

# BULLETIN

## 2022-23



SAINT VINCENT COLLEGE

## **ACCREDITATIONS**

Accreditation Council for Business Schools and Programs  
Council on Accreditation of Nurse Anesthesia Educational Programs  
Pennsylvania Department of Education  
Middle States Commission on Higher Education

## **APPROVALS**

American Chemical Society

## **MEMBERSHIPS**

American Association of Collegiate Registrars and Admissions Officers  
American Student Government Association (ASGA)  
Association of Benedictine Colleges and Universities (ABCU)  
Association of Catholic Colleges and Universities  
Association of Governing Boards of Universities and Colleges  
Association of Higher Education Parent/Family Program Professionals (AHEPPP)  
Association of Independent Colleges and Universities of Pennsylvania  
Association for Orientation, Transition and Retention in Higher Education (NODA)  
Association for Student Affairs at Catholic Colleges and Universities (ASACCU)  
C-Cue, Inc. (Consortium for Computing in Undergraduate Education, Inc.)  
Catholic Campus Ministry Association (CCMA)  
College Band Directors National Association (CBDNA)  
College Board  
CFP Certified College  
Cooperative Education Association of Pennsylvania  
Council for the Advancement and Support of Education (CASE)  
Council of Independent Colleges  
Council on International Education Exchange's (CIEE's) Academic Consortium  
Council for Six Sigma Certification  
Economic Growth Connection of Westmoreland County  
Greater Latrobe-Laurel Valley Chamber of Commerce Laurel Highlands, Inc.  
Institute on International Education  
International Student Exchange Program (ISEP)  
Ligonier Valley Chamber of Commerce  
Middle Atlantic Association of Colleges of Business Administration  
Middle States Association of Collegiate Registrars and Officers of Admissions  
National Association of International Educators (NAFSA)  
National Association of Campus Activities (NACA)  
National Association of College Admissions Counselors  
National Association of College and University Business Officers  
National Association of Colleges and Employers (NACE)  
National Association of Independent Colleges and Universities  
National Association of Student Financial Aid Administrators  
National Catholic Educational Association  
National Collegiate Athletic Association (NCAA)  
Pennsylvania Association of College Admissions Counselors  
Pennsylvania Association of Colleges and Employers  
Pennsylvania Association of Student Financial Aid Administrators  
Pennsylvania Association of Colleges for Teacher Education  
Westmoreland County Music Educators Association (WCMEA)

## **AFFILIATIONS AND AGREEMENTS**

### **China**

Beijing Normal University  
East China Normal University  
Ministry of Education of the People's Republic of China  
Sanda University  
Shandong University  
Shanghai University of Electric Power  
Shanghai University of Finance and Economics  
Southwestern University of Finance and Economics  
Wuhan University

### **France**

Ircom-Institu Albert Le Grand

### **Georgia**

International Black Sea University

### **Netherlands**

Erasmus University College  
Hanze Hogeschool Groningen/Hanze University of Applied Sciences

### **Spain**

Universidad Pontificia Comillas

### **Taiwan**

FuJen Catholic University

### **United States**

Butler County Community  
Chatham University  
Duquesne University  
Lake Erie College of Osteopathic Medicine  
Lake Erie College, School of Dental Medicine  
Ohio College of Podiatric Medicine  
Pennsylvania College of Podiatric Medicine  
Pennsylvania State University  
Robert Morris University  
Seton Hill University  
The Catholic University of America  
University of Pittsburgh  
Westmoreland County Community College

## **PARTICIPATION**

Advanced Placement Program (AP)  
Air Force Reserve Officer Training Corps (at University of Pittsburgh)  
Army Reserve Officer Training Corps (at University of Pittsburgh at Greensburg)  
Bureau of Vocational Rehabilitation  
College Level Examination Program (CLEP)  
Direct Student Loan Program  
Pell Grant Program  
Pennsylvania Higher Education Assistance Agency  
Supplemental Educational Opportunity Grants

The statements in this Bulletin are for information only and do not constitute a contract between the student and Saint Vincent College. The College reserves the right to change any policy, requirement, course offering, or fee; and also reserves the right to exclude students whose conduct or academic standing is deemed by the College not to be in accord with the requirements set forth in this Bulletin.

Saint Vincent College subscribes to a policy of equal opportunity. In so doing, Saint Vincent does not discriminate against any individual on the basis of race, color, sex, religion, age, veteran status, ethnic origin, or handicap in any of its programs, activities, or employment decisions. The Director of Human Resources, Saint Vincent College, Latrobe, Pennsylvania 15650-2690 is the officer with responsibility for overseeing the implementation of this equal opportunity policy and the affirmative action plan.

This school is authorized under Federal law to enroll non-immigrant alien students.

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## SAINT VINCENT COLLEGE

Saint Vincent College is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, Fourth Floor, MB#166, Wilmington, DE 19801, 267-284-5000, [info@msche.org](mailto:info@msche.org). The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

### **FOR INFORMATION about admission, contact:**

Office of Admission and Financial Aid  
Saint Vincent College  
300 Fraser Purchase Road  
Latrobe, Pennsylvania 15650-2690  
Phone 724-805-2500  
1-800-782-5549  
e-mail: [admission@stvincent.edu](mailto:admission@stvincent.edu)  
home page: [www.stvincent.edu](http://www.stvincent.edu)

# 2022-2023 CALENDAR

## FALL SEMESTER 2022

|                            |   |
|----------------------------|---|
| August 29                  | Final registration and adjustments; Classes begin                           |
| September 5                | Labor Day; <b>NO CLASSES</b>  |
| September 6                | Last day for adding courses   |
| September 12               | Last day for withdrawal without permanent record and last day of 95% refund |
| September 13 – November 18 | Withdrawals receive “W”   |
| September 15               | Graduation Applications for December 2022 due                               |
| September 23               | Last day to change to P/F designation; last day to change to Audit          |
| September 27               | Last day to withdraw for a 40% refund after this date, no refund            |
| September 29               | Spring & Summer 2022 incomplete grades not changed become “F”               |
| September 30               | Last day to add internship credit for Fall semester                         |
| October 12                 | Early performance grades due at noon  |
| October 17 and 18          | Extended weekend for undergraduates begins after last class on October 14   |
| October 18                 | Graduate Fall Term “F2” courses begin                                       |
| October 19                 | Classes resume  |
| November 2, 3, 4, 7, and 8 | Registration for Spring Semester 2023                                       |
| November 15                | Graduation Applications for May 2023 and August 2023 due                    |
| November 17                | Founders’ Day (classes canceled 3:30pm – 7pm)                               |
| November 21                | Withdrawals receive a WF  |
| November 23 – November 27  | Thanksgiving vacation begins after last class on November 22                |
| November 28                | Classes resume  |
| December 9                 | Last day of class   |
| December 10 and 11         | Reading Days  |
| December 12 - 15           | Final examinations  |
| December 15                | Graduating senior grades due at noon  |
| December 17                | December Commencement   |
| December 20                | Final grades are due at noon  |

## SPRING SEMESTER 2023

|                              |  |
|------------------------------|--|
| January 15                   | Students return  |
| January 16                   | Final registration and adjustments; Classes begin                              |
| January 23                   | Last day for adding courses  |
| January 30                   | Last day for withdrawal without permanent record and last day of 95% refund    |
| January 31 – April 14        | Withdrawals receive “W”  |
| February 10                  | Last day to change to P/F designation; last day to change to Audit             |
| February 14                  | Last day to withdraw for a 40% refund after this date, no refund               |
| February 15                  | Last day to add internship credit for Spring semester                          |
| February 16                  | Fall 2022 incomplete grades not changed become “F”                             |
| March 1                      | Early performance grades due at noon   |
| March 4 – March 12           | Spring break for undergraduates; begins after last class on March 3            |
| March 13                     | Classes resume, Graduate Spring Term “W2” course begin                         |
| April 6 – 10                 | Easter Vacation begins after last class on April 5                             |
| April 11                     | Classes resume   |
| April 12, 13, 14, 17, and 18 | Registration for Fall Semester 2023  |
| April 26                     | Honors Convocation and Academic Conference (classes cancelled from 11:30-7:00) |
| April 27                     | Withdrawals receive a WF   |
| May 5                        | Last day of class  |
| May 6 and 7                  | Reading Days   |
| May 8 - 11                   | Final examinations   |
| May 11                       | Graduating senior grades are due at noon                                       |
| May 13                       | Commencement   |
| May 16                       | Final grades are due at noon   |
| May 22                       | Summer Session begins  |

*Semesters are 15 weeks in length with an additional week for final examinations.*

*\*Students enrolled in courses at Seton Hill University under the cross-registration agreement should obtain a calendar from SHU with the applicable dates.*

# INTRODUCTION TO THE COLLEGE

## MISSION STATEMENT

Saint Vincent College is an educational community rooted in the tradition of the Catholic faith, the heritage of Benedictine monasticism, and the love of values inherent in the liberal approach to life and learning. Its mission is to provide quality undergraduate and graduate education for men and women to enable them to integrate their professional aims with the broader purposes of human life. The programs, activities, and encounters that make up student life at Saint Vincent College encourage the intellectual gifts, professional aptitudes, and personal aspirations of students to mature harmoniously.

## CATHOLIC, BENEDICTINE AND LIBERAL ARTS VALUES

Central to the Mission of the College are its Catholic tradition, its Benedictine heritage, and its commitment to liberal arts education. Outlined below are some of the values of a Catholic, Benedictine, liberal arts education as defined and operated upon by the Saint Vincent College community.

### CATHOLIC

Saint Vincent College seeks to provide an understanding of the positive contributions which the Catholic Church has made, and continues to make, to human progress. Faculty, administrators, staff, and students of all faiths work together in a common search for truth in an environment that does the following:

- Affirms that the love of God and faith in Jesus Christ are authentic values for believers. The life of faith and the life of learning are regarded as inclusive and mutually compatible; as expressed in the College motto, *veri justique scientia vindex*, “learning is the best advocate of truth and justice.”
- Represents a sacramental view which consecrates all visible creation as a pledge, reminder, and active instrument of God’s invisible presence and grace.
- Supports the integration of religious and temporal values in everyday life.
- Promotes appreciation for the positive contributions of all peoples and cultures to world civilization. In this sense, Saint Vincent is truly “catholic,” ecumenical, and international.

### BENEDICTINE

The traditional Benedictine apostolate of education is characterized by an appreciation of truth wherever it is found and by respect for the unique person and talents of every student. In an authentic Benedictine environment, students are not just objects of an educational enterprise; they are valued partners in a common search for truth and beauty. Saint Vincent College is grounded in the following core values of Benedictinism:

- Hospitality, as exemplified by a tolerant spirit that recognizes the mystery of God’s presence in all creation and the sacred dignity of each person.
- Commitment to a concept of community that advocates tranquility and order and is nourished by mutual respect, appreciation, and charity. Even in times of historical and personal upheaval, Benedictine life seeks to preserve peace and solidarity, maintained by the communal effort of prayer and work.
- Care and concern for each individual as evidenced in personal interactions that anticipate the needs of others, bear patiently with others, and promote the personal growth of others.
- Stewardship for all work spaces, living spaces, and the natural environment

### LIBERAL ARTS AND SCIENCES

Liberal arts education is integrative, challenging students to explore the principles, perspectives, and goals of many different disciplines and modes of learning. Saint Vincent’s particular approach to liberal arts education, undergirded by the values of its Catholic, Benedictine heritage, provides an education for life and for lifelong learning. It espouses a love of learning and a belief in the intrinsic worth of higher education. The College seeks to instill the following educational virtues:

- Facility to comprehend particular phenomena conceptually and to look for patterns and regularities in experience.
- Ability to evaluate ranges of evidence and to revise previous theory or hypotheses accordingly.
- Skill in discovering relationships between seemingly divergent phenomena.
- Ability to be an independent learner rather than a mere consumer of others’ interpretations.
- Facility to articulate and express one’s thoughts clearly.
- Self-assurance in adhering to mature social and ethical values, coupled with tolerance for alternate values in others.

- Skill in making informed decisions and courage to act on them.
- Appreciation for the fine arts, especially art, music, and literature.
- Receptivity to uncommon opinions and unfamiliar cultures.

### CAMPUS MINISTRY

In founding Saint Vincent College, Catholic Benedictine monks established an academic tradition in which religion plays a vital role. Students are encouraged to search for personal religious faith in the context of community life. The College attempts to guide and help students of all faiths in their search for authentic religious values. The mission of Campus Ministry is to enable the college community, especially the students, of all faith traditions, by providing opportunities to explore, celebrate, act on, and live their faith through prayer, education, service, Christian living, and Leadership Formation. The staff of Campus Ministry is charged with promoting and encouraging religious life and values. The staff members are available for conversation and/or counsel at appointed hours and upon request. A variety of events such as lectures, Bible Studies, discussions, retreats, and Gospel-oriented services to the needy through interaction with community agencies are sponsored by the campus ministers. Catholic religious services are conducted daily and ecumenical services on a regular basis on campus. In addition to the traditional Catholic Sacraments, Eucharistic Adoration takes place several times a week. Praise and Worship gatherings take place weekly. Students may also participate in the liturgical functions of the monastic community and Saint Vincent Parish. These services are held in the Basilica. Congregations of various faiths in the surrounding communities welcome students to their religious services.

### AN INVITATION TO LEARNING

During your college years, you as a student are faced with some important decisions. One of them is to determine your approach to education—your own “aims and objectives.” You will have to determine whether your objective is merely to fulfill the minimum requirements in order “to get a degree,” or whether it is to become more creatively engaged in learning as an integral part of your life.

This *Bulletin* concerns itself for the most part with the less significant objective, which is the first. It contains the basic information about courses, procedures, and requirements necessary for obtaining a degree: it is your responsibility to have and

to use this information. If you have problems or questions about this part of college life, be sure to ask your faculty advisor for help. If you are in the process of changing majors or career plans, a thorough discussion with your faculty advisor and with a member of the Career and Professional Development Center staff is more imperative. Finally, if you have unresolved problems and don't know where to turn, contact the office of Vice President for Academic Affairs. The Vice President for Academic Affairs may know resources at the College or elsewhere with which you are not familiar.

The more significant objective, which touches upon a personal commitment to learning, is more difficult to deal with than information about degree requirements. Your openness to new experiences, your friendships with faculty and fellow students are more essential to the realization of this objective than the information contained in any college bulletin.

As a preamble, faculty members will tell you that if you wish to be serious about learning, you must practice critical reading and listening in all your courses: you must be able to tell the difference between essentials and non-essentials. And you must be able to express yourself well, both verbally and in writing. Few people have been able to achieve these essential skills for learning without diligently working at them over a long period of time.

In your college experience try to learn as much as you can about change: your personal and spiritual developmental change, social change, change we call failure, even the change we call death. Many of the courses of the core curriculum are designed to help you think about change—from a chemical reaction to a political revolution or a religious experience. Secondly, it is important to have possible careers in mind in determining what you will learn, and it is important to gain a reasonable mastery in some field while at college. However, it would be a mistake to think of your college education exclusively in terms of the work you want to do. The much larger part of your waking hours, even before retirement, will be taken up by self-directed activities. Courses in the core curriculum outside your major are important for developing meaningful self-directed activities outside the world of paid work. In addition, social service, religious activities, art, meditation, dance, drama, music, sports, and friendships are all elements of a good college experience. The *Rule of Saint Benedict* is a classic text about achieving a peaceful balance between work and other activities and values of life. Finally, your personal philosophy about learning should take cognizance of the fact that human beings must live in the context of a variety of

systems. Your college education will help you learn about systems: how they work, and how to make them work justly for you and your neighbor. To achieve this, however, it is not sufficient to learn about political, economic, and social systems only in class. First-hand experience through participation in clubs and organizations seems necessary to learn how to negotiate with other interest groups, and how to get things done in an effective and morally acceptable way. You may be able to start a new organization to meet a need, many extracurricular activities at Saint Vincent were begun and are run by students.

These dimensions of learning which touch upon a person's relation to the basic realities of life are also suggested when the College describes its "viewpoint and tendencies" as Catholic, Benedictine, and liberal. A college education at Saint Vincent provides the opportunity for a student to come to grips with some of the basic questions of life in company with faculty and fellow students.

### HISTORY AND HERITAGE

Saint Vincent Archabbey and College was founded in 1846 by Boniface Wimmer, a monk from the Benedictine Abbey of Metten in Bavaria. Wimmer came to America with the intention of educating the sons of German immigrants and training a native clergy for the German-speaking peoples of the United States. He settled on the site of a parish established for English and Irish Catholics in 1789, and very quickly learned that his monks would not be able to limit their attention to Germans alone. With the aid of several American bishops, friends, and benefactors in Europe, and a strong community of Benedictine monks at the monastery of Saint Vincent, he established the first Benedictine college in the United States. From modest beginnings the college grew rapidly, and on 18 April 1870 the State Legislature of Pennsylvania incorporated the school, empowering it "to grant and confer degrees in the arts and sciences as are granted in other colleges and universities in the United States, and to grant to graduates, or persons on whom such degrees may be conferred, diplomas or certificates as is usual in colleges and universities."

From its earliest days, Saint Vincent College has striven to embody the ideals and character of the 1,500-year-old heritage of Benedictine education and scholarship. Based firmly on the ideal of Christian community, this heritage has contributed to both the survival and dissemination of Western culture. It has been an enduring heritage because of its capacity to adjust to the exigencies of successive ages. For more than 150 years the monks of Saint Vincent have worked to exemplify and to carry on this living tradition. From their ranks, men have

established Benedictine colleges and schools in Minnesota, Kansas, North Carolina, New Jersey, Illinois, and Georgia, among other places.

In the words of a college catalogue of the 1850s, Saint Vincent is located in an "elevated and healthy" area. Situated on a foothill of the Alleghenies, the school commands a panoramic view of the countryside. In January of 1963 a fire destroyed part of the campus and in the years that have followed a new age in the history of the college has begun. Out of the ashes of the past a new Saint Vincent has emerged. With a deep awareness of the heritage and tradition that is its foundation, the community has once again turned its face toward the future. And perhaps no better image of this dynamic commitment to a creative relationship between old and new exists than the campus itself, whose newly constructed and aesthetically pleasing modern buildings blend harmoniously with the older structures built by the pioneer monks themselves.

Saint Vincent College became coeducational in 1983 as a major step to strengthen all aspects of the community life and educational services of the College. The decision was based on a belief that the College was in a strong position to offer men and women the opportunity of personal development and solid career preparation in a wholesome environment grounded in the time-tested Benedictine educational and religious tradition.

Saint Vincent College, along with the other units of the Saint Vincent Community — Archabbey, Seminary and Parish — observed the 150th anniversary of its founding in 1996 with an 18-month series of activities and events which recognized the rich history and heritage of Saint Vincent while focusing attention on planning and preparing for the future.

### SETON HILL UNIVERSITY CROSS-REGISTRATION PROGRAM

In order to present wider opportunities to the students of Saint Vincent College and Seton Hill University, an academic cross-registration program exists between the two institutions during the fall and spring terms. Library facilities at both institutions are available to all students and members of faculties at both colleges. This program has been designed to give the students of each institution every opportunity to advance academically, at moderate costs, within the common perspectives of these two Catholic institutions. Grades earned for cross-registered courses are included in the calculation of the GPA.

## **DUQUESNE UNIVERSITY AND SAINT VINCENT COLLEGE COOPERATIVE PROGRAM**

Duquesne University and Saint Vincent College offer a cooperative program in Pharmacy. This collaboration allows individuals to pursue an undergraduate liberal arts education in preparation for graduate studies in a professional field. Additional information is available in the *Bulletin* in the Allied Health Professions section.

## **THE CAMPUS**

In a pattern characteristic of many Benedictine communities, the first buildings were grouped in a quadrangle. At least ten of the original buildings were “homemade.” That is, the architects and workmen were Benedictines who cut the trees, sawed the timber, and fashioned clay into bricks.

**Alfred Hall** (1907) houses the administration offices and also provides space for language laboratories, computer labs, classrooms, and some faculty offices.

**Andrew Hall** (1905) extends from the Archabbey Basilica and contains the monastic refectory.

**Anselm Hall** (1875-1879) connecting Andrew Hall with Placid Hall provides space for small dining-meeting rooms.

**Aquinas Hall** (1952) connects Wimmer Hall with the Archabbey Basilica and provides classrooms for the seminary.

**Archabbey Basilica** (1892-1905) dominates the campus at Saint Vincent. The cornerstone was laid in 1892, and the consecration took place August 24, 1905. Beneath the Basilica is the Crypt, which contains altars and many works of modern art in glass, wood, stone, and acrylic and oil paintings. The Basilica was completely restored in 1996.

**Aurelius Hall** (1923) served as a College residence hall until 2002 and traditionally housed freshmen. Today, Aurelius Hall houses the McKenna School of Business, Economics, and Government and serves as a residence hall.

**Chapel of St. Gregory the Great** (1998) is the Seminary chapel.

**Community Center** (1979) adjoins Anselm, Benedict, and Placid Halls. It houses the main student dining room and food preparation facilities.

**Elizabeth J. Roderick Center** (1998) houses Seminary and Archabbey offices, seminary residence rooms, and guest rooms.

**Fred M. Rogers Center** (2008) is a LEED® Gold Certified building where the Department of Event and Conference Services is located. Additionally, the Center houses the Fred Rogers Institute including the Fred Rogers Archive of multimedia materials from Mister Rogers’ Neighborhood and other work by and about Fred Rogers. The Foster

and Muriel McCarl Coverlet Gallery is also located on the ground floor of the building featuring more than 400 coverlets.

**Gerard and Bonaventure Halls** (1963) are residence halls providing accommodations for 459 students in double rooms.

**Headmasters Hall and Placid Hall** (built in sections from 1855-1877) house the post office, dining and conference rooms, academic affairs, the faculty commons, faculty offices, and classrooms for the School of Arts, Humanities, and Social Sciences.

**Leander Hall** (1913) is a residence hall for seminary students and monastic guests.

**Mary, Mother of Wisdom Student Chapel** (2003) is the College Student Chapel.

**Monastery** (1967) is the residence of the Benedictine monks.

**Parish Center** (1997) provides a gathering space for parish activities, parish offices, and the Basilica Gift Shop.

**Prep Hall** (1998), named in honor of all of the alumni of the former Saint Vincent Preparatory School and in thanksgiving for the leadership of Prep alumni in providing the funding necessary to make the building a reality. It houses “smart” classrooms, a multimedia laboratory and media suite, and communication; and education faculty offices.

**Robert S. Carey Student Center** (1952-1954; The Frank and Elizabeth Resnik Swimming Pool, 1993; Student Union, 1996, 2003) covering more than an acre of ground, contains the gymnasium, Performing Arts Center; swimming pool; Mary, Mother of Wisdom Student Chapel; Campus Ministry; wellness center; bookstore; The Shack; student union; classrooms; game room; fitness center with free weights, weight machines, and cardiovascular machines; art studios; music practice rooms; and the fine arts department and education faculty offices and classrooms.

**Rooney Hall** (1995) is a College residence hall that houses 125 students in double rooms and 50 students in 15 apartments.

**Saint Benedict Hall** (2002) is the residence hall for first-year students. The hall accommodates 368 students in double rooms.

**The Sis and Herman Dupré Science Pavilion** (2013) houses the Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing and was completed in January 2013. The project renovated nearly 60,000 square feet of space and added another 45,000 square feet of new construction to the original Science Center built in 1969. All the disciplines — natural sciences, mathematics, and computing — share classrooms, lab space, computer labs, conference rooms, lounges, and a 75-seat lecture hall. A three-story all-glass atrium serves as a window to the natural world and a welcoming gateway into the building.

**Student Activities Center** (1964) is used for social affairs and recreation and features a glass wall that provides a dramatic view of the College athletic fields and the mountains to the east.

**Verostko Center for the Arts**, housed on the second floor of the Dale P. Latimer Library, hosts rotating exhibitions that present work by contemporary artists as well as selections from Saint Vincent’s impressive holdings. The Center cares for over 4,000 objects ranging from ancient to contemporary in a variety of media that form the permanent art collections of Saint Vincent College and Saint Vincent Archabbey.

**Wimmer Hall** (1952) is a College residence hall. It has 135 private rooms.

The names of most of the buildings honor early Benedictine educators and deceased abbots who served the College as president.

## **THE LIBRARY**

The Dale P. Latimer Library provides a climate-controlled repository of the institution’s bibliographic holdings and a growing resource in support of the College’s teaching mission.

Borrowing privileges are available to enrolled students, faculty, administrators, and staff members of the College. The Saint Vincent identification card serves as the Library card. The Library services are available to patrons 35-40 hours each week when school is in session. Special hours are in effect during vacation periods and holidays; schedule changes are posted in the Library, distributed to the offices of the College, and available on the College website.

The Library collection includes nearly 210,000 print volumes, audio CDs and DVDs, and approximately 16,000 microforms. The Library currently receives 69 print periodicals plus 41 e-journals and has subscriptions to 27 databases. The Library houses unique collections in theology and special collections of Pennsylvania and Benedictina. The Library is also a repository for a collection of rare books which is housed in a newly renovated climate-controlled area. Access to this collection is available through special request.

The whole collection is classified according to the Library of Congress (LC) system. The Library utilizes a fully automated public access catalog (OPAC) through EBSCO Discovery Service and FOLIO Platform. Electronic resources are available through a variety of databases including EBSCO Discovery Services, EBSCOHost, Lexis-Nexis Nexis Uni, and JSTOR. The Library provides full wi-fi connectivity to the local area network for use with laptop computers and other portable devices. Two WEPA printer stations are available on the ground floor for student printing.

Materials not available at the Library may be requested from other libraries through Interlibrary Loan service (ILL); this service is available through the Public Services Librarian at the Circulation Desk or by completing the online ILL request form on the Saint Vincent College Library Portal page. The Library participates in the Westmoreland County Libraries Reciprocal Borrowing program that affords members of the Saint Vincent Community borrowing privileges at three local colleges.

New classrooms and a makerspace, as well as offices for academic support services and special programs are found on the ground floor. Several group study rooms intended for 2-6 students are found throughout the building. A number of them contain state-of-the-art interactive computer/video capability. A barista is located on the ground floor. A number of variable seating arrangements are available for reading, study and quiet conversation in the greatly expanded open floor plan of the building. Many of these spaces have abundant natural lighting due to the extensive use of glass in the new construction. The Library also houses the Verostko Center for the Arts Gallery and the John N. Deely/Jacques Maritain Center for Semiotics.

## ADMISSION

The Office of Admission and Financial Aid encourages students to come to campus and experience firsthand the environment and the spirit of Saint Vincent College.

The Office is open from 8:30 a.m. to 4:30 p.m. on weekdays and by appointment on many Saturdays. Student guides are available for tours of the campus.

Visitors can call 1-800-782-5549 or visit [www.stvincent.edu](http://www.stvincent.edu) in advance to arrange an appointment. Admission counselors will be better able to advise prospective students whose test records, secondary school grade reports, or college transcripts are available for reference.

### ADMISSION POLICY

Saint Vincent College has a rolling admission policy; that is, the applicant is notified of the decision of the Admission Committee soon after all credentials are received.

After acceptance, the applicant may reserve space in the class at Saint Vincent College by making a deposit of \$200 required of all students. This deposit will be credited to the applicant's account, but it is not refundable.

### FRESHMAN APPLICANTS

An applicant for the freshman class should submit the following to the Office of Admission and Financial Aid:

1. A completed application form.
2. An official transcript sent directly to Saint Vincent College from the guidance office at the secondary school of graduation.
3. Test results from the Scholastic Assessment Test (SAT), the American College Testing Program (ACT), or the Classic Learning Test (CLT).

### For Test-Optional Applicants

Applicants who did not take the SAT/ACT will be required to submit one of the following items to aid in the application review process:

- Personal statement of no more than 3 printed pages or video of no more than 5 minutes responding to the provided prompt: *Saint Vincent is a learning community based in academic rigor, service and personal/spiritual growth. How do you plan to contribute to our community during your time as a student?*
- Virtual interview with an admission counselor, Director of Recruitment or Dean of Admission

Each applicant will be evaluated on academic performance, rigor of high school curriculum, class rank (when provided),

one or more of the test-optional additional requirements in lieu of test scores, extracurricular activities/involvement, letters of recommendation (optional), motivation, character, and potential for success at Saint Vincent College.

### INTERNATIONAL UNDERGRADUATE APPLICANTS

An international applicant should submit the following to the Office of Admission and Financial Aid:

1. A completed application form.
2. Official secondary school transcript or academic record. (This must be translated into English with a grading scale included.)
3. SAT or ACT scores (if available).
4. Copy of passport photo page to confirm citizenship
5. English proficiency exam scores. Minimum scores required: TOEFL (79), IELTS (6.5) or Duolingo (105).
6. Supplemental Application Form with certificate of financial responsibility. This form and financial information is required for issuance of immigration documents and must be submitted and approved by Dean of Admission upon payment of reservation deposit.

### TRANSFER APPLICANTS

An applicant who is transferring from another post-secondary school should submit the following to the Office of Admission and Financial Aid:

1. A completed application form.
2. An official transcript sent directly to Saint Vincent College from all of the post-secondary schools previously attended.
3. A secondary school transcript sent directly to Saint Vincent College from the secondary school from which they graduated.
4. A completed Dean of Students Reference Form from the post-secondary school most recently attended may be required. This form is available through the Office of Admission.

The applicant's academic achievement and personal history at the post-secondary schools previously attended are of primary importance in the decision for admission. The secondary school record is requested as background information for academic counseling.

Faculty members are available for interviews, course advisement, and class scheduling through the Office of Admission and Financial Aid.



A personal interview is preferred by the Office of Admission and Financial Aid.

### **SUBJECTS REQUIRED FOR ADMISSION**

Adequate preparation is an important determinant for a successful college education. Sixteen secondary school academic units are required for admission to Saint Vincent College. These 16 units must include 4 units of English, 3 or more units of college preparatory mathematics, 1 unit of laboratory science, and 3 units of social science; 2 units of a foreign language are preferred among 5 elective units.

Engineering students must have 1 unit in plane geometry, 1 unit in intermediate algebra, 1 unit in physics, and 1/2 unit in trigonometry in addition to the above required for admission.

Nursing students must have a minimum high school GPA of 3.0 and a minimum SAT score of 1060/21 ACT score to be considered for Nursing admission. High school curriculum requirements must include 2 units of math (one unit must be algebra) and 2 units of lab science (one unit must be chemistry). Nursing admission is competitive and space in the program is limited.

Music and Music Performance students must audition for acceptance. Art students must submit a portfolio for acceptance to the Fine Arts Department.

If an applicant's secondary school program differs significantly from that outlined above, the Office of Admission and Financial Aid should be consulted.

### **TRANSFER CREDIT EVALUATION**

Transfer credit evaluation is completed in the Registrar's Office and based on course content regardless of mode of delivery (onsite, hybrid, or online). A log of previously evaluated courses from various accredited colleges and universities is maintained and updated on a regular basis with school deans/department chairpersons. Assessment of a new course requires the student provide a course description and/or course syllabus. This information is reviewed by the school dean/department chairperson to determine whether the course will transfer as equivalent to a Saint Vincent course or as elective credit. Final determination of acceptance or denial of transfer credit is the responsibility of the Registrar and Director of Core Curriculum. A written record of this review will be maintained in the student's file.

### **CREDIT BY EXAMINATION AND CREDIT FOR EXPERIENTIAL LEARNING GENERAL POLICY**

A maximum 62 credits for Advanced Standing may be earned through programs such as Advanced Placement Tests, CLEP, Armed Forces Course Equivalencies, Credit

for Experiential Learning, and all other such evaluating mechanisms.

### **ADVANCED PLACEMENT CREDITS**

Saint Vincent College awards Advanced Standing Credit to students who achieve scores of 4 or 5 on any Advanced Placement Test of the College Board. Test scores must be sent directly to the Office of Admission and Financial Aid from the College Board within the first year of enrollment as a matriculated student at Saint Vincent College.

Faculty advisors will contact first-year students who earn AP credit in Chemistry and/or Calculus to see if they would rather take the course at Saint Vincent; the AP credits will not be recorded on the Saint Vincent Transcript. In order to receive AP credit for Biology II, students must successfully complete BL 150 General Biology I.

### **CLEP**

Saint Vincent College awards Advanced Standing Credit to students who achieve scores on CLEP tests according to the schedule published by the Office of Admission and Financial Aid.

Students anticipating taking CLEP tests should check the Consumer Information page of the SVC website for a list of CLEP tests to determine which tests are acceptable at the College. Test scores must be sent directly to the Saint Vincent College Office of Admission and Financial Aid from the College Board.

### **CREDIT FOR EXPERIENTIAL LEARNING**

Applications for credit for learning gained in non-academic settings are available in the Registrar's Office. The Registrar will arrange evaluation of the application by appropriate faculty members.

### **INTERNATIONAL BACCALAUREATE PROGRAMS**

Saint Vincent College awards Advanced Standing Credit to students who participate in the International Baccalaureate Programs. Official test scores and transcripts must be sent to the Office of Admission and Financial Aid for evaluation. Credit is awarded according to a standing policy in the college.

### **ARTICULATION AGREEMENTS**

Please refer to the Saint Vincent College website ([www.stvincent.edu](http://www.stvincent.edu)) for the most up-to-date information regarding articulation agreements.

### **ADVANCED STANDING FOR CREDITS EARNED AT OTHER COLLEGES AND UNIVERSITIES**

Regulations used by Saint Vincent College regarding the acceptance of credits earned at other colleges and universities are as follows:  
1. Credits earned by a student at another

accredited institution will be accepted if the quality of the credits earned is a C- grade (1.70) or better and if the number of credits in a given course does not exceed the number granted in a comparable course at Saint Vincent College. The College reserves the right to accept or reject courses for transfer credit on the basis of course objectives and content. All transfer credits must be submitted within the first year of enrollment as a matriculated student at Saint Vincent College.

2. For graduation from Saint Vincent College a minimum of 34 credits, including 18 in the major, must be earned at Saint Vincent College. If a student elects a minor or concentration, nine credits must be earned at Saint Vincent College.
3. A maximum of 90 credits earned at accredited four-year institutions will be accepted for transfer. A maximum of 62 credits earned at accredited two-year institutions will be accepted for transfer.
4. Transfer course grades are not used in the computation of the student's grade point average at Saint Vincent College.
5. For registration purposes for currently enrolled students, transfer credits must be received by March 15 to be included in credits completed for the following fall registration; transfer credits must be received by Oct. 15 to be included in credits completed for the following spring registration.
6. Situations not adequately covered by these regulations are resolved by the Registrar.

### **EARLY ADMISSION**

A student with an exceptional record may be accepted to begin a degree program at Saint Vincent College after the completion of the junior year in high school. The student should be in the upper tenth of the class and have the assurance in writing that the high school will grant a diploma after the successful completion of one year in college. An interview with the Dean of Admission is required.

### **PRE-COLLEGE CREDIT**

High school juniors and seniors are invited to take courses at Saint Vincent College for college credit. Such credits will be applied toward a degree at Saint Vincent College upon acceptance as a matriculated student or reported on an official transcript for transfer to other colleges and universities.

### **NON-DEGREE SEEKING STUDENTS**

A person who wishes to pursue studies at Saint Vincent College without becoming a

candidate for a bachelor's degree may take courses for credit as a non-degree seeking student. A non-degree student is expected to conform to the general regulations of the College, to fulfill the same requirements, and to meet the same scholarship standards for each course pursued as are demanded of candidates for a degree. A maximum of 30 credits will be accepted from a non-matriculated student toward a degree program.

### OPPORTUNITY SVC/ACT 101/STUDENT SUPPORT SERVICES (SSS – TRIO) PROGRAM SPECIAL ADMISSION POLICY

The Opportunity SVC/Act 101/Student Support Services (SSS – TRIO) Program is an academic support system funded, in part, by the College, the Commonwealth of Pennsylvania through Act 101 and by the U.S. Department of Education through the Student Support Services (SSS – TRIO) Program. Placement in the program is determined by the Admission Committee which evaluates the applicant's grades, test scores, and recommendations. Although each candidate is evaluated according to individual merits and potential, academic and financial eligibility requirements may be taken into consideration in accordance with state or federal guidelines. Program participants are required to complete a three-week, credit-bearing summer component. During the summer component, tutoring is provided. In addition, a fall transitional semester is an added benefit of the program. The Opportunity staff provides ongoing academic counseling to the student throughout his or her college years.

### READMISSION

A student who has withdrawn and been away from Saint Vincent for more than two semesters must reapply according to the ordinary application procedures.

The student may be readmitted only with permission from the various offices on campus who review each case individually.

If the student has attended another post-secondary school, an official transcript must be sent directly to the Saint Vincent College Office of Admission from all of the post-secondary schools attended.

A student who has withdrawn and been away from Saint Vincent for two semesters or less must contact the Office of Student Success and Retention at 724-805-2255.

Students who matriculated prior to Fall 2021 and who have completed at least 30 credits at Saint Vincent College before withdrawing, will be subject to the requirements of the core curriculum in place at the time of their previous matriculation at Saint Vincent College.

## FINANCIAL INFORMATION

### TUITION AND FEES FOR 2022-2023

#### Students enrolled Fall 2022 and Spring 2023:

Financial Information Per Semester Tuition per semester (12-19 credits)  
**\$19,407**

*Students taking more than 19 credits will be billed the \$19,407 rate plus \$1,215 per credit for credits exceeding 19. Students with fewer than 12 credits will be billed \$1,215 per credit. Undergraduate students taking graduate courses will pay the undergraduate rate.*

#### Regular Rooms, basic rate

|  |         |
|--|---------|
| Bonaventure Hall                           | \$3,212 |
| Bonaventure-premium single (3rd Floor)     | \$4,326 |
| Gerard Hall                                | \$3,212 |
| Gerard Hall-double used for triple         | \$2,726 |
| Saint Benedict Hall-double                 | \$3,468 |
| Saint Benedict Hall-double used for triple | \$2,957 |
| Saint Benedict Hall - single               | \$3,808 |
| Saint Benedict Hall-single used as double  | \$3,511 |
| Saint Benedict-premium single              | \$4,326 |
| Wimmer-single                              | \$3,537 |
| Wimmer-double                              | \$3,306 |
| Wimmer-premium single (6th Floor)          | \$4,326 |
| Rooney-double                              | \$4,212 |
| Rooney-apartments                          | \$5,007 |
| Aurelius Double Suites                     | \$4,036 |
| Aurelius Suites - Small                    | \$3,883 |

#### Private Rooms, surcharge

|                                      |         |
|--------------------------------------|---------|
| Bonaventure, Gerard and Wimmer Halls | \$2,258 |
|--------------------------------------|---------|

#### Board Plans

|                         |         |
|-------------------------|---------|
| Apartment Meal Plan     | \$2,488 |
| 19 meals + \$125 flex   | \$3,150 |
| 15 meals + \$175 flex   | \$3,068 |
| 12 meals + \$200 flex   | \$2,866 |
| 200 blocks + \$175 flex | \$3,149 |
| 5 meals + \$75 flex     | \$1,032 |

#### Per Semester Student Government Fee

\$155  
(charged to all students taking 12 or more credits)

#### Per Semester Technology Fee

The technology fee partially covers the increased costs of academic computer support and multimedia instruction. Voicemail, telephones, and cable television are not included in this fee.

|   |
|---|
| \$268 a semester (for full-time students) |
| \$109 a semester (for part-time students) |
| \$196 bandwidth fee                       |

#### Per Semester Special Course and Lab Fees

|   |       |
|---|-------|
| Science Lab Fee, per course                           | \$128 |
| Human Dissection Lab fee (BL-290, INTS-223, INTS-225) | \$281 |

#### Nursing:

|  |         |
|--|---------|
| Carlow Nursing Fees – set by Carlow                        |         |
| Nursing Fee (NUR 106)                                      | \$95    |
| Nursing Fee (NUR 2162)                                     | \$242   |
| Nursing Fee (NUR 2161)                                     | \$1,002 |
| Nursing Fee (NUR-2171, 3181, 3191, 4211)                   | \$788   |
| Nursing Fee (NUR-2172, 3122, 3162, 3172, 3182, 3192, 4182) | \$231   |
| Nursing Fee (NUR-3121, 3161, 3171, 4181)                   | \$693   |
| Nursing Fee (NUR-4112, 4212)                               | \$462   |
| Nursing Fee (NUR-4111)                                     | \$557   |

|  |       |
|--|-------|
| Experimental Psychology and Lab (PY 341) | \$118 |
|--|-------|

|                                   |       |
|-----------------------------------|-------|
| Applied Music (MU 125) per credit | \$340 |
|-----------------------------------|-------|

|   |       |
|---|-------|
| Applied Music (MU 225, MU 325, MU 425) per credit | \$237 |
|---|-------|

|                         |      |
|-------------------------|------|
| Junior Recital (MU 330) | \$79 |
|-------------------------|------|

|                         |      |
|-------------------------|------|
| Senior Recital (MU 430) | \$79 |
|-------------------------|------|

|  |       |
|--|-------|
| Art Studio Courses, per course (AR 130, 131, 134, 135, 136, 139, 175, 189, 218, 225, 230, 233, 234, 236, 238, 240, 318, 325, 336, 337, 338, 348, 366, 368, 384, 386, 388, 404) | \$118 |
|--|-------|

|   |       |
|---|-------|
| Senior Art Exhibit (AR 405), per course | \$118 |
|---|-------|

|                               |       |
|-------------------------------|-------|
| Student Teaching Fee (ED 410) | \$340 |
|-------------------------------|-------|

|   |       |
|---|-------|
| Student Teaching Orientation Fee (ED 400) | \$162 |
|---|-------|

|   |      |
|---|------|
| Teaching Observation Lab (ED 101, ED 102, ED 103) | \$71 |
|---|------|

|                              |      |
|------------------------------|------|
| Education Labs (ED 207, 307) | \$71 |
|------------------------------|------|

|                           |         |
|---------------------------|---------|
| Audit Fees                |         |
| Course Audit (per credit) | \$1,215 |

*Students are responsible for fees if associated with a course to cover the cost of materials. Course Audit for persons more than 30 years of age up to 64 years of age is one-half of the regular course audit fee. For persons 65 years of age and over, course audit is free of charge. Registration fee for each reduced-rate course audit is \$5.*

#### Per Semester Miscellaneous Fees

|   |       |
|---|-------|
| Health Service Fee (residents and full-time undergraduate students) | \$119 |
|---|-------|

|  |       |
|--|-------|
| First-Year Orientation Fee (first semester only) | \$234 |
|--|-------|

|                                |       |
|--------------------------------|-------|
| International Welcome Week Fee | \$286 |
|--------------------------------|-------|

|                                  |      |
|----------------------------------|------|
| Application Fee (non-refundable) | \$25 |
|----------------------------------|------|

|             |      |
|-------------|------|
| Laundry Fee | \$35 |
|-------------|------|

|                             |        |
|-----------------------------|--------|
| Post Office Maintenance fee | \$2.50 |
|-----------------------------|--------|

**Reservation Deposits** These deposits are credited to the student's account but are not refundable.

|  |       |
|--|-------|
| Reservation Deposit<br>(Required of all new students.) | \$200 |
| Late Payment   | \$55  |
| Graduation Fee<br>(non-refundable)                     | \$100 |
| Fee for Certificate Programs<br>Completion             | \$15  |
| Transcript<br>(\$2.50 surcharge for mailed copies)     | \$5   |
| Parking and vehicle registration<br>(annual payment)   | \$100 |

**Study Abroad Programs**

|  |       |
|--|-------|
| Enrollment in third-party, direct and<br>exchange programs<br>(STAB 100 and STAB 200)                                  | \$493 |
| Enrollment in faculty-led programs<br>(Faculty-led courses are designated<br>in the portal during course registration) | \$60  |

**Cooperative Education (Per Semester)**

|                      |         |
|----------------------|---------|
| Tuition (per credit) | \$1,215 |
|----------------------|---------|

**FINANCIAL ASSISTANCE AND PAYMENT**

Saint Vincent College makes every effort to provide financial assistance to students who have been admitted.

At Saint Vincent College the cost is kept at the lowest possible level consistent with a financially responsible operation. The payment of the student's bill is due before the beginning of classes each semester or session. The student must obtain financial clearance from the Business Office indicating that satisfactory arrangements have been made for payment of financial obligations to the College. Students who do not receive this financial clearance will not be officially enrolled at the College.

Students may not enroll for a successive semester until their accounts have been completely satisfied; no diplomas, transcripts, or records will be issued until all financial obligations have been settled.

If checks returned by the bank are because of insufficient funds, the issuer of the check will be charged a service charge of \$25 plus 3 percent of the amount of the check. All checks must be drawn on a U.S. bank. The College reserves the right to change any of the fees whenever increasing costs may require such change.

**SECOND DEGREE/CONTINUING EDUCATION DISCOUNT**

A Saint Vincent College discount equal to ½ tuition is available to students who hold a Bachelor of Arts or Science degree from any accredited college or university and who are enrolled at Saint Vincent College in classes for academic credit.

**REFUND POLICY**

The policy for refund of tuition and fees upon withdrawal from individual courses or from Saint Vincent College applies only to withdrawal processed on the Portal or on official College withdrawal forms. A 95 percent refund will be given in the fall and spring semesters within the first 15 calendar days of the course. A 40 percent refund will be granted between days 16-30 of the course. On the 31st day of each course no tuition or fees will be granted. A 95 percent refund will be given in the summer within the first seven calendar days of the course. Beginning the eighth day, no refund will be granted. Note that refunds, if any, depend on the dates noted on the official withdrawal forms. A student who feels that special circumstances warrant an exception from established policy may present an appeal to the Assistant Vice President for Student Success and Retention. At the end of the first full week of classes of fall semesters, all residence hall fees are non-refundable for either voluntary or involuntary withdrawals.

**FINANCIAL AID**

Saint Vincent College offers a comprehensive program of financial aid in the form of scholarships, grants, loans, and part-time employment and coordinates programs from federal, state, and outside agencies. The yearly estimated cost of attending Saint Vincent College is based upon tuition, fees, living expenses, books and supplies, transportation, and personal expenses. Saint Vincent College expects that the family of a financial aid applicant will assist the student to the greatest extent permitted by their resources and that the student will help by means of summer and college employment and college savings. All students are strongly encouraged to seek scholarship aid from outside sources.

**Application for Financial Aid**

The application for federal and state aid is the Free Application for Federal Student Aid (FAFSA) and requires a yearly renewal. Applications are available each year on Oct. 1. May 1 is the priority filing deadline for filing the FAFSA. Applications processed after this date will be processed on a funds-available basis for campus-based aid programs. The information on this federal form will be sent to the student's state agency. Students who do not file the FAFSA will not be eligible to

receive federal or state aid but may qualify for most institutional aid programs and outside scholarships. Some institutional funds require the FAFSA to be filed to determine a student's need.

**Financial Aid Questions**

The Financial Aid Office is located on the first floor of Alfred Hall. Normal hours of operation are Monday-Friday, 8:30 a.m. – 4:30 p.m. Correspondence should be addressed to 300 Fraser Purchase Road, Latrobe, PA 15650-2690. Phone: 724-805-2555, 800-782-5549. Fax: 724-805-2953. Email: financialaid@stvincent.edu.

**OFFICE OF VOCATIONAL REHABILITATION**

Students who have disabilities may receive educational benefits through the Office of Vocational Rehabilitation (OVR). To be eligible, students must satisfy the disability and financial requirements of the OVR. For further information regarding this assistance, the student should contact the Office of Vocational Rehabilitation at the local Careerlink office. A representative of the Office is available monthly at the Saint Vincent College Office of Admission and Financial Aid or you can contact OVR at 1-800-762-4223.

**ACADEMIC SCHOLARSHIPS AND SAINT VINCENT COLLEGE AWARDS**

Saint Vincent College awards academic scholarships and grants to full-time degree-seeking freshmen for excellence in academic achievement based upon the high school record and scores from the SAT or ACT. All candidates must be a graduate of an accredited secondary high school. Saint Vincent College scholarships and awards are granted for a maximum of eight semesters and are available in the fall and spring semesters.

**BENEDICTINE PASTOR'S AWARD**

First-time freshmen and transfer students who are registered members (at least one year prior to the start date at Saint Vincent College) of parishes staffed by Benedictine monks of Saint Vincent Archabbey are eligible for this award. A Benedictine Pastor's Award form or letter from the Pastor verifying membership is required by May 1.

**CATHOLIC HIGH SCHOOL GRADUATE GRANTS**

The Catholic High School Grant is awarded to students who are Roman Catholic high school graduates enrolling full-time in the fall semester immediately following high school graduation.

**OUT-OF-STATE GRANTS**

The Out-of-State Grant is awarded to non-Pennsylvania residents.

## TRANSFER GRANTS

Transfer Grants are awarded to students who are transferring to Saint Vincent College from another college or university. The award is based on academic achievement at the previous school.

## ENDOWED SCHOLARSHIPS

Endowed scholarships are generally need-based and are supported by the generosity of alumni and private donors to the Saint Vincent College Scholarship Endowment Fund. Completion of the FAFSA is required. Restrictions may apply.

## SPECIALIZED SCHOLARSHIPS

### AURELIUS SCHOLARSHIP

The Aurelius Scholarship is awarded on the basis of superior academic credentials and potential, including high school performance, test scores, declared major, and interest in the program. Administered by the Alex G. McKenna School of Business, Economics, and Government, the program is offered to motivated students interested in Western intellectual tradition and awards a limited number of competitive scholarships.

### THE FRED ROGERS SCHOLARS PROGRAM

The Fred Rogers Scholars Program is a four-year merit-based scholarship program that gives Saint Vincent College students opportunities to connect their particular area of interest to the work of Fred Rogers and consider how to carry his principles and approach forward. Fred Rogers Scholars have opportunities to engage with researchers, professionals, and leaders within child and youth development, children's media, music, children's health, and more. Undergraduate students from across all majors have an opportunity to work with Fred Rogers Institute faculty and staff to engage with materials from the Archive to extend Fred Rogers' approach to supporting children, families, and their helpers. The goal of the program is that courses of study and future career plans. Students are encouraged to connect their particular area of interest with the work of Fred Rogers in efforts to develop specialized knowledge in how Fred's legacy integrates with their areas of study. Applications for the Fred Rogers Scholars Program open each spring semester for students across Saint Vincent College who maintain a GPA of 3.5 or higher.

### WIMMER SCHOLARSHIP

The Wimmer Scholarship competition is a general knowledge examination open to graduating high school seniors. Seniors must have applied for admission by the date of the exam and have a cumulative high school QPA of at least 3.5 to be eligible for

the competition. The first-place winner will receive a full tuition, room and board scholarship for eight semesters. The second-through fifth-place winners will receive a full-tuition scholarship for eight semesters.

## STEP SCHOLARSHIPS

The Science, Technology, Engineering, and Math Talent Expansion Program awards five four-year scholarships to incoming freshmen majoring in Bioinformatics, Biochemistry, or minoring in Biotechnology.

## PALMER SCHOLARS PROGRAM

The Arnold D. and Winifred W. Palmer Scholars Program was established through the generous support from the Palmer Family and the Arnold D. and Winifred W. Palmer Foundation to provide opportunities for graduates of Greater Latrobe Senior High School with exemplary academic and leadership skills.

## RESIDENT GRANT

The Resident Grant is applied toward tuition costs, but is designed to encourage students to live on campus and become part of the resident community at Saint Vincent.

All SVC grants and scholarships are to be applied to the cost of tuition. Full-time enrollment is required.

## VETERAN EDUCATIONAL BENEFITS AND UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS

Federal law and Veterans Administration (VA) regulations specify the conditions under which student veterans, eligible dependents, and reservists are paid VA educational benefits. The law requires that educational benefits be discontinued when the student ceases to make satisfactory progress toward completion of his or her degree. Based upon this requirement, any student using VA educational benefits at Saint Vincent College will be dismissed immediately following the semester when the Veteran or other eligible person does not meet the requirement for Satisfactory Academic Progress (SAP) listed in our current approved catalog. The standards for SAP include:

- Maintain at least a cumulative 2.0 GPA
- Complete 67% of all classes attempted
- Complete chosen degree-seeking program of study within 150% timeframe.

When a student receiving educational benefits fails to maintain the prescribed standards of progress and is placed on suspension without successfully appealing, the VA will be informed promptly so that benefit payments can be discontinued in accordance with the law. The termination date will be the last day of the semester in which the student's progress became unsatisfactory.

## Covered Individuals

Saint Vincent College adheres to specific policies set forth under the Veterans Benefits and Transition Act of 2018 regarding Covered Individuals. A Covered Individual is defined as any individual who is entitled to educational assistance under chapter 31, Veteran Readiness and Employment, or chapter 33, Post-9/11 GI Bill® benefits. Covered individuals may attend or participate in the course of education during the period beginning on the date that the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website e-Benefit, or VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

## Assessment of Late Fees

Saint Vincent College will not impose any penalty, including the assessment of late fees, and/or the denial of access to classes, because of the individual's ability to meet his or her financial obligations to the institution due to the delayed disbursement of funding by the VA.

## Priority Registration

Veterans, active duty, and reservists are given priority registration at Saint Vincent College. Specific dates and details will be made available to students prior to the registration period each semester by the Office of the Registrar.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gbill>.*

## NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM

Pennsylvania students who have enlisted in the PA National Guard may be eligible for annual grants from the Department of Military Affairs.

## FEDERAL PELL GRANT

The federal Pell grant is awarded as a result of the FAFSA and is based on the Expected Family Contribution (EFC) as determined by the Department of Education.

### **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT**

The SEOG grant is awarded to those with the highest need based on the results of the FAFSA. Each school receives limited funding for this award and those with the lowest EFC are considered on a first-come, first-served basis.

### **PA STATE GRANT AWARDED THROUGH THE PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY (PHEAA)**

The PHEAA grant is awarded to eligible residents of Pennsylvania. Students must complete the FAFSA yearly by May 1 for consideration.

### **STATE GRANT AID**

A number of states offer grants to students attending college outside of their home state. Eligibility and application requirements differ from state to state. Students should check with their state agency.

### **FEDERAL DIRECT STUDENT LOANS**

Subsidized and unsubsidized loans are awarded to students who wish to borrow. The maximum yearly amount for a dependent student is \$5,500 for freshmen, \$6,500 for sophomores, and \$7,500 for juniors and seniors. Dependent undergraduate students also have a \$31,000 aggregate limit.

### **FEDERAL DIRECT PARENT PLUS LOANS**

The PLUS loan is a credit-based loan available to parents of dependent undergraduate students to help cover the remaining cost of attendance after other forms of financial aid have been applied.

### **PRIVATE ALTERNATIVE LOANS**

Private alternative credit-based loans are available to students or parents to help cover the remaining cost of attendance after other forms of financial aid have been applied. Student borrowers will typically require a credit-worthy co-signer.

### **TUITION WAIVERS**

A tuition waiver may be granted to Saint Vincent College eligible faculty and staff members, their spouses, and dependents, through the Human Resources Office. Saint Vincent College also participates with the Council of Independent Colleges and The Tuition Exchange for first-time freshmen from families of full-time employees of other participating institutions. This program is administered by the Admission and Financial Aid Offices. The number of waivers available each year for these programs may be limited according to funds availability and number of applicants –incoming to and outgoing from Saint Vincent College.

### **WITHDRAWALS AND TITLE IV REFUND POLICY**

The federal government mandates that students who withdraw from all classes may only keep the federal financial aid (i.e., Title IV funds) they have “earned” up to the time of withdrawal. Title IV funds that have been disbursed in excess of the earned amount must be returned by the college and/or the student to the federal government. Thus, the student could owe aid funds to the college, the federal government, or both.

The Financial Aid Office is notified when a student has officially withdrawn from the college by the Office for Student Success and Retention. The calculation for Return of Title IV funds is based upon the date on which a student initiates the withdrawal process by indicating intent to withdraw. Students who unofficially withdraw by ceasing to attend classes, or students who do not complete all modules in a semester, are also subject to the Title IV Refund Policy. Students who fail to earn a passing grade in at least one class for a term may also be subject to the Title IV Refund Policy.

To determine the amount of aid the student has earned up to the time of withdrawal, the Financial Aid Office divides the number of calendar days the student has attended classes by the total number of calendar days in the semester (minus any scheduled breaks of five days or more). The resulting percentage is then multiplied by the total federal funds that were disbursed to the student account for the semester.

This calculation determines the amount of aid earned by the student that he or she may keep. The unearned amount must be returned to the Department of Education by the college and/or the student. The Financial Aid Office will notify and provide instructions to students who are required to return funds to the Department of Education.

Funds are returned to the following Title IV source in this order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Direct Graduate PLUS loans
- Federal Direct PLUS (parent) loans
- Federal Pell Grants
- Federal SEOG

### **REDUCED ENROLLMENT**

Students dropping from full-time to part-time up to and including the 31st day of the class may become ineligible for or eligible for a lesser amount of institutional and endowed funds awarded for that semester regardless of the tuition refund policy. Eligibility for financial aid from federal, state, or private sources may also be adjusted in accordance with the regulation pertaining to each source, which could result in a balance due to the College. In addition, dropping from full-time to part-time after the add/drop period may

affect eligibility for future aid if the student does not meet the minimum satisfactory academic progress requirements.

### **SATISFACTORY ACADEMIC PROGRESS**

In compliance with the Department of Education's policy for receiving financial aid, academic performance will be reviewed annually to ensure students are maintaining Satisfactory Academic Progress (SAP). All students will be measured at the end of each spring semester. Components of the SAP requirement include a measure of cumulative GPA, pace of completion, and total attempted credits. Students who are determined to have not met the minimum SAP requirements will be denied federal and institutional financial aid. An appeal process is available to students who have experienced personal illness or accident, death of an immediate family member, or other extraordinary circumstances that have prevented the student from attending classes and successfully completing course work. Documentation of such extraordinary circumstances will be required. A student whose financial aid has been terminated and for whom an appeal is not granted may regain eligibility for financial aid only after the student has corrected the deficiency in credits earned and minimum cumulative GPA by completing required course work at SVC without the benefit of federal or institutional aid, or by transfer of credits from another institution.

Minimum Cumulative GPA Requirement – 1.50 at the end of the freshman year, 2.0 at the end of the sophomore and subsequent years. Certain Saint Vincent College awards require a cumulative GPA greater than 2.0 which is noted upon notification of the award.

Pace of Completion – all students must have successfully completed at least 67 percent of cumulative credits attempted.

Total Attempted Credits – Attempted credits cannot exceed 150 percent of the credits required as defined by the College's published length of the specific program.

Full-time students receiving the PA State Grant are required to complete 24 credits per year, not including repeated course work. Students receiving aid from other outside agencies are bound by the academic progress policy of the awarding agency.

### **ANNUAL REVIEW**

A review of financial aid awards is made during and at the close of each academic year by the Committee on Scholarships and Financial Aid of Saint Vincent College. The termination/or correction to any financial aid award is made by this committee as a result of this process.

# ACADEMIC PROGRAMS AND REGULATIONS

## Knowledge of Requirements

Although advisors will assist the student about matters such as course and program selection, the ultimate responsibility for knowledge of requirements, course prerequisites, and for verification of the accuracy of records maintained by the Registrar remains with the student. Consequently, students should be familiar with the contents of this *Bulletin*, and monitor their progress toward graduation.

## Listening, Learning, and Loving Core Curriculum

The Saint Vincent College mission statement proclaims that our aim is to educate “men and women to enable them to integrate their professional aims with the broader purposes of human life.” It recognizes the necessity of worldly employment for our students but refuses to concede that such employment or its financial rewards constitute the broader purposes of human life.

To fulfill the mission, the College has designed a core curriculum that emphasizes its Catholic foundation by integration of knowledge, alignment of core classes with the College’s mission, and care of the vulnerable. As such, the core curriculum is organized by six student learning outcomes.

1. **Theological Foundations:** Students will critically articulate the theological foundations of the Catholic Benedictine tradition.
2. **History, Culture, and Politics:** Students will demonstrate an informed understanding of their historical, cultural, and political location within a global context.
3. **Investigating and Reasoning:** Students will practice methods appropriate to the arts and sciences to question, investigate, and reason.
4. **Integrated Perspective:** Students will develop an integrated perspective on liberal education and its relationship to their disciplinary concentration.
5. **Effective and Charitable Expression:** Students will express themselves effectively and charitably as artists, speakers, and writers.
6. **Ethics and Service:** Students will rationally defend ethical commitments for the service of self, neighbors, and creation.

## CORE CURRICULUM STRUCTURE

The structure of the core is meant to provide an easy path through classes and enable

students to choose within this path. To help this, all courses that fulfill core requirements will bear the designation “CORE.” As indicated below, courses at the introductory level will have the first number as 1; reinforcement level with the first number as 2; and the mastery level with the first number as 3. The second number indicates the SLO the course primarily fulfills. The last two numbers are the unique course numbers. The basic structure is as follows:

### TIER ONE – INTRODUCTION LEVEL

- CORE 1400: Listening Seminar
- CORE 1500: Core Writing
- 1 Theological Foundations class numbered CORE 11xx
- 2 History, Culture, Politics Classes numbered CORE 12xx
- 1 Investigating and Reason class numbered CORE 13xx (This class should be in areas in addition to students’ major area of study.)
- 1 Effective and Charitable Expression class numbered CORE 15xx
- 1 Ethics and Service class numbered CORE 16xx

### TIER TWO – REINFORCEMENT

- CORE 2400: Learning Seminar
- 1 Theological Foundations class numbered CORE 21xx
- 1 History, Culture, Politics Class numbered CORE 22xx
- 1 Investigating and Reason class numbered CORE 23xx (This class should be in areas in addition to students’ major area of study.)
- 1 Effective and Charitable Expression class numbered CORE 25xx
- 1 Ethics and Service class numbered CORE 26xx

### TIER THREE – MASTERY

- CORE 3400: Loving Seminar

**Total Typical Credits for the Core Curriculum: 45 credits / 15 classes**

## Graduation Requirements

*A candidate for graduation must satisfy the following requirements:*

- Complete a minimum of 124 credits;
- Satisfy the requirements of the core curriculum;
- Fulfill the requirements for the major(s) as specified by the department(s);
- Achieve an overall grade point average of 2.0 as well as a grade point average of 2.0 in the major at Saint Vincent College;
- Satisfy the capstone requirement as specified by the major department(s); and
- Obtain financial clearance from the Business Office.

## GRADUATION APPLICATION

Students who plan to graduate must file an application for graduation during the first term of their senior year. Application forms are available on the Registration and Records page of the portal or in the Registrar’s Office. Upon receipt of the completed application, the Registrar will register the graduating student in an exit interview course (zero credits, pass/fail). Completed applications for May and August graduation are due to the Registrar by November 15; December graduation applications are due by September 15.

Students who have special permission to take a course away from Saint Vincent during their final semester, must make sure that the Office of the Registrar receives a final, official transcript from the other institution or a grade from the instructor by noon the Thursday before the graduation date. Students in the Mathematics/Engineering Program must have an official transcript reflecting the successful completion of at least three, full-time semesters (a minimum of 45 credits) in engineering from the cooperative school sent to the Office of the Registrar before the graduation date.

## GRADUATION PARTICIPATION

To participate in graduation ceremonies, students must be in good academic standing, must have fulfilled all financial obligations, and must have completed degree requirements (including the core, major requirements, and overall 124 required credits) or be within four credits of the overall number of credits required for graduation given their major degree program. Only those who have fulfilled all degree requirements and have no financial obligations to the College will receive a diploma.

## Majors and Minors

Major requirements are specified by the departments in the section titled **Courses of Instruction**. Students have the option of completing a double major. In addition, students also have the option of completing a minor or minors. For successful completion of a minor, a grade point average of 2.0 in the minor is required. Additional information about requirements for minors is given under the departments in the section titled **Courses of Instruction**.

## Special Programs

### ACADEMIC HONOR SOCIETIES

The College sponsors chapters of national or international academic honor societies to recognize students’ academic excellence. Membership in an academic honor society stimulates professional growth and provides practical and leadership experience to

enhance one's academic pursuits. Currently the College sponsors two general academic honor societies: Alpha Lambda Delta recognizes excellence among students in their first year of study in higher education; Alpha Chi recognizes academic excellence among college juniors and seniors. In addition there are honor societies in the following disciplines: Anthropology (Lambda Alpha); Biology (Beta Beta Beta); Physics (Sigma Pi Sigma); Economics (Omicron Delta Epsilon); History (Phi Alpha Theta); Psychology (Psi Chi); Education (Kappa Delta Pi); Business (Delta Mu Delta); English (Sigma Tau Delta); Communication (Lambda Pi Eta); International Foreign Language (Phi Sigma Iota); Theology (Theta Alpha Kappa); Computing and Information Systems (Alpha Iota Mu); Mathematics (Pi Mu Epsilon); Criminology (Alpha Phi Sigma); Chemistry (Gamma Sigma Epsilon).

#### **ACCELERATED PODIATRIC MEDICINE**

See Pre-Health Profession section of this *Bulletin*.

#### **ACCELERATED OSTEOPATHIC MEDICINE**

See Pre-Health Profession section of this *Bulletin*.

#### **ACTUARIAL SCIENCE (3-2 PROGRAM)**

*Course of Instruction* under Mathematics, Actuarial Science (Mathematics, 3-2).

#### **ARMY AND AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC)**

Saint Vincent College students may participate in a military officer training program in either the U.S. Army (through the University of Pittsburgh-Greensburg) or the U.S. Air Force (through the University of Pittsburgh-Main Campus). Transportation is provided to the University of Pittsburgh-Greensburg for the Army program but is not for the Air Force program at the University of Pittsburgh-Main Campus. All credits of the Professional Officers Course or Advanced Military Science may be applied as electives at Saint Vincent, but no credit is granted for general military courses. Interested students should contact the ARMY ROTC representative at [ccb24@pitt.edu](mailto:ccb24@pitt.edu) or the Air Force ROTC representative at 412-624-6396.

#### **CAMPUS WRITING PROGRAM**

Through the Campus Writing Program, trained faculty members provide students with concerted writing instruction in writing across the curriculum and writing within disciplinary programs. In these Writing-Designated (WD) courses, students practically apply both the cross-curricular principles for producing good writing as well as discipline-specific conventions for

the specific course. Thus, students learn how to write like professionals in their fields while adhering to Saint Vincent College's Six Principles of Good Writing that span all rhetorical situations. WD courses may combine a measure of informal and formal writing, asking students to write to learn and write to communicate. In a typical WD course, students may respond to reading assignments, integrate ideas and information from various sources, complete sequenced assignments, and revise papers based on peer reviews or instructor feedback. Students are required to take Core 1500, Core 2400 and Core 3400, which are all writing designated. Students are strongly encouraged to opt to take more WD courses in the core and their programs of study because WD courses sharpen students' thinking and writing in the sciences, social sciences, business fields, as well as in the humanities. All students are encouraged to use the Writing Center for resources and schedule sessions with trained writing consultants.

#### **WRITING CENTER**

The Saint Vincent College Writing Center is an interdisciplinary resource that seeks to provide students the opportunity to become more confident, independent, and capable writers. The writing consultants, a diverse group of students who have been trained to facilitate 1:1 tutorials, group sessions, and workshops – will guide and support students of all writing abilities through each stage of the writing process, from formulating ideas, to applying the Six Principles of Good Writing, to developing voice and proofreading. Rooted in the Benedictine Hallmarks, the Writing Center provides a welcoming, nonjudgmental, and constructive environment in which students improve their writing habits and skills. By celebrating individuality, equality, and collaboration, the Writing Center is committed to each unique individual and the Saint Vincent community overall.

The Writing Center is located in Latimer Family Library 102 and is open Sunday-Friday for virtual and in-person writing consultation.

#### **CERTIFICATE PROGRAMS**

The College offers undergraduate certificate programs in Benedictine Leadership Studies, Biotechnology, Addiction Specialist Training and Global Engagement. These programs meet the needs of people whose career situation would benefit from a structured training program in the area of certification. For successful completion of a certificate, a grade point average of 2.0 is required for the undergraduate certificate.

Specific course requirements are found under the particular department concerned.

For further information, contact the Office of Admission and Financial Aid.

#### **CONTINUING EDUCATION**

Students not necessarily pursuing a degree may enroll in credit courses for personal or professional advancement. They should complete a Continuing Education Application when registering. Persons 30 years of age or older may audit any course at half-price tuition, and persons 65 or older may audit credit courses tuition free. Registration fee for each reduced-rate course audit is \$5.

For information contact the Office of the Coordinator of Graduate and Continuing Education.

#### **MATHEMATICS/ENGINEERING PROGRAM**

See *Courses of Instruction* under Engineering.

#### **NURSING (COOPERATIVE PROGRAM WITH CARLOW UNIVERSITY)**

See *Courses of Instruction* under Nursing.

#### **PRE-COLLEGE PROGRAM**

High school students may take courses in the regular college curriculum with approval of their high school guidance counselor and the Coordinator of Graduate and Continuing Education. A list of appropriate courses will be decided upon by the coordinator and the student's guidance counselor. Students must complete a Pre-College Application along with a letter signed by their high school guidance counselor to be eligible. Pre-College students will receive half-price tuition.

#### **INDEPENDENT STUDY**

A student who wishes to pursue a special project in an area not sufficiently covered by the regular courses may request a faculty member to direct and supervise independent work. If accepted by the faculty member for independent study, the student should register for an independent study course in the department. Credits are determined by the faculty member and the school dean. The Independent Study Program is restricted to juniors and seniors. A course required for the major, a minor, or the College core curriculum may not be taken as an independent study.

#### **STUDY ABROAD**

The mission of the SVC Office of International Education is to provide students of all majors and backgrounds with access to high-quality, affordable study abroad programs. Students can take classes in their major, earn credit toward the Core, complete an internship, engage in service projects or study a foreign language. Program length varies from one-two weeks, summer session, full semester, to academic year. From initial

advising and program matching through pre-departure orientation and return to campus, the SVC Office of International Education is committed to communicating openly and sharing resources that help students make informed decisions about their international education experience.

Students seeking short-term, for-credit study abroad opportunities can choose from one to two-week programs offered each academic year. Such programs allow for structured discipline-specific group travel led by a Saint Vincent College faculty member. The travel portion of most faculty-led programs occurs over spring and summer breaks. Cost varies; financial assistance is available for some programs.

Students wishing to study abroad for a full semester or a four-week or more summer program choose between exchange universities and approved third-party organizations. All financial aid is transferrable for exchange programs. While institutional aid does not transfer to third-party study abroad programs, all federal, state, and non-institutional aid may be applied. Students are encouraged to apply for scholarship funding through the SVC Endowment for Study Abroad for four-week or more education abroad programs. Students may be eligible to apply for additional funding, as well. Students participating in four-week or more study abroad programs are required to enroll in a pre-departure orientation course the semester prior to travel. While abroad, students maintain access to online advising tools and resources.

### **SERVICE LEARNING AND COMMUNITY OUTREACH**

Saint Vincent College students have the opportunity to enroll in a diversity of courses that integrate service into the curriculum. Through academic course work and service opportunities, faculty and students build partnerships with community organizations committed to serving the marginalized. Faculty challenge students to reflect, write, and discuss their experiences, using course content to enhance student understanding of how the service experience expands classroom learning. Service Learning courses provide students with transformative experiences that create a foundation of compassion, reflection, and problem-solving for future opportunities.

### **SUMMER SESSIONS**

The College offers a variety of courses during its summer program. This includes three-, six-, and seven-week sessions. Classes are held both during the day and in the evening. Campus residence is available. Information may be obtained by contacting the Coordinator of Graduate Admissions and Continuing Education.

### **THE FRED ROGERS INSTITUTE**

Planned under Fred's guidance and established in 2003 at Saint Vincent College in his hometown of Latrobe, Pennsylvania, the Fred Rogers Institute advances the legacy of Fred Rogers by investing in the strengths of families and caring adults to support the healthy development of children. Fred Rogers famously encouraged children to look to the helpers. During his time on television as a beloved neighbor, and in his public service, he showcased the importance of those helpers – the adults who serve children with their lives and careers. Fred envisioned a place where aspiring and current educators, medical professionals, business owners, researchers, and more, could “think of the children first” in their pursuits. He found a home for his Archive and this vision at Saint Vincent College in his childhood hometown of Latrobe, Pennsylvania. Since 2003 our work has grown and deepened in the small town Fred called home, in the western Pennsylvania region, and across the United States and world. At the Fred Rogers Institute, our core values drive what we do. We value human relationships as the foundation of learning and growing; a sense of belonging for every child and grown-up; the essential role that families and caring adults play in the lives of children; and the importance of childhood, where children are cherished for who they are here and now. Guided by these core values, the Fred Rogers Institute is home to internationally-recognized initiatives and research fellowships that encourage and empower adults in their support of the healthy development of children.

### **FRED ROGERS SCHOLARS**

The Fred Rogers Scholars Program is a four-year merit-based scholarship program that gives Saint Vincent College students opportunities to connect their particular area of interest to the work of Fred Rogers and consider how to carry his principles and approach forward. Fred Rogers Scholars have opportunities to engage with researchers, professionals, and leaders within child and youth development, children's media, music, children's health, and more. Undergraduate students from across all majors have an opportunity to work with Fred Rogers Institute faculty and staff to engage with materials from the Archive to extend Fred Rogers' approach to supporting children, families, and their helpers. The goal of the program is that courses of study and future career plans. Students are encouraged to connect their particular area of interest with the work of Fred Rogers in efforts to develop specialized knowledge in how Fred's legacy integrates with their areas of study. Applications for the Fred Rogers Scholars Program open each spring semester for

students across Saint Vincent College who maintain a GPA of 3.5 or higher.

## **Honors Program**

In concert with the mission of the College and the goals of the core curriculum, the Honors Program at Saint Vincent College strives to bring together accomplished students who share a commitment to excellence and a love of learning and to provide these students with academic challenges and enriching experiences that nurture and enhance rigorous intellectual development.

### **THE HONORS EXPERIENCE**

Faculty of the Honors Program design special courses exclusively available to students in the Honors Program. By design, Honors courses challenge and reward students who seek engaging academic work and substantial intellectual development. Students in an Honors course tend to play a more active role in the learning process through, for example, discussions, presentations, and projects. The quality of assignments, not the quantity, distinguishes an Honors course.

The Honors seminar, the culminating experience in the Honors curriculum, challenges students to integrate the various disciplines they have studied to address a particular issue or theme.

In addition to the Honors curriculum, the Honors Program sponsors on-campus colloquia, forums for discussion of current cultural or political events, opportunities for service, and enriching off-campus excursions. Honors students play an important role in the Saint Vincent Student Research Conference and are strongly encouraged to present their scholarly or creative work at regional and national professional conferences.

### **THE HONORS CURRICULUM DISCIPLINARY SEMINARS**

Students seeking to graduate as Honors Scholars must complete the requirements listed below. Students may remain in the program if their GPA remains above 3.0 and they continue to participate in Honors classes and at least one major Honors Program event per year.

Students who enter the program as sophomores or juniors would still need to complete the full 15 credits of the Honors Curriculum.

### **HONORS PROGRAM STUDENT LEARNING OUTCOMES**

- Students will articulate an understanding of community in a variety of contexts, including the intellectual.
- Students will convey the story of their own intellectual awakenings.



- Student will explain a means of putting their own intellectual paths in service to community.

### HONORS PROGRAM CURRICULUM

Each student will complete seven courses (15 credits):

|        |           |  |
|--------|-----------|--|
| HP-100 | 1 credit  | Honors Gateway Seminar<br>(taken in the first year of study)         |
| HP-201 | 1 credit  | Honors Intermediate Seminar I (usually take in the sophomore year)   |
| HP-202 | 1 credit  | Honors Intermediate Seminar II (Usually taken in the junior year)    |
| HP-3** | 3 credits | Honors Disciplinary Seminar 1 (may be taken any time after HP-100)   |
| HP-3** | 3 credits | Honors Disciplinary Seminar 2 (may be taken any time after HP-100)   |
| HP-3** | 3 credits | Honors Disciplinary Seminar 3 (may be taken any time after HP-100)   |
| HP-400 | 3 credits | Honors Capstone Seminar (taken after the three disciplinary seminar) |

**TOTAL 15 credits**

### HONORS GATEWAY SEMINAR COURSE LEARNING OBJECTIVES

- The Honors Gateway Seminar will ask students to engage texts that address the ways that humans have understood and tried to create and live in communities. They will generate texts (essays, videos, etc.) in which they convey their understanding of community.
- The Honors Gateway Seminar students will analyze and present their understanding of their own intellectual journeys.
- The Honors Gateway Seminar students will communicate their understanding of how they have or might serve their communities with their own intellectual development.

### HONORS PROGRAM COURSE DESCRIPTIONS HP-100 HONORS GATEWAY SEMINAR

Honors Gateway Seminar serves as the entry point for the honors program and is required of all Honors Program students who began their studies at Saint Vincent College in the fall 2021 semester or later. It will orient students to the Honors Program, introduce them to the Honors Program student learning outcomes, initiate them into the Honors Program community, and provide an interdisciplinary experience that helps

students to see the broad scope of liberal arts studies at Saint Vincent College. One credit.

### HP-201 HONORS INTERMEDIATE SEMINAR I

The Honors Intermediate Seminar I is taken in the sophomore year of study. The Intermediate Seminar provides the Honors Program Student with further opportunity to study pertinent subjects, topics, authors, books, studies, art, etc., that contribute to the overall life in academic community and the enrichment of the life of the mind. One credit.

### HP-202 HONORS INTERMEDIATE SEMINAR II

The Honors Intermediate Seminar II is taken preferably in the junior year of study. The Intermediate Seminar II provides the Honors Program Student an in-depth academic experience of the life of the mind through intentional academic discussions, writing, and the integration of honors activities such as, but not limited to concerts, plays, trips, community service, speaker series, social justice events, writing workshops, etc. All with the goal of integration of the overall life in an intentional academic community as well as enriching the life of the mind. One credit.

### HP-3\*\* HONORS DISCIPLINARY SEMINAR 1, 2, AND 3

These seminars are based in a discipline and can be used to satisfy major, minor, or other requirements as well as the honors program. Three credits each.

### HP-400 HONORS CAPSTONE SEMINAR

This is the capstone course of the flagship honors experience at Saint Vincent College, namely, The Saint Vincent College Honors Scholars Program. The capstone seminar sits at the apex of the Honors Program seminar sequence. The goal of the capstone seminar is to acknowledge the work that the honors student has done in their undergraduate career through topical readings and the writing of a 15-page capstone essay, while also preparing the honors student for a lifetime of study and inquiry into the life of the mind and the human condition.

This course is designed to be comparable to a graduate school liberal arts seminar. The onus for the work and reading and hosting of the class is placed upon the honors seniors. The instructor will choose appropriate readings and experiences that will serve as a foundation for the capstone essay. Lastly, this course seeks to refine the honor's students' intellectual skills through reading, writing, and discussion. The culmination of the seminar will be an original essay of at least 15 pages composed by each honors student. This course is mandatory for completion of the honors program and may be taken in the spring of the junior or senior year of study. Three credits.

### FORMAL RECOGNITION OF HONORS

All Honors classes are noted as HP courses on the transcript. Students who successfully complete the Honors Curriculum receive recognition at graduation and a special designation on the transcript as a College Scholar of the Honors Program. The Honors Program Committee will review the records of the Honors Program students based on published criteria of grades and participation in Honors events.

### APPLICATION PROCESS

Entry to the program will be based on the student's academic work and evidence of the student's motivation to pursue challenging course work. Students who are not accepted to the program may reapply at a later date using additional materials.

### ENTERING FIRST-YEAR STUDENTS

Entering first-year students are invited to apply to the Honors Program as an extension of their Application for Admission to the College by submitting the application materials listed below. The Honors Program Admission Committee will also review the high school transcript and the ACT or SAT scores that are part of the general application to the College.

### STUDENTS CURRENTLY ENROLLED

#### AT SAINT VINCENT COLLEGE

Students currently at Saint Vincent are invited to apply to the program by submitting the application materials listed below. The Honors Program committee will obtain student transcripts for each applicant from the Registrar.

### HONORS PROGRAM APPLICATION MATERIALS (REQUIRED OF ALL APPLICANTS)

Student name must appear on each item.

- Two letters of recommendation.
- A short essay (maximum 600 words) that explains why the student would like to be part of the Honors Program. The essay should focus on personal experience with and interest in:
  - exploring and discussing original works and commentary.
  - sharing a commitment to a vigorous intellectual life by investing a significant effort in research, writing, and other forms of creative expression.
  - integrating cultural events and independent scholarly work.
- A sample of original, individual work, which represents a student's knowledge, ability, and creativity. This should be an academic essay that demonstrates the student's writing ability. Projects that primarily string together quoted sources and do not include substantial portions of original

writing by the applicant are not appropriate. Work created as part of a collaborative project is also not appropriate.

## DEADLINE FOR SUBMISSION

### Incoming First-year Students:

March 1 or until the program is filled.

### Students Currently Enrolled at SVC:

Students currently enrolled at Saint Vincent College are invited to apply to the Honors Program anytime during the year. However, students must submit their application three weeks prior to registration if they wish to enroll in Honors courses the following semester.

## Regulations

### STUDENT IDENTITY VERIFICATION

Upon paid commitment to enroll in the College, each student is issued a unique ID, username, and password by the Information Technology Office. Students are encouraged to change their password upon the first login. This information is required to access the campus network which includes the portal, email, and the learning management system. This process is followed for enrollment in onsite, hybrid, and online courses. There are no additional fees for student identity verification.

### REGISTRATION

Registration information is announced by the Registrar's Office. Information concerning registration for courses at Saint Vincent College is available via MySV Portal so that students may plan course sequence and properly register for desired courses. Students will not receive credit for classes for which they are not properly registered. All students are expected to register for themselves. *Academic registration is concluded for a student when the schedule has been approved by an advisor, registration has been processed via the Portal or by filing the appropriate form in the Registrar's office and the financial clearance is obtained through the Business Office.* Registration changes must be processed by noted deadlines. Non-attendance of a course for which a student has registered does not constitute official withdrawal. Students may not attend a course for which they have not registered.

### ACADEMIC TERMS

The academic year is separated into fall, spring, and summer semesters. Fall and spring are 15 weeks in length with an additional week for final examinations. Summer classes are 3 weeks or 6 weeks in length. All semester-length classes and summer sessions adhere to the college credit hour policy as verified by the Registrar.

### CREDIT HOURS

All courses are recorded in terms of credits, or semester hours. A semester hour for lecture classes is defined as one lecture, recitation, or class period of 50 minutes duration per week for one semester. Recommended out-of-class study is twice in-class time. A semester hour for laboratories is defined as three (3) contact hours per week for one semester.

### ONLINE/HYBRID COURSES

Online courses are delivered 100 percent asynchronously online. A hybrid course requires at least 50 percent of the instructional time delivered either synchronously online or in the classroom. Please note that for the purposes of this definition synchronous online instruction is considered to be the same as in class meetings for determining the percentage for the hybrid definition. A course delivered as 100 percent synchronous online should still be considered a hybrid.

### SYSTEM OF GRADING

Grades are recorded by letter using a plus (+), minus (-) system; grade points are used to compute averages.

| Letter Grade | Grade Points (per credit hour) | Number Grade |
|--------------|--------------------------------|--------------|
| A            | 4.00                           | 93-100       |
| A-           | 3.70                           | 90-92        |
| B+           | 3.30                           | 87-89        |
| B            | 3.00                           | 83-86        |
| B-           | 2.70                           | 80-82        |
| C+           | 2.30                           | 77-79        |
| C            | 2.00                           | 73-76        |
| C-           | 1.70                           | 70-72        |
| D+           | 1.30                           | 67-69        |
| D            | 1.00                           | 60-66        |
| F            | 0.00                           | 0-59         |

### GRADE POINT AVERAGE

Records are evaluated through a grade-point average. This average is obtained by dividing the total number of credits taken into the grade points earned.

### OTHER GRADING SYMBOLS

AP — Advanced Placement Award. Credit is given, but grade points are not.  
CL — CLEP Examination. Credit is given, but grade points are not.  
EX — Experiential Learning. Credit is given, but grade points are not.  
G — Incomplete. An incomplete course must be completed within one month of the beginning of the following semester or the grade becomes an F. Under extenuating circumstances, the Registrar upon the request of the instructor may grant an extension of time up to the end of the following semester.  
IP — Course In Progress. Only issued to

students who are unable to complete course work in one semester due to the nature of the research, data collection, field work, or internship. Students have three semesters to complete IP work.

P — Pass. The student passed the course with at least the equivalent of a "C-" (1.70 or 70-72) or higher. Credit is given, but grade points are not.

T — Transfer course. Credit is given for transfer work from another accredited institution, but grade points are not.

X — Audit. No credit or grade points are given for auditing a course.

W — Withdrawal. No credit given and no effect on grade point average.

WF — Withdrew Failing. No credit given, but is computed in grade point average.

Withdrawal from courses is official only if processed appropriately via the Portal or in the Registrar's office. Deadlines on withdrawals are indicated on the academic calendar. Failure to withdraw from a course officially will result in the student receiving a failing grade in the course. Refunds are based on the date the withdrawal is processed.

### CLASS STANDING

The number of credits a student has earned toward graduation determines class standing.

|            |               |
|------------|---------------|
| Freshmen   | 0-23 credits  |
| Sophomores | 24-53 credits |
| Juniors    | 54-86 credits |
| Seniors    | 87+ credits   |

### WITHDRAWAL FROM COLLEGE

Students who withdraw from the College are required to contact the Assistant Vice President for Student Success and Retention and complete an official withdrawal form and exit survey. This is especially important if the withdrawal is during the period when the student is entitled to a refund. Refunds are based on the date the withdrawal is processed. Students must wait one year before reapplying for admission. Upon withdrawal from the College, grades for any incomplete coursework will be changed to an "F" (failure). Students may request to return to the College within one year by contacting the Office of Student Success. After one year, students are required to reapply through the College Admission Office.

### PASS-FAIL OPTION

The pass-fail option is available to encourage the motivated student to engage in more challenging course work without jeopardizing the overall grade point average. Students may elect one course each semester on a pass-fail basis. Pass-fail courses do not satisfy core curriculum, major or minor requirements. The course will carry credit toward graduation, but it will not be used in

the computation of the student's grade point average, if a P is earned. An F is computed as a failing grade in the student's GPA. In order to earn a P, the student must earn the grade of C- or better (1.7 or 70-72). A grade of D+ or lower will be recorded as an F.

Students may elect to take a course on a pass-fail basis up to the date indicated on the academic calendar. Once the student has declared the pass-fail option, a change back to the letter grade is not permitted.

### **AUDIT**

Students may audit courses. An audit signifies that the student will not be asked to meet the course requirements such as written assignments or examinations, but that he or she has the privilege of class attendance and participation. No credits toward graduation can be earned for audited courses and no grade can be given. Students who have taken a course and received a grade should not register for the course again as an audit. By auditing a course that was already taken for credit (including transfer and AP credits), the credits will be lost. Tuition for an audited course is identical to the tuition for students below the age of 29. Course audit for persons over 30 years of age up to 64 years of age is one half of the regular tuition. For persons 65 years of age and older, course audit is free of charge. Registration for each reduced rate credit course is \$5. Student is responsible for any fees associated with a course to cover the cost of materials.

### **DEAN'S LIST**

A semester grade point average of 3.50 places the full-time matriculated student on the Dean's List. A minimum of 12 credits of completed courses is required during a semester in order for a student to be eligible for the Dean's List. Because averages will be computed before the period for removal of incompletes, students requesting incompletes waive their right to be named to the Dean's List for that semester.

### **ABSENCE FROM CLASS AND MAKE-UP EXAMS**

Attendance is expected in all courses. Absences are strongly discouraged because they are detrimental to the successful completion of a course. Absences, as well as make-up exams, are handled at the discretion of the individual faculty member. Instructors may choose to consider attendance in assigning grades. For the attendance policy and penalties for absence or lateness in a particular course, consult the instructor.

### **EXCUSED ABSENCES FOR PARTICIPATION IN INTERCOLLEGIATE SPORTS AND OTHER COLLEGE ACTIVITIES**

The College officially sponsors the following intercollegiate sports: cross country, swimming, football, volleyball,

track, lacrosse, baseball, golf, basketball, soccer, softball, tennis, and bowling. Before deciding to participate in a sport which necessitates absence from class, the student should carefully weigh the consequences of absences—even though officially excused—upon academic performance. Absences from class for participation in events in these sports will be considered excused absences provided proper procedures are followed. Although an excused absence will not be counted by the professor as a class missed, it does not relieve the student from the responsibility of learning course material. An excused absence simply means that the absence will not be counted by the professor as a missed class cut. Furthermore, any absence prevents a student from participating fully in the "process" of a course.

If a student determines that participation in athletics seriously interferes with academic performance, the student would be well advised not to participate. When planning registration, athletes should consult game schedules so that no more than four class sessions will be missed for intercollegiate competition. The student should rely heavily on the judgment of the professor and faculty advisor in cases where athletic participation appears to be jeopardizing academic progress. If a student's grade point average falls below the required minimum as stated in the Academic Warning System section, the student is prevented by College policy from participating in intercollegiate sports.

As soon as a student is placed on the official roster, the student will inform each professor regarding participation in an intercollegiate sport, and will provide a schedule of games which may conflict with the class schedule. The student will make provisions for make-up exams and the like in advance of the examination date so that the student is not penalized for the excused absence.

For each absence, the student will present an official excuse signed by the coach for the particular game which necessitates the absence. The policy and procedures outlined are for official intercollegiate sports.

### **EXCUSED ABSENCES FOR COMMUTER STUDENTS DUE TO INCLEMENT WEATHER**

Commuter students should exercise good judgment about driving to campus for classes during inclement weather. If a student determines that travel conditions are hazardous, she/he should remain at home. However, the student must notify the instructor in advance of the scheduled class meeting.

### **COURSES TAKEN ELSEWHERE (TRANSFER COURSES)**

Prior to taking a course at another accredited institution a student must work with his/

her advisor to complete a Transfer Course Approval form that should be submitted to the Registrar's Office for final approval. Courses taken at other accredited institutions in which a grade of C- or better, a 1.70 grade point average, or a 70 number grade or above will be accepted by Saint Vincent College toward a student's graduation. Because only one course in each field is required to complete the core, the Mathematics and Fine Arts requirements must be completed at Saint Vincent. Once matriculated, students may transfer credit for no more than a total of five (5) courses with no more than one course applied to the requirement of a given core area. In order for the transfer work to be documented on a student's record, an official transcript must be sent to the Registrar's Office as soon as possible upon completion of the course. Courses will be documented with the grade of "T," which will not count toward the student's GPA.

For registration purposes for currently enrolled students, transfer credits must be received by March 15 to be included in credits completed for the following fall registration; transfer credits must be received by Oct. 15 to be included in credits completed for the following spring registration.

### **CHANGE OF MAJOR OR MINOR**

A student must file a change-of-major/minor form with the Registrar in order to change a major/minor. Students pursuing majors that include concentrations should declare the concentration with the Registrar as soon as one has been identified. If a student changes a major/minor, including changing from an undeclared major, a C-, 1.70 or lower received in previous courses and not required by the new major/minor will not be used in the computation of the GPA if the student requests it. Undeclared students must demonstrate that a course was taken when considering a major. This information must be verified in writing by the Director of Undeclared Students. The student must request the change in computation on a form available from the Registrar while currently enrolled, not post-graduation. Credit for these courses cannot be claimed in the future including for graduation.

Although these grades are not computed in the grade point average, they remain on the transcript.

### **REPETITION OF COURSES**

A student may repeat a course in which a C-, 1.70 or lower has been earned if the student registers for the same course number a second time. The last grade shall replace the first in computing the grade point average even if the second grade is lower. The previous grade received is not removed from the transcript, but noted as a repeat. Only the credits earned in the repeated courses count toward graduation.

## RECORDS POLICY AND DIRECTORY INFORMATION

The College makes available a statement informing students and parents of their rights under the “Family Educational Rights and Privacy Act of 1974” (the Buckley Amendment). The purpose of this act is to establish procedures which govern access to and release of student records kept by the College. Questions about the access to and release of student records should be directed to the Registrar and/or the Office of Student Affairs. Copies of the Buckley Amendment together with the College statement are made available in the offices of the Registrar and the Office of Student Affairs. Students have the right to file a complaint with the Department of Health, Education, and Welfare concerning failure of the College to comply with the Act.

Academic transcripts, grade reports, and other correspondence concerned with the student’s status at Saint Vincent are sent directly to the students. Therefore, the parts of the *Bulletin* and/or the *Student Handbook* entitled “Academic Warning System,” “Academic Dismissal,” and “Corrective Action” should be carefully noted by the students as well as parents and other persons financially responsible for the education of students. Students and other interested parties outlined in the Act as entitled to access to the students’ records will be requested by the College to follow ordinary request procedures established by the offices involved. Access to or release of student records under circumstances other than those provided for in the Act will not be permitted by the College without a signed waiver of the student.

Because academic transcripts, grade reports, and other correspondence concerning a student’s status are forwarded directly to the student, it is strongly advised that parents or others financially responsible for the education of the student anticipate this arrangement by working out a satisfactory agreement between themselves and the student relative to records and correspondence from Saint Vincent College.

A student’s record maintained in the Registrar’s Office will be kept intact for five (5) years after the student graduates, withdraws, or is dismissed. At the end of the five years, the files will be purged with the exception of the academic transcript.

According to the Family Educational Rights and Privacy Act, a student has the right to refuse disclosure of personally identifiable information. That includes name; address (local, home, and e-mail); telephone number (local and home); place and date of birth; dates of attendance; major field of study and class level; degrees, honors, and awards; previous institutions attended; past and present participation in officially recognized activities and sports; and height and weight

of athletic team members. To withhold disclosure of such information, written notification must be received in the Registrar’s Office by the end of the first week of each semester. A form must be filed annually to renew the request to withhold information. Saint Vincent College assumes that failure by any student to request specifically the withholding of personally identifiable information indicates approval for disclosure of such information.

### GRADE APPEALS

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a final grade that the student believes to be in error. The appeal process may involve the following:

1. The student confers with the instructor involved.
2. The student and instructor (preferably together) confer with the chairperson of the department.
3. The student and instructor (preferably together) confer with the Dean of the School to which the department is attached.
4. In rare cases, when the foregoing steps do not resolve the issue, the student may initiate a formal written appeal to the Vice President for Academic Affairs. Normally, the Vice President for Academic Affairs will forward such appeal to the appropriate committee for its review and recommendation. A formal appeal should not be entered upon lightly by a student, nor lightly, dismissed by an instructor. A formal written grade appeal may be made no later than the fourth week of the following semester.

### STUDENT CONCERNS REGARDING ACADEMIC MATTERS

In the event that a student has a concern about a particular course, the following procedures should be followed. First, the student should schedule an appointment with the professor to discuss the problem or concern. After this meeting, if the student believes that the concern has not been resolved, the next step is to meet with the faculty member’s chairperson or dean. If after this meeting the matter remains unresolved the student should contact the Vice President for Academic Affairs who will work with the student, faculty member and the chairperson or dean to resolve the matter.

### ACADEMIC HONESTY

Saint Vincent College assumes that all students come for a serious purpose and expects them to be responsible individuals who demand of themselves high standards of honesty and personal conduct. Therefore, it is college policy to have as few rules and

regulations as are consistent with efficient administration and general welfare.

Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the performance of academic assignments, both in the classroom and outside, and in the conduct of personal life. Accordingly, Saint Vincent College holds its students to the highest standards of intellectual integrity and thus the attempt of any student to present as his or her own work which he or she has not performed or to pass any examinations by improper means is regarded by the faculty as a most serious offense. In any case of academic dishonesty, the faculty member together with the Assistant Vice President for Student Success and Retention, who confers with the student, decide on the appropriate sanction. Depending on the seriousness of the offense, possible sanctions are failure for the assignment, failure for the course, suspension, or expulsion. If a student receives the sanction of a failure for the course during the withdrawal period and drops the course, a WF will be recorded on the transcript.

### SATISFACTORY PROGRESS

The Academic Status Committee meets after each semester to review the status of students who have not achieved a grade point average of 2.0 or above. Among the criteria which the committee uses to evaluate a student’s progress are the following: number of credits earned, progress within the major and the core curriculum, and evaluations of faculty members contained in progress reports. Special circumstances affecting the performance of an individual student are also considered. If the student is not making satisfactory progress, he or she is dismissed. A student may be readmitted to the college if acceptable remedial work is done.

### ACADEMIC WARNING SYSTEM

1. The College demands of every student an academic average of 2.0 at each semester grading period. If a student fails to attain this 2.0 average, or a cumulative average of 2.0, the Academic Status Committee issues a letter of academic warning with a copy to the student’s advisor, departmental chairperson, and parents. A freshman or sophomore student (first through fourth semester) who has not achieved at least a cumulative GPA of 1.75 or higher may not participate in formal extracurricular activities. Junior and senior students (fifth through eighth semesters) must achieve at least a cumulative GPA of 2.0 or higher in order to participate in formal extracurricular activities. Any transfer student who has junior status or above (by credits) at the end of their first semester at Saint Vincent College must follow the same guidelines as the third- and fourth-year student. Examples

of formal extracurricular activities include the student newspaper, intercollegiate sports, student government, and drama.

2. In the case of unsatisfactory achievement (below 2.0) at midsemester of the freshman year, a student should consult his or her advisor.

### ACADEMIC DISMISSAL

1. A student may be dismissed by the College administration for failing to attain a cumulative average of 2.0 by the end of the fourth semester.

2. A student may be dismissed before the fourth semester if extraordinary academic circumstances warrant dismissal.

3. If a student's cumulative average falls below 2.0 in the junior or senior year, one warning letter is issued. If the required cumulative average is not attained at the end of the following semester, the student is subject to dismissal.

4. An academically dismissed student may be readmitted to the College if he or she does acceptable remedial work. Typically, a student is required to complete two semesters of work at another institution and earn a grade point average of 2.50. Once readmitted, the student must maintain the required cumulative average at each grading period. A second dismissal is final.

### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

To be eligible for financial aid, a student must meet specific minimal academic standards. See "Standards of Satisfactory Academic Progress for Financial Aid" in the Financial Aid section of this *Bulletin*.

### SECOND MAJOR

A student may elect to graduate with two majors. In that event, the student must file a completed Declaration of Second Major Form in the Registrar's Office. The student must meet all requirements for each major at the time of graduation, and must be certified for graduation by the appropriate chairperson. The student's transcript lists both majors. Upon graduation the student is awarded one degree, a BA or BS degree. Where a department offers major programs leading to either a BA or a BS degree, the student will earn the degree for which they meet the requirements.

### SECOND DEGREE

A student who wishes to attain a second undergraduate degree after receiving a baccalaureate degree from Saint Vincent College or another college must apply through the Office of Admission, and complete a program of study that includes:

a) a minimum of 30 credits beyond those required of the prior degree; b) a major

program in a different field from the initial degree; and c) the completion of the core curriculum requirements in effect at the time of admission as a candidate for a second degree. The student must achieve a 2.0 minimum grade point average in the credit hours earned toward the second bachelor's degree. After the evaluation of transfer credits and admission to Saint Vincent College, all remaining credits toward the second degree must be taken at Saint Vincent. Upon successful completion of degree requirements, a second degree is awarded to the student.

### GRADUATE COURSE POLICY

Undergraduate students may enroll in graduate level courses with the approval of the program director(s) and provided they are taken as electives in excess of the 124 credits required for graduation.

In the event that an undergraduate enrolls in a graduate course, the course will appear on both the undergraduate and graduate transcripts. If students choose to matriculate into a graduate program at the College, the credits from the graduate courses taken at the College previously will then be applied to their graduate program, if applicable. The grades of these classes will be included in the students' cumulative GPA for both the undergraduate and graduate programs.

Graduate courses taken as an undergraduate student are subject to the policies outlined in the Graduate Bulletin, including probationary academic status and dismissal, and the approval of the program director(s).

### CHANGES OF REQUIREMENTS

Academic requirements in effect at the time a student enrolls in the college generally remain applicable to that student. However, the college maintains discretion to modify programs and to add or delete courses at any time. When such a change is made, work done toward the fulfillment of a requirement that was completed before the change was made will continue to be recognized. New courses or requirements may, however, be applied to the uncompleted portion of a student's program.

If a student is readmitted to the College, requirements for graduation are determined by the *Bulletin* in effect at the time of entry as a readmitted degree student.

### HONORS

To graduate with honors (cum laude) a student must have a cumulative grade point average of 3.50 to 3.69; with high honors (magna cum laude), 3.70 to 3.89; with highest honors (summa cum laude), 3.90 to 4.00.

### TRANSCRIPT REQUEST POLICY

#### Unofficial Transcripts

1. Only currently enrolled students may receive a copy of their unofficial transcript. This may be done by making a request in person and presenting a validated identification card. No fee is involved, but the student must be financially cleared by the Business Office.

2. In compliance with "The Family Educational Rights and Privacy Act of 1974" officials of Saint Vincent College who have a legitimate educational interest in a student may have unofficial copies of a student's transcript for their use only; parents, or those who can prove financial responsibility for a student, may receive an unofficial copy for their use only; no one else may receive or view a student's transcript without a written waiver from that student.

3. All other requests must be for an official transcript.

#### Official Transcripts

Saint Vincent College has partnered with Parchment Exchange to provide an electronic transcript request and fulfillment process. This online process, available 24/7, offers advanced security features and improved efficiency that includes access to real-time, end-to-end tracking.

To order a transcript, go to [www.stvincent.edu](http://www.stvincent.edu) and click on the Academics Tab. The link will connect to Parchment Exchange where you will submit your request and payment and receive tracking information. Transcript orders to electronic destinations are \$5 and paper requests are \$7.50. Additional fees for expedited mailing may apply.

All financial obligations to the College must be met before transcript requests can be honored. Any questions should be directed to the Registrar at [registrar@stvincent.edu](mailto:registrar@stvincent.edu).

# STUDENT SERVICES AND ACTIVITIES

This section of the *Bulletin* describes student services and activities.

## ADVISING

The College, recognizing the value of the faculty-student relationship, considers the academic advising of students to be an important element of education. Each student is assigned a faculty advisor by name. Students must meet with their faculty advisor on a regular basis.

## ATHLETICS

Physical activity is an essential aspect of a well-rounded college education. Saint Vincent College has intercollegiate teams in baseball, men's and women's basketball, women's bowling, men's and women's cross country, football, men's and women's golf, men's and women's lacrosse, men's and women's soccer, softball, men's and women's swimming, men's and women's tennis, men's and women's indoor track, men's and women's outdoor track, and women's volleyball. The college is a member of the National Collegiate Athletic Association and follows the rules of NCAA.

The intramural program provides a wide variety of sports to meet the needs, demands, and interests of Saint Vincent College students. An invitation is extended to all students, faculty, and staff to take part in the program. Leagues and/or tournaments are operated in basketball, flag football, volleyball, softball, deck hockey, and tennis. Some popular non-traditional sports are also offered such as Ultimate Frisbee, kick ball, and dodge ball. Aerobics is a very popular part of the intramural program. Saint Vincent College is a member of the National Intramural-Recreational Sports Association (NIRSA) and has participated in regional flag football championships.

Facilities on campus are available for those interested in weight lifting, basketball, swimming, and physical conditioning. A soccer field, lacrosse field, tennis courts, baseball field, softball field, football field, and basketball court are utilized by the students for outdoor sports.

## CAREER AND PROFESSIONAL DEVELOPMENT CENTER

The Career and Professional Development Center is here throughout the student's entire four-year experience offering assistance with résumé and cover letter writing, career planning, job searching, internship programs, graduate school preparation, and interviewing techniques. A Career Consultant will also assist in the career exploration process by

administering instruments that can help students use the information to focus on a major or career. In addition to meeting one-on-one with a consultant, students are encouraged to attend Career and Professional Development Center events which offer advice on various career topics presented by the consultants, Saint Vincent College alumni and local employers. We offer opportunities to network with alumni and employers through on-campus events as well as off-campus job fairs. We also encourage students to use Handshake which promotes hundreds of positions including campus jobs, internships, and full-time opportunities. The Career and Professional Development Center also provides students with several resources on all career-related topics which can be found on our website or portal pages.

## STUDENT EMPLOYMENT OPPORTUNITIES

Saint Vincent College offers part-time, seasonal, and career-related employment on-campus making every effort to provide opportunities which are both educationally valuable and financially rewarding. Wages are paid directly to the student on a monthly basis. To learn more about the student employment program, please visit the Career and Professional Development Center.

## INTERNSHIP OPPORTUNITIES

Participating in an internship provides opportunities for students to supplement academic preparation with practical work experiences related to the student's major and career choice. Internships help students acquire marketable, career-related experience as they learn to apply theoretical knowledge to a work environment. General elective or required academic credits may be earned and applied to fulfill graduation requirements. Students may work full-time or part-time during the fall, spring, and/or summer months within business, industry, government, and non-profit agencies. Students may receive compensation that helps to defray the cost of educational expenses. Applications, program information, internship forms, and related internship search materials are available on the portal.

Please note, if the internship is being done for credit, the credit must be received within the current academic year. For example, if the internship is completed during the summer semester, the credit may be received in the summer, fall, or spring of the academic year. If completed during the fall semester, credit may be received that fall, or spring and if completed in the spring, the students can receive the credit for that spring only. The credit cannot transfer into the next academic year. Additionally, credits may not be split among semesters; all credits must be posted to one semester. No matter when the credits

will be received, internship forms should be submitted to the Career and Professional Development Center within two weeks of the start of the internship experience. The forms, which include the "Add/Drop Form," the "Faculty-Student-Employer Agreement," and the "Code of Conduct" must be signed by all parties before submitting them to the Career and Professional Development Center. All forms can be found on the portal. If credit is not being sought for the internship, it should still be reported for tracking purposes. All of this paperwork is located on the portal under Student Services > Career and Professional Development Center > Student Internship Forms. Please also note that you will receive a \$20.00 late fee for any paperwork submitted after the deadlines. The deadlines are as follows: July 15 (for summer credit); September 30 (for fall credit); February 15 (for spring credit). Paperwork must also be received no later than two weeks prior to the last day of class. Any student submitting paperwork, after this date, will not be granted credit.

## CLUBS AND ORGANIZATIONS

The College affords the opportunity for students to participate in a variety of extracurricular activities. More than 60 clubs and organizations are available encompassing students' broad curricular and co-curricular interests. In addition to clubs affiliated with many academic majors, the Student Affairs Department supports clubs that complement a variety of student interests. A sampling of these clubs covers interests such as politics, service, theatre, health and fitness, and the outdoors. The College recognizes the diverse, changing interests of the students and provides support and assistance to students who choose to develop a club not currently organized on campus. Information about clubs and organizations may be obtained from the Office of Campus Life.

## DISABILITY SUPPORT SERVICES

Students with physical, learning, or psychological disabilities who submit the appropriate documentation to the Assistant Dean of Studies may be eligible to receive reasonable academic accommodations. Disability support services within the office of Academic Affairs works closely with each student to assess individual needs and implement the appropriate accommodations. Qualified students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment at Saint Vincent College. Confidentiality of student records is strictly maintained. Reasonable academic accommodations do not alter course requirements. The Notification of Approved Academic Accommodations indicates the effective

date of all approved accommodations and is not retroactive. Grievances against academic accommodations and disability support services should be made in writing within four weeks of the incident and submitted to the Director of Assessment and Institutional Research. Saint Vincent College acts in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

### **OPPORTUNITY SVC/ACT 101/STUDENT SUPPORT SERVICES (SSS – TRIO) PROGRAM**

The Opportunity SVC/Act 101/Student Support Services (SSS – TRIO) Program is an academic support system funded, in part, by the College, the Commonwealth of Pennsylvania through Act 101 and by the U.S. Department of Education through the Student Support Services (SSS – TRIO) Program. The professional staff provides individual academic advising, helps students identify personal goals, and encourages them to achieve their highest potential. In addition, the staff is available to assist students with academic strategies, time management, and test-taking.

#### **• ND 178 Principles of Academic Success**

Principles of Academic Success is designed to assist students in developing the academic skills necessary for success in college. Topics will include note taking, test preparation, and time management. The instructor, occasional guest lecturers and other support service personnel on campus, will present information to the students. One credit.

#### **• Study Center**

The Study Center is a convenient, quiet facility supervised by the Opportunity Program and reserved for student study and computer use. It is located on the 2nd Floor of Alfred Hall. The Study Center is open 24 hours for student use. Designated peer tutors work in the Study Center at specified times.

#### **• Tutoring**

Tutoring is provided by academic departments and the Opportunity Program. Information about tutoring availability can be obtained from Departmental Chairpersons, the Opportunity Program staff, Schoology, the SVC Portal, and the *Tutorial Bulletin*.

### **RESIDENCE LIFE**

Housing on campus is available in six residence halls for approximately 1,283 students. All students must sign the Residence Hall Contract that is binding for one academic year. First-year students under the age of 21 and living more than 50 miles from Saint Vincent College must reside on campus.

Saint Benedict Hall serves as the center for

the first-year student population. Upperclass students are housed in double-occupancy rooms in Bