and experience. The work of this course will require students to apply critical thinking skills in a variety of contexts, encourage them to understand these skills as applicable across academic disciplines, and assist them in acquiring a habit of thinking that informs their action and thought in all aspects of life. (See 10.24 *Standards of College Readiness* for placement information.)

PHIL 1310 Philosophy in the Catholic Tradition

This is an introductory course to Catholic philosophy. It will deal with the principal issues concerning the nature of philosophy. It will then consider its divisions in order to provide the student a general philosophical perspective on diverse philosophical issues. Finally, it will give special attention to the relationship between reason and faith and to the relevancy of philosophy in theological studies. This course is a prerequisite to further studies in philosophy.

PHIL 1311 Classical Logic

This course will focus on classical logic. It will consider the basic concepts in logic in light of metaphysical principles. It will examine the three basic acts of the human mind and their respective mental products; namely, simple apprehension – concepts; judging – judgments; and reasoning – arguments. The course is designed to help the student to become a clearer thinker in order to present, discuss, and defend the truth of the faith. *Prerequisite: PHIL 1310 Philosophy in the Catholic Tradition* [TCCNS equivalent PHIL 2303].

PHIL 2321 Ancient Philosophy

Beginning with Thales and ending with Plotinus, this course presents the major philosophers of ancient Greece and Rome with special emphasis on their metaphysics, view of the human person and human knowledge ethics, and the nature and existence of God. The course examines the influence of these thinkers on later philosophers and on Christian theology. *Prerequisite: PHIL 1310 Philosophy in the Catholic Tradition.*

PHIL 2323 Medieval Philosophy

This course studies major Western philosophical thinkers from the 5th through the 14th centuries. The neo-Platonic metaphysics of St. Augustine and the synthesis of St. Thomas Aquinas will be studied, as well as the Jewish and Arab thinkers who influenced them. Major themes will be their views of being, the human person, human knowledge, morality, and God.

PHIL 2342 Philosophy of Nature and Being

This course will discuss philosophical reflection on nature, covering fundamental principles such as substance and accident, form and matter, and causality and motion. These topics will

provide the student with a good foundation for the second part of the course, which will deal with the study of being as being. The second part of the course will offer a general introduction to metaphysics, focusing on the transcendental aspects of being. *Prerequisite: PHIL 1310 Philosophy in the Catholic Tradition.*

PHIL 3325 Modern Philosophy

This course introduces the student to the central European philosophers from the 16th through the early 19th centuries with emphasis on their theories of knowledge and the justification of belief. Both continental rationalists and British empiricists will be studied, with attention to some influential metaphysical and ethical positions of particular relevance to Christian theology. *Prerequisite: PHIL 2323 Medieval Philosophy.*

PHIL 3327 Contemporary Philosophy

This course will study major schools of 20th-century philosophy such as existentialism, Marxism, logical positivism, process philosophy, phenomenology, and structuralism. Enduring and influential themes will be identified and critiqued. *Prerequisite: PHIL 3325 Modern Philosophy.*

PHIL 3375 Philosophical Anthropology

This course will delve into what it means to be human according to several philosophical theories. Topics discussed include personal identity, consciousness, emotions, death, immortality, freedom, determinism, and cybernetics. *Prerequisites: PHIL 1310 Philosophy in the Catholic Tradition and 2342 Philosophy of Nature and Being.*

PHIL 3380 Selected Topics in Philosophy

This course will investigate selected topics in philosophy and their relationship to theology and culture. *Prerequisite: PHIL 1310 Philosophy in the Catholic Tradition.*

PHIL 3384 Epistemology

This course examines knowledge from the realist perspective, which shows that the notion of being, without which nothing can be known, is the principle of all knowledge. This course considers knowledge in the light of metaphysical and anthropological principles given that knowledge is always “of someone” and “of something.” *Prerequisites: PHIL 1310 Philosophy in the Catholic Tradition, 2342 Philosophy of Nature and Being, and 3375 Philosophical Anthropology.*

PHIL 4212 Philosophical Roots of U.S. Hispanic Culture

This course is a study of views of self and society in works of contemporary Hispanic philosophers and literary authors. *Prerequisite: PHIL 1310 Philosophy in the Catholic Tradition.*

PHIL 4314 Philosophy and Religion in Latin America

This course draws from history and anthropology to trace the European and indigenous roots of unique Latin American expression of philosophy and theology. This course will particularly focus on how philosophy influenced the development of the Roman Catholic Church in Latin

America and how it continues to shape Latino cultures today. *Prerequisite: PHIL 1310 Philosophy in the Catholic Tradition.*

PHIL 4363 Natural Theology

Natural theology (or theodicy) is that part of philosophy that studies God and the attributes of God in the light of reason. This course will examine the existence of God by way of cosmological and ontological arguments. It will consider some classical demonstrations of the existence of God with a special emphasis on the five ways of St. Thomas Aquinas. The course will end by examining God's essence and divine operations. *Prerequisites: PHIL 1310 Philosophy in the Catholic Tradition, 2342 Philosophy of Nature and Being, and 4386 Philosophical Ethics.*

PHIL 4382 Hermeneutics

This course will provide an overview and initial exploration of the history, ideas, methods, names, and current concerns within the field of philosophical hermeneutics. It distinguishes itself from strict Biblical hermeneutics or theological hermeneutics by the fact that it seeks to give an answer to the specifically philosophical questions in American and continental contemporary philosophy. The course will present philosophical hermeneutics as the constructive foundation for the humanities and social sciences. *Prerequisite: PHIL 1310 Philosophy in the Catholic Tradition.*

PHIL 4386 Philosophical Ethics

This course introduces the student to the nature of the moral act and of moral knowledge. It studies current major ethical theories and assesses their strengths and weaknesses. Particular attention is given to the ethics of St. Thomas Aquinas and its relevance for making decisions on contemporary issues. Among the topics studied are conscience, rights, virtue, natural law, and justice. *Prerequisites: PHIL 1310 Philosophy in the Catholic Tradition and 3384 Epistemology.*

Pastoral Ministry (PSTR)

PSTR 1350 Foundations of Evangelization and Catechesis

This class will provide an extensive survey of the Church's evangelical and catechetical tradition by examining the numerous national and universal ecclesial documents. Emphasis will be given to both the National Directory for Catechesis and the General Directory for Catechesis. Special attention will be paid to considerations for Hispanic and multicultural communities.

PSTR 1372 Cross-Cultural Competencies for Pastoral Ministry

This course explores differences in cultural values, attitudes, perceptions of power, and communication dynamics. Students identify and evaluate the conscious and unconscious values and attitudes that affect their ability to relate to and work with people of various cultures. This course also helps leaders develop a better understanding of racism and how it is built by

systems of power that give privilege to certain cultural groups at the expense of others. The course uses both theoretical and experiential methods for students to examine how racism has affected them personally and how communities can work for systemic change.

PSTR 2322 Faith Development and Catechesis in a Multicultural Context

This course will examine theories of human development (e.g., Erickson and Maslow) to better understand how cultural values and beliefs are transmitted throughout the life cycle. This will serve as a context for exploring ways to guide children, teens, and adults in faith formation and catechesis. Students will learn the importance of a holistic approach to catechesis that builds on cultural values congruent with the Gospel. The course will offer various models for family-centered and multigenerational catechesis that are culturally relevant and consistent with Church teachings.

PSTR 2352 Catechetical Content, Methods, and Curriculum

This course explores the essential Trinitarian Christ-centricity of an adequate catechesis. It examines the deposit of faith as presented in the *Catechism of the Catholic Church* as the foundation for a comprehensive, integral, and complete content of the Christian catechesis. The content of faith will be examined in relationship to diverse catechetical pedagogical methods, practices, and pastoral circumstances. Attention will be given to cultural considerations for the culture(s) to be evangelized and catechized.

PSTR 2354 The Baptismal Catechumenate (RCIA) and Catholic Formation

This course will explore the RCIA in light of the General Directory for Catechesis's assertion that the "Baptismal Catechumenate is the model for all catechesis" (GDC 59, 90–91). It will entail an in-depth study of the Rite of Christian Initiation of Adults (RCIA) while at the same time attending to catechumenal style formation as an effective model for comprehensive Christian formation. Considerations for RCIA in Hispanic and multicultural communities will be emphasized. *Prerequisite: THEO 3382 Sacramental Theology: The Faith Celebrated.*

PSTR 2373 Hispanic Ministry in the 21st Century

This is an introduction to Hispanic Ministry. It provides a sweeping overview of the culture, history, and faith expressions of Mexican Americans. The course's specific focus on the Mexican American experience is not exclusive; rather, it provides a comprehensive framework that can be used as a pattern for understanding other cultures, especially other Hispanic cultures. The course deepens appreciation of the multicultural diversity in society and guides students through a process of understanding the opportunities, challenges, priorities, and complexities of Hispanic Ministry today and its future directions. (An extra fee applies for this course.)

PSTR 3140 Liturgical Leadership and Public Prayer

This workshop is especially designed to prepare lay ministers to confidently lead public prayer by teaching the liturgical norms, principles, and fundamental patterns of various Catholic liturgies such as communion services and devotions/rituals that are especially important to various Hispanic groups.

PSTR 3250 Health and Wholeness for Ministry

This course teaches the fundamental principles of physical, mental, emotional, and spiritual health. The course helps students develop a personal plan for whole person health that includes the following: healthy eating, exercise, time for meaningful relationships, prayer, and spiritual direction. The course also introduces students to culturally relevant models for promoting holistic health and disease prevention among Hispanics and other multicultural communities.

PSTR 3330 Canon Law for Ministry in Multicultural Communities

This course will provide an overview of the current Code of Canon Law, a summary of its historical development, and the reforms of Vatican II. Specific topics can include the following: the corporate status of the parish, church property, contracts and marriage, divorce, child abuse matters, clergy and parish staff malpractice, and confidentiality issues. Students will analyze these legal issues in the context of multicultural settings where differences in power perceptions and communication styles can create challenges for effective pastoral action. Students will learn strategies for intercultural communication and conflict resolution. *Prerequisite: PSTR 1372 Cross-Cultural Competencies for Pastoral Ministry*

PSTR 3356 Family, Culture, and Catechesis

This course will examine, from a pastoral-theological perspective, many contemporary formational themes addressed in the universal and national catechetical directories. These critical themes will be examined in relationship to the successful implementation of diverse parish formational activities. Issues addressed will include catechesis in Hispanic and multicultural communities, media and catechesis, contemporary ideologies and social trends influencing the Church's mission, catechesis in a pluralistic and religiously diverse society, family-based and whole community catechesis, home schooling and the role of the parish in preparation for the Sacraments of Infant Baptism, First Reconciliation, First Holy Communion, and Marriage.

PSTR 3358 Youth and Young Adult Ministry

This course looks at the special needs and challenges for catechizing youth and young adults, especially Hispanics, who are now the majority of Catholics under the age of 18. Rooted in the Church's framework for a comprehensive ministry to youth ("Renewing the Vision"), the course introduces models and methods for age-appropriate catechesis, leadership formation, and pastoral care. The course helps students evaluate various initiatives, programs, and movements for youth and young adult ministry in light of the Church's teachings and guidelines for integral faith formation and vocational discernment. The challenges and opportunities articulated in the Church's documents on Hispanic Ministry help guide the student to formulate pastoral plans that are timely and relevant to the realities of Latino youths and young adults living in an era of great technological and social change. The course provides concrete strategies that recognize the challenges without subsidizing the problems or harming the completeness and fidelity of the Gospel.

PSTR 3360 Selected Topics in Pastoral Studies

These will be offered through special workshops that address the needs and priorities of leaders in Hispanic and multicultural ministry.

PSTR 3374 Stewardship and Financial Management for Catholic Leaders

This course will teach the essential skills for being a good steward of financial resources in Church and other nonprofit organizations. Biblical principles for stewardship will help to guide students in developing skills for strategic planning, budgeting, basic financial management, and resource development. The course will provide a framework for developing policies and procedures for financial accountability to congregations and other stakeholders. Students will also learn about different cultural beliefs and norms regarding finances and how to create a plan for stewardship that is culturally relevant, especially in Hispanic settings.

PSTR 4242 Liturgical and Sacred Music

In this course, students will explore the principal characteristics of liturgical music and why it is “a necessary part of the solemn liturgy.” They will examine the anthropological, theological, and pastoral points of view of the theology of sacred music that have developed in the Church since the earliest Christian liturgies. They will examine particularly some compositions in vernacular languages since Vatican II and their appropriate use in liturgical ceremonies.

Prerequisite: THEO 1310 Introduction to Theology and Biblical Studies.

PSTR 4312 Sacred Art and Architecture

Liturgical art and architecture are of primary importance in the symbolic expression of religion and rite. This course will explore the importance of sacred art and architecture in the context of a proper understanding of Catholic worship. It will examine the Church’s classical inheritance, ritual anthropology, and theories of symbol and language. It will survey the tradition of Catholic architecture through the centuries, the effects of modernism and postmodernism on Catholic art and architecture, and a contemporary movement toward reintegration of tradition in new design. It will look at styles, types, and meanings in sacred art and architecture, including developments and movements of the 20th century. Theological and philosophical meanings associated with architecture will be discussed by means of examples from the history of architecture, particularly the truths to which the building and its features point. Special attention will be paid to Hispanic art and architecture in Latin America and the southern missions of the United States.

PSTR 4351 History of the Catholic Church

This course introduces students to the major historical events in the evolution of the Roman Catholic Church beginning with Constantine and ending with the Council of Trent. It contextualizes these events within a broad review of Western history. Students will understand how history relates to the present state of the Church and its relationship to society.

PSTR 4354 Sickness, Death, and Healing in Latino Cultures

This course will explore the implications of culture in a clinical pastoral setting, especially in reference to Latino cultural patterns and beliefs about illness, suffering, healing, and death.

Students will learn about popular religious devotions associated with illness and death. They will also learn about *curanderismo* and other cultural phenomena associated with the healing arts. The course will also teach about the particular rituals and cultural expectations Latinos may have when there is sickness or death in the family.

PSTR 4376 Latino Youth and Young Adult Ministry

This course is an introduction to youth and young adult ministry in Hispanic communities. The course teaches the Church's pastoral guidelines for implementing a holistic ministry that invites young Latinos to Christian discipleship, responds to their developmental and social needs, involves the whole community, respects and builds on cultural values, and provides support to youth at risk. Current issues and trends in youth ministry will shape the content of this course each semester.

PSTR 4378 Ethics and Accountability for Catholic Leaders

This course will teach ethical principles for accountability and responsibility in all areas of ministerial leadership. These can guide discernment and action for effective leadership in Catholic institutions. Students will learn the methodology of Christian ethical discernment and the historical development of ethical teachings in the Roman Catholic tradition. The course will also focus on how secularism and diverse cultural norms can create ethical dilemmas for Catholic leaders. The course will define fundamental standards and contextual variables that influence ethical decision making.

PSTR 4380 Supervised Field Education

In this course, the student will develop an awareness of the process of learning through supervision and theological reflection while having hands-on ministry experiences. The student will be required to be in a supervised ministry position in which theological reflection on the pastoral experiences takes place with a ministry supervisor and with peer reflection groups.

PSTR 4382 Management and Human Resources for Catholic Leaders

This course is an introduction to effective ways of managing employees and volunteers in complex organizations such as parishes and schools. Using Biblical principles for servant leadership, the course aims to teach basic theories of management and human resources from applicable business models. Students will learn basic principles for recruiting, interviewing, training, and managing staff and volunteers. The course will also highlight practical solutions to problem solving in areas of conflict resolution in culturally diverse settings.

PSTR 7254 The Baptismal Catechumenate (RCIA) and Catholic Formation

This course will explore the RCIA in light of the General Directory for Catechesis's assertion that the "Baptismal Catechumenate is the model for all catechesis" (GDC 59, 90–91). It will entail an in-depth study of the Rite of Christian Initiation of Adults (RCIA) while at the same time attending to catechumenal style formation as an effective model for comprehensive Christian formation. Considerations for RCIA in Hispanic and multicultural communities will be emphasized. *Prerequisite: THEO 6340 Sacramental and Liturgical Theology.*

PSTR 7256 Family, Culture, and Catechesis

This course will examine, from a pastoral-theological perspective, many contemporary formational themes addressed in the universal and national catechetical directories. These critical themes will be examined in relationship to the successful implementation of diverse parish formational activities. Issues addressed will include catechesis in Hispanic and multicultural communities, media and catechesis, contemporary ideologies and social trends influencing the Church's mission, catechesis in a pluralistic and religiously diverse society, family-based and whole community catechesis, home schooling and the role of the parish in preparation for the Sacraments of Infant Baptism, First Reconciliation, First Holy Communion and Marriage.

PSTR 7258 Youth and Young Adult Ministry

This course looks at the special needs and challenges for catechizing youth and young adults, especially Hispanics who are now the majority of Catholics under the age of 18. Rooted in the Church's framework for a comprehensive ministry to youth ("Renewing the Vision"), the course introduces models and methods for age-appropriate catechesis, leadership formation, and pastoral care. The course helps students evaluate various initiatives, programs, and movements for youth and young adult ministry in light of the Church's teachings and guidelines for integral faith formation and vocational discernment. The challenges and opportunities articulated in the Church's documents on Hispanic Ministry help guide the student to formulate pastoral plans that are timely and relevant to the realities of Latino youths and young adults living in an era of great technological and social change. The course provides concrete strategies that recognize the challenges without subsidizing the problems or harming the completeness and fidelity of the Gospel.

PSTR 7262 Canon Law and Civil Law for Ministry

This course will provide an overview of the current Code of Canon Law, a summary of its historical development, and the reforms of Vatican II. Specific topics may include the following: the corporate status of the parish, church property, contracts and marriage, divorce, child abuse matters, clergy and parish staff malpractice, and confidentiality issues. Students will analyze these legal issues in the context of multicultural settings where differences in perceptions of authority and communication styles can create challenges for effective pastoral action. Students will learn strategies for intercultural communication and conflict resolution.

PSTR 7270 Ethics and Accountability for Catholic Leaders

This course will teach ethical principles for accountability and responsibility in all areas of ministerial leadership. These can guide discernment and action for effective leadership in Catholic institutions. Students will learn the methodology of Christian ethical discernment and the historical development of ethical teachings in the Roman Catholic tradition. The course will also focus on how secularism and diverse cultural norms can create ethical dilemmas for Catholic leaders. The course will define fundamental standards and contextual variables that influence ethical decision making. *Prerequisite: THEO 6330 Moral Theology.*

PSTR 7271 Cross-Cultural Competencies for Pastoral Ministry

This course explores differences in cultural values, attitudes, perceptions of power, and communication dynamics. Students identify and evaluate the conscious and unconscious values and attitudes that affect their ability to relate to and work with people of various cultures. This course will also help leaders develop a better understanding of racism and how it is built by systems of power that give privilege to certain cultural groups at the expense of others. The course uses both theoretical and experiential methods for students to examine how racism has affected them personally and how communities can work for systemic change.

PSTR 7272 Stewardship and Financial Management for Catholic Leaders

This course will teach the essential skills for being a good steward of financial resources in Church and other nonprofit organizations. Catholic principles for stewardship will help to guide students in developing skills for strategic planning, budgeting, basic financial management, and resource development. The course will provide a framework for developing policies and procedures for financial accountability to congregations and other stakeholders. Students will also learn about different cultural beliefs and norms regarding finances and how to create a plan for stewardship that is culturally sensitive, especially in Hispanic settings.

PSTR 7273 Hispanic Ministry in the 21st Century

This is an introduction to Hispanic Ministry. It provides a sweeping overview of the culture, history, and faith expressions of Mexican Americans. The course's specific focus on the Mexican American experience is not exclusive; rather, it provides a comprehensive framework that can be used as a pattern for understanding other cultures, especially other Hispanic cultures. The course deepens appreciation of the multicultural diversity in society and guides students through a process of understanding the opportunities, challenges, priorities, and complexities of Hispanic Ministry today and its future directions.

PSTR 7280 Introduction to Pastoral Care for Family Life Ministry

This course is designed to provide an introduction to the field of pastoral care of married couples and families. The field's historical development will also be surveyed. A theology of pastoral care will be developed in light of a complete Catholic anthropology and understanding of marriage and family. Students will develop essential leadership skills for lay ecclesial ministry and the apostolate, and an understanding of family systems theory and group ministry models. Particular consideration will be given to Hispanic culture in the U.S.

PSTR 7350 Foundations of Evangelization and Catechesis

This class will provide an extensive survey of the Church's evangelical and catechetical tradition by examining the numerous national and universal ecclesial documents. Emphasis will be given to both the National Directory for Catechesis and the General Directory for Catechesis. Special attention will be paid to considerations for Hispanic and multicultural communities.

PSTR 7352 Catechetical Content, Methods, and Curriculum

This course explores the essential Trinitarian Christ-centricity of an adequate catechesis. It examines the deposit of faith as presented in the *Catechism of the Catholic Church* as the foundation for a comprehensive, integral, and complete content of the Christian catechesis. The content of faith will be examined in relationship to diverse catechetical pedagogical methods, practices, and pastoral circumstances. Attention will be given to cultural considerations for the culture(s) to be evangelized and catechized.

PSTR 8090 Supervised Practicum: Catholic Leadership

In this course, the student will develop an awareness of the process of learning through supervision and theological reflection on hands-on experiences in ministry. The student will be required to be in a supervised ministry position in which theological reflection on the pastoral experiences takes place with a ministry supervisor and with peer reflection groups.

PSTR 8091 Supervised Practicum: Catechetics

In this course, the student will develop an awareness of the process of learning through supervision and theological reflection on hands-on experiences in ministry. The student will be required to be in a supervised ministry position in which theological reflection on the pastoral experiences takes place with a ministry supervisor and with peer reflection groups.

PSTR 8092 Supervised Practicum: MFYM I – Marriage Preparation

In this course, the student will develop an awareness of the process of learning through supervision and theological reflection on hands-on experiences in ministry. The student will be required to be in a supervised ministry position in which theological reflection on the pastoral experiences takes place with a ministry supervisor and peer reflection groups.

PSTR 8093 Supervised Practicum: MFYM II – Pastoral Care of Married Couples, Youth, and Family

In this course, the student will develop an awareness of the process of learning through supervision and theological reflection on hands-on experiences in ministry. The student will be required to be in a supervised ministry position in which theological reflection on the pastoral experiences takes place with a ministry supervisor and with peer reflection groups.

PSTR 9270 Special Topics in Pastoral Ministry

This course allows the student to investigate a specific area of pastoral ministry in more depth with the guidance of a faculty member.

Sociology (SOCI)

SOCI 1343 Introduction to Cultural Psychology

This course is an introduction to culture's influence on human behavior and mental processes. Beginning with theoretical definitions of culture, the course covers a broad range of sociological and psychological theories about the influence of culture on cognitive and relational processes. The course will particularly focus on the sociological and psychological impact of migration and cross-cultural experiences.

SOCI 3425 Cultural Patterns of U.S. Society

This course will guide students in using social theory to explore and understand various cultural patterns that define contemporary U.S. society. Drawing from history and modern mass media, students will identify and analyze social values, attitudes, mindsets, norms, and behaviors that define U.S. culture. The course will study the cultural characteristics of Native Americans, Euro-Americans, Anglo-Saxons, African Americans, Asians, Hispanics, and other groups who shape the unique identity of the United States as a pluralistic society. [General Education Capstone]

SOCI 3327 Selected Topics in Sociology

This course explores a topic of special interest in the field of sociology, especially as it relates to cultural identity, racial identity formation, and the sociology of religion.

Spanish (SPAN)

SPAN 0300 Developmental Composition

This is a writing-intensive course that focuses on numerous rhetorical modes to develop well-written compositions. Students will learn to write different types of essays and will be introduced to creative, academic, and business writing with an emphasis on grammar and syntax. The course will develop students' ability to write clear thesis statements for academic writing and logical defense of the thesis through convincing arguments.

SPAN 1305 Study Skills

This course is designed to help students be better prepared for academic coursework. Students will be taught skills that will enable them to successfully participate in college-level work. Some of these skills include familiarization with college policies and procedures; demonstrating appropriate classroom behavior; reinforcement of Catholic values and ethics; setting goals; managing time; internalizing and contextualizing information; reading textbooks critically for improved comprehension; taking effective notes from lectures and textbooks; understanding individual learning styles; and learning to work independently; as well as cooperatively increasing academic and professional success by identifying personal strengths and weaknesses; problem solving in a variety of contexts; improving listening and speaking skills; communicating persuasively with clear expression in diverse settings such as discussions,

presentations, and writing assignments; practicing writing as a process; and acquiring the tools needed to productively research library and online resources. (See section 10.24 *Standards of College Readiness* for placement information.)

SPAN 1310 Spanish I

This is an introductory course in Spanish for nonnative speakers who have little or no background in the second language. Students will focus on the elements of grammar and pronunciation, the building blocks of the language. Specifically, this course will include present tense conjugations of regular *-ar*-verbs, the Spanish alphabet, subject pronouns, gender, commands, describing people and things with noun-adjective agreement of number and gender, possessive adjectives, and negation. Phonetic content for both languages includes activities that will enable students to practice and improve pronunciation by listening to differentiation exercises; by repeating sounds, words, and sentences; and by reading targeted texts.

SPAN 1311 Spanish II

This is the second course in the Spanish series for nonnative speakers. In this course, students will begin to study formal language skills in order to be successful in college-level courses. Basic writing techniques will be introduced. The course will reinforce Spanish I concepts and continue with numbers 1–1,000; present tense conjugations of regular *-er-* and *-ir-*verbs; question formation; telling time; informal future expressions; select verbs that allow an infinitive; demonstrative adjectives; irregular verb conjugations for *hacer*, *salir*, and *jugar* with related patterns; impersonal direct object pronouns; and location or origin verbs.

SPAN 1350 Composition

This course is given only in Spanish and is identical to ENGL 1350.

SPAN 1420 Spanish Intensive Lab I

This is a nine-week, all-day intensive laboratory that meets in the Summer session. Grammar will be taught in the context of reading and writing. The purpose of the Lab is to give students an immersive experience in their second language in order to develop the speaking, listening, reading, and writing skills that will be required in SPAN 2312 Spanish III with the aim of being ready to take classes taught completely in the second language by the start of the junior year. (See section 8.2 *Tuition, Fees, and Deposits* for course pricing.)

SPAN 2134 Academic Language Studies – Listening, Speaking, Pronunciation

This course is given only in Spanish and is identical to ENGL 2134.

SPAN 2136 Academic Language Studies - Grammar, Reading, and Writing

This course is given only in Spanish and is identical to ENGL 2136.

SPAN 2312 Spanish III

This is the third course in the Spanish series for nonnative speakers. Students will continue to study formal reading, writing, speaking, and listening skills in order to successfully take courses taught in their second language by their junior year and to demonstrate the

bilingual/biliterate graduation requirement (equivalent to TOEFL in Spanish). Students will build on previous studies and continue with present tense irregular verbs, reflexives, expressions to describe states with *estar* and *tener*, indirect object pronouns, present progressive, comparisons, singular regular past tense, personal direct object, and verbs of ability, obligation, duty, and plans.

SPAN 2313 Spanish IV

In this course, students will improve their formal reading and writing skills in order to be better prepared to take college-level courses in their second language and to demonstrate the bilingual/biliterate graduation requirement (equivalent to TOEFL in Spanish). Students will also continue to develop their academic reading, writing, speaking, and listening skills. The course will present the plural regular past tense conjugations, common irregular past tense verbs, personal and impersonal direct object pronouns, negative statements and questions, prepositions *por* and *para*, and the imperfect tense.

SPAN 2314 Spanish V

In this course, students continue to study formal reading skills in order to be successful on the TOEFL in English and in college-level courses in English and Spanish. Academic reading, writing, speaking, and listening skills will be emphasized. Students will continue to build on previous coursework and go on to introduce the past perfect, adverbs, polite commands, the present subjunctive of regular verbs, indefinite future and present subjunctive of irregular verbs, the imperfect progressive, making requests using indirect object pronouns with commands and the present subjunctive, and narration of past events by properly employing the subtle differences of the preterit, imperfect, and present perfect tenses.

SPAN 2316 Spanish VI

This is the most advanced academic-year course in the language series. All prior language courses will be a prerequisite for this course in which students will be studying skills at TOEFL (or Spanish equivalent) levels of writing, reading, listening, speaking, and understanding grammar in context. The focus of instruction will be on the academic aspects of language. This course will further focus on demonstrative pronouns; *por* and *para* to express price, beneficiary, and purpose; using indirect and direct object pronouns together; broader development of application of the subjunctive mood with formal and informal conjugations; selecting indicative or subjunctive verbs according to intent; the conditional tense; the formal future tense; and the past subjunctive in hypothetical clauses.

SPAN 2361 Literature I

This course will be given only in Spanish and is identical to ENGL 2361.

SPAN 2421 Spanish Intensive Lab II

This is the second nine-week, all-day intensive laboratory that meets in the Summer session. Its purpose is to immerse students in their second language in order to develop the speaking, listening, reading, and writing skills that will be required in order to be ready to take bilingual

classes by the start of the junior year and to demonstrate the bilingual/biliterate graduation requirement. (See section 8.2 *Tuition, Fees, and Deposits* for course pricing.)

SPAN 3143 Advanced Language Studies - Listening, Speaking, Pronunciation

This course will be given only in Spanish and is identical to ENGL 3143.

SPAN 3145 Advanced Language Studies - Grammar, Reading, and Writing

This course will be given only in Spanish and is identical to ENGL 3145.

SPAN 3352 Research and Rhetoric

This course will be given only in Spanish and is identical to ENGL 3352.

SPAN 3363 Literature II

This course will be given only in Spanish and is identical to ENGL 3363.

SPAN 4280 Introduction to Literature in a Second Language

This course will be given only in Spanish and is identical to ENGL 4280.

SPAN 4370 Composition in a Second Language I

This course will be given only in Spanish and is identical to ENGL 4370.

SPAN 4371 Composition in a Second Language II

This course will be given only in Spanish and is identical to ENGL 4371.

Speech (SPCH)

SPCH 4270 Proclamation of the Word

This intensive seminar will introduce basic theory and principles for public speaking. Students will practice communication skills, develop effective techniques for public proclamation of Sacred Scripture through practicing clear enunciation, learning vocal exercises, and interpreting texts through tone and cadence.

SPCH 4272 Presentation Skills Seminar

This intensive seminar will draw on students' language and communication skills to teach new skills for effective presentations. The course will help students develop presentation plans that follow clear logic and build a convincing case. The course will also integrate the use of technology and media in public speaking.

Theology (THEO)

THEO 1310 Introduction to Theology and Biblical Studies

This course will introduce students to the discipline of theology to include its methods, sources, and practice. It will introduce the relationship of theology to evangelization, catechesis, dogma, and the Church's Magisterium. Special emphasis will be given to the Catholic understanding of divine revelation and to the interpretation of Scripture.

THEO 1341 Introduction to Liturgy

This course provides an introduction to the theology and practice of the liturgy in Christian life. Students will become familiar with the historical and theological foundations of Catholic liturgy and the theological meaning of liturgical actions, gestures, rituals, and symbols in the Mass. The course exposes students to key liturgical documents to include *Sacrosanctum concilium*, the General Instruction of the Roman Missal, the Catechism of the Catholic Church, and other important works.

THEO 2320 Catholic Biblical Interpretation: Old Testament

This course offers a survey of the history, literature, and faith of the Old Testament – the Hebrew Scriptures – with emphasis on interpretation and methodological approaches (i.e., historical, literary, and social criticism). Students are introduced to literary analysis of various OT texts after acquiring a knowledge of their historical contexts. Students also learn practical tools for interpretation such as scholarly resources for exegesis. *Prerequisite: THEO 1310 Introduction to Theology and Biblical Studies.*

THEO 2332 Catholic Biblical Interpretation: New Testament

This course will survey the New Testament to include the Synoptic Gospels, the Acts of the Apostles, the Johannine literature, the Pauline literature, the Letter to the Hebrews, and the “catholic epistles.” Students will be familiarized with the application of key exegetical and hermeneutical methods and theories and will undertake critical assessments of them. The theological-historical meaning of the New Testament will be stressed. *Prerequisite: THEO 2320 Catholic Biblical Interpretation: Old Testament.*

THEO 3345 Selected Topics in Theology and Scripture

This course will provide the opportunity for in-depth study of special areas of student interest and faculty expertise. The topics can include a range of theological themes and scriptural studies including the following: wisdom and prophetic literature such as the Psalms; the Book of Revelation; and Biblical languages of Hebrew and Greek.

THEO 3380 Theology of the Creed: The Faith Professed

This course introduces students to theology through an in-depth study of the Creed. It examines tenets of Catholic doctrinal statements in light of Scripture and the living Tradition of the Church. The course will provide an overview of the theological concepts inherent in the Creed such as Divine Revelation, the Trinity, Human Nature and Destiny, Original Sin, the Incarnation, Salvation through Jesus Christ, the Holy Spirit, and the Church.

THEO 3381 Christ and the Church

This course serves as an introduction to Christology and Ecclesiology, with a focus on the historical development of Church doctrine about the person and saving mission of Jesus Christ and the nature of the Church. The assigned readings and lectures will draw from Biblical, Patristic, Scholastic, and contemporary theological sources, especially Vatican II's Dogmatic Constitution on the Church. *Prerequisite: THEO 3380 Theology of the Creed: The Faith Professed*

THEO 3382 Sacramental Theology: The Faith Celebrated

This course deepens students' theological understanding of the seven sacraments of the Catholic Church, particularly of Christian Initiation. The students examine the historical and scriptural origins of each sacrament and how sacramental and cultural symbols mediate theological meaning.

THEO 3383 Faith and Culture

This course is an introductory study of the Church's teachings on Divine Revelation, especially in the person of Jesus Christ. Students will study the documents of Vatican II and more recent Church statements on the relationship between faith and culture. Examples from the work of Hispanic theologians will illustrate how faith is transmitted and expressed through cultural expressions and popular religious devotions.

THEO 3384 Moral Theology: The Faith Lived

This course will introduce students to the theological foundations of the Catholic moral tradition. Students will apply the principles of moral theology to personal and social issues. Specific social issues will vary but will generally focus on contemporary issues in U.S. Catholicism, e.g., abortion, stem cell research, marriage, and immigration.

THEO 4270 Popular Religiosity and Marian Devotion in Hispanic Cultures

This course will explore the theological themes inherent in popular religious devotions within Hispanic cultures. The course will analyze the sociology and history of Latino popular religious and cultural expressions. A central dimension of Latino cultural and religious expression is Marian devotion. The course will review the role of Marian devotion in Catholic theology and devotional practices, with a focus on the many faces of Mary in Hispanic cultures. The course will particularly focus on Our Lady of Guadalupe and Mary in the New Testament.

THEO 4272 Theology of Hispanic Ministry

This course is intended to deepen students' understanding and appreciation of the influence of Hispanic culture in the development and expression of Christian theology and spirituality. Topics to be covered include the historical evolution of Hispanic Ministry in the U.S., the relationship between Hispanics and the Catholic Church, Hispanic popular religion and faith expressions, key themes in theological discourse in Hispanic Ministry, and a current review of the works of leading Hispanic theologians.

THEO 4374 Evangelization and the Virgin of Guadalupe

This course is a thorough investigation of the origins and endurance of devotion to the Virgin of Guadalupe among Mexicans and Mexican Americans. The students will learn about the evangelizing role of Guadalupe in history and the religious and cultural iconography of the Guadalupe image. The course will focus on how the theology of the Virgin of Guadalupe's message (preserved in written and oral narratives) can serve as a model for respectful cross-cultural relationships and evangelization.

THEO 4276 Evangelization and the Eucharist

This course will review the theology of Eucharistic Presence and the various Catholic norms for prayer and liturgies outside of Mass such as Eucharistic Exposition, Adoration, and Benediction; Communion services outside of Mass; Eucharistic processions; and other elements of devotion, spirituality, and practice related to the Holy Eucharist, especially within Hispanic communities. The course will connect the importance of the Eucharist in evangelization efforts, especially of Hispanic Catholics who have left the Church.

THEO 4288 Ecumenism and Interreligious Dialogue

This course introduces students to the theological basis and development of ecumenism, primarily though not exclusively from a Roman Catholic perspective. Along with a historical survey of various major religions, this course will focus on the theological and spiritual rationale for ecumenism as a Gospel imperative. The course will particularly explore the pluralism of religions in the U.S. Students will better understand the various modes of communion in Roman Catholicism, along with the core belief systems of Greek Orthodoxy, Protestant denominations, Judaism, Islam, Hinduism, and Native American religions. Students will enhance their knowledge through visiting different places of worship.

THEO 4334 Evangelization and the Writings of St. Paul

This course will build on students' knowledge of New Testament literature to provide an in-depth study of Pauline theology. The course will explore the life, teachings, and significance of St. Paul. The course will also expose the students to the social and cultural context of St. Paul's ministry of evangelization. The students will better understand the relevance of Pauline theology for evangelization in today's culturally diverse Church and society.

THEO 4336 Evangelization and Enculturating the Gospel

This course will provide an in-depth study of the major theological themes of the Gospel according to each Evangelist. The course will build on students' knowledge of various literary methods and tools for Biblical studies to better understand the particular pastoral and social needs addressed by each Evangelist. It will also examine the Church's teachings on enculturation and evangelization. Students will have a better understanding of the principles and methods of using the Gospel texts to evangelize in diverse cultural settings.

THEO 4340 Introduction to Dogmatic Theology

Building on students' basic knowledge of philosophy and the tenets of the Catholic faith, this course introduces the methodological tools (exegesis/hermeneutics) of dogmatic theology. The

course provides an in-depth survey of the theological concepts and dogmatic constitutions of Vatican II. Additionally, the course presents the issues and challenges for dogmatic theology posed by secularism, interreligious dialogue, and a multicultural context.

THEO 4348 Theology of the Body

This course will apply John Paul II's Theology of the Body in an investigation of the meaning and structure of the human person as made in the image of God. The course looks at the person's relationship to the cosmos, to history, and to the liturgy, all arising from its archetype in Trinitarian Communion. With this communion as its source, the course will also study such issues as the Eucharistic and nuptial structure of the cosmos and of the anthropological order. It will also explore the meaning of the Eucharistic Liturgy and integrate the major elements of Trinitarian theology, Christology/ Soteriology, Ecclesiology, Mariology, and Eschatology into a seamless whole.

THEO 4350 Catholic Social Teaching

This course offers an overview of the primary documents and themes of Catholic social teaching, especially those concerning justice and peace. Students will apply the theological concepts inherent in the Church's teachings – the common good, the option for the poor, solidarity, subsidiarity, universal destination of goods, etc. – to analyze current social issues related to poverty, war, racism, and other threats to human dignity.

THEO 4386 Catholic Spiritual Traditions

This course provides an exposure to the rich multicultural spiritual traditions of Roman Catholicism. The primary goal is to introduce students to various examples of spirituality and modes of prayer throughout the Church's history. These include the spiritualities of religious orders such as the Benedictines, the Franciscans, and the Carmelites. The course will also review the works of St. Ignatius of Loyola, St. John of the Cross and St. Theresa of Avila, St. Francis de Sales, and other more contemporary authors.

THEO 6301 The Trinity and Jesus Christ

This course will study the development and content of Trinitarian and Christological theology in both the Eastern and Western traditions from the Patristic age up until the contemporary period, drawing upon the writings of Biblical, Patristic, Scholastic, and contemporary authors. Major themes to be discussed include those associated with the early Trinitarian and Christological heresies (including consubstantiation and the hypostatic union), creation, Providence, the Incarnation, atonement, the Resurrection, and justification and grace.

THEO 6302 Ecclesiology and Eschatology

This course will study the Church as a sign and instrument of God's universal self-giving to humanity. It will examine the Church's self-understanding as it emerges from such scriptural images as the People of God, the Body of Christ, and the Bride of Christ. It will further explore the development of this self-understanding in the theological tradition and as it is reflected in various contemporary models, with particular focus on ontological models of Covenant and Communion and the missionary and evangelizing models of the Church presented in recent

documents for Hispanic Ministry and in Pope John Paul II's Apostolic Exhortation, "Ecclesia in America." The course will also highlight the Church's teachings and guidelines for ecumenism and interreligious dialogue.

THEO 6310 Old Testament (OT) Studies Survey

This course includes a study of the presentation of Israel's history within the OT. It compares this recounting of salvation history with modern scholarly reconstructions that involve questions of dating and authorship. Students are introduced to literary analysis of various OT texts after acquiring knowledge of their historical contexts. This combination of literary and historical perspectives illumines the covenantal structure of the OT as preparation for the NT. In addition, students become familiar with the magisterial documents of the Catholic Church on Biblical interpretation as grounded in the history of patristic approaches. Students also learn practical tools for interpretation such as the Hebrew alphabet and scholarly resources for exegesis.

THEO 6311 New Testament (NT) Studies Survey

This course studies the Judaic and Hellenistic backgrounds of the NT literature. Such contextual background allows the student to understand more thoroughly the teaching on the kingdom of God as presented in the Synoptic Gospels. Then the course investigates the Johannine writings, beginning with the presentation of the life of Jesus as a culminating theological perspective and ending with his Revelation. After a brief survey of first-century history in Acts, the course delves into Pauline theology and the Catholic Epistles and their varying interpretations through the history of Christianity. Students also learn practical tools for interpretation such as the Greek alphabet and scholarly resources for exegesis. *Prerequisite: THEO 6310 OT Studies Survey.*

THEO 6320 Church History

This course will survey the history of the New Testament Church from Pentecost up to Benedict XVI. This course will follow the theme of crisis and renewal with a focus on significant events for the life and faith of the Church, such as the early Ecumenical Councils, the relationship between Church and state, the schism between East and West, the Protestant Reformation, the Council of Trent, and the first Vatican Council. While apostolic succession will serve as the point of departure for this survey, the course will also contextualize these events from the diverse perspectives of other major protagonists. The course will culminate with a careful examination of the legacy of Vatican II and a review of the contemporary issues and trends of the Church in the U.S. While taking the courses in sequence is not required (though highly recommended), students without at least some background in the developments of Trinitarian and Christological teachings of the first seven Ecumenical Councils should take THEO 6301 The Trinity and Jesus Christ before registering for this course.

THEO 6330 Moral Theology

This course will begin with a study of the development of moral thought starting with Scripture. It will continue through the Patristic and Scholastic periods to focus on the Church's countercultural teachings in the modern age. Particular focus will be put on the impact of philosophical schools and traditions, and their effects on theological and popular treatment of

morality. The course will focus on the Church's view of the human person as moral agent who is made for greatness. The temporal progression and anthropological focus will provide the foundation for a discussion of the challenging contemporary situation and the increasing reality of relativism and secularity. The course will provide students with a new synthesis of moral thought emphasizing the need to restore an understanding of freedom for excellence in all aspects of social and personal development rather than a morality based on freedom of indifference.

THEO 6340 Sacramental and Liturgical Theology

This course will provide an integrated understanding of the liturgy and the Sacraments for the Christian life in terms of a journey toward holiness. The course will study the meaning and structure of the liturgy and the Sacraments in Catholic life through a survey of various theologies of liturgy and the Sacraments. Major themes to be addressed include justification and grace, the liturgy as the work of the Holy Trinity, the liturgical year, and the seven sacraments. The student will have a firm understanding of the recent teachings and guidelines of the Church on the enculturation of the liturgy and the role of popular religiosity in evangelization, catechesis, and the celebration of the liturgy and sacraments, especially in Hispanic settings.

THEO 7232 Bioethics, Healthcare, and Catholic Teaching

This course investigates contemporary bioethical and healthcare issues in the context of Catholic teaching. The course will also evaluate other ethics models used in today's diverse society. The Catholic vision will be based on an adequate anthropology reflecting sacredness of life in all of its stages. Issues to be discussed include reproductive technologies, embryo transfer, abortion, medical treatment decisions in the face of death, palliative care, death and euthanasia, cloning, and stem cell research. The approach will include close attention to cultural dynamics and pastoral considerations in ministry and care of patients from Hispanic and other culturally diverse communities. *Prerequisite: THEO 6330 Moral Theology.*

THEO 7242 Marriage and the Family in the Catholic Tradition

This course presents a systematic investigation into the meaning of marriage and family through a study of authoritative authors, especially relevant magisterial documents. The course begins with an examination the main elements needed for an elaboration of nuptial sacramental theology. Next, the history of the doctrine of marriage, its sacramentality, and marriage will be studied in relation to this nuptial sacramental theology through readings taken from Tertullian, St. Augustine, St. Thomas Aquinas, St. Bonaventure, the Council of Trent, Vatican II, and the writings of Leo XIII, Pius XI, and John Paul II. Finally, the maturation of this theology in the context of marriage and its fulfillment in family life will be explored in light of the theology of gift presented in the Second Vatican Council and developed by John Paul II. John Paul II's articulation of the practical implications of this theology will be emphasized.

THEO 7331 Anthropology of Person and Culture

This course will look at the intimate connection between faith and culture. Firmly rooted in the Church's view of the meaning and significance of the human person, the course will explore the meaning of culture and its role in mediating faith and human fulfillment. It will begin with a

study of the human person, reflecting on the basic “questions that pervade human life” (*Fides et ratio*, 1). It will build upon this anthropology to look at the manner in which family, community, Church, and larger society comprise essential aspects for faith and human flourishing. Finally, it will investigate culture’s role in shaping communal and personal identity, making use of contemporary theorists in the light of Scripture and the Church’s teachings. The overarching goal of the course is to provide the student with a firm grasp of an authentic anthropology that can guide the pastoral application of the Church’s teachings in a culturally diverse society, especially in Hispanic communities.

THEO 7334 Theology of the Body

This course will apply John Paul II’s Theology of the Body in an investigation of the meaning and structure of the human person as made in the image of God. The course looks at the person’s relationship to the cosmos, to history, and to the liturgy, all arising from its archetype in Trinitarian Communion. With this communion as its source, the course will also study such issues as the Eucharistic and nuptial structure of the cosmos and of the anthropological order. It will also explore the meaning of the Eucharistic Liturgy and integrate the major elements of Trinitarian theology, Christology/Soteriology, Ecclesiology, Mariology, and Eschatology into a seamless whole. *Prerequisite(s): This course should be taken after satisfactory completion of 12 hours of core courses of the Graduate Pastoral Ministry Program and/or by approval of Academic Dean.*

THEO 9300 Special Topics in Systematic Theology

This course allows the student to investigate a specific area of systematic theology in more depth under the guidance of a faculty member. (This course may be offered as a one-, two-, or three-hour course. If such is the case, the second number will reflect the credit hours.)

THEO 9310 Special Topics in Biblical Studies

This course allows the student to investigate a specific area of Biblical studies in more depth under the guidance of a faculty member. (This course may be offered as a one-, two-, or three-hour course. If such is the case, the second number will reflect the credit hours.)

THEO 9320 Special Topics in Church History

This course allows the student to investigate a specific area of Church history in more depth under the guidance of a faculty member. (This course may be offered as a one-, two-, or three-hour course. If such is the case, the second number will reflect the credit hours.)

THEO 9330 Special Topics in Moral Theology

This course allows the student to investigate a specific area of moral theology in more depth under the guidance of a faculty member. (This course may be offered as a one-, two-, or three-hour course. If such is the case, the second number will reflect the credit hours.)

APPENDIX I

Other Forms of Cheating

Other forms of cheating include:

1. Allowing a paper in outline or finished form to be copied and submitted as the work of another person.
2. Preparing in whole or in part an assignment for another student and allowing him/her to submit it as his/her own work. This includes performing research for another student and the summarization of articles or research findings for another student that will be used by that student for the completion of a paper, presentation, project, or exam.
3. Keeping a written or digital archive of documents with the intent that they be copied and submitted as the work of another person or persons.
4. Collaborating with another student or students on homework, take-home exams, papers, or other assignments without the express consent of the instructor.
5. The submission of a term paper or other writing assignment purchased from a person or organization.
6. The submission of a paper, presentation, or project that has been prepared in whole or in part by another. This includes having another person perform research and/or summarize articles or research findings for the purpose of inclusion in a submitted paper, presentation, project, or exam.
7. Without the explicit consent of all instructors concerned, students may not submit in whole or in part work that has been previously submitted to satisfy course requirements, nor may they submit the same work in two (or more) different courses in which they are simultaneously enrolled to satisfy course requirements.
8. It is a violation of the Honor Code to perform an action that makes academic resources unavailable to other students or denies other students fair access to academic resources.
9. Copying, stealing, or modifying the work of another student, especially without that student's consent.
10. Obtaining, distributing, or referring to a copy of an examination that the instructor or department has not authorized to be made available for such purpose.
11. Providing a citation in a paper that does not correspond to the actual source consulted, that corresponds to a source that was not consulted, or that corresponds to a source that does not exist.
12. A paraphrase is the rewording of another's ideas, and a summary reflects the main ideas of another's work. Even if the wording is distinctly different from the original source, the original source should be cited. If a person copies a distinctive phrase or description using the same words and word order of the original source, these should be enclosed in quotation marks with an appropriate reference and presented according to an academically recognized documentation system, which at MACC is the Turabian style unless prescribed differently by the course instructor.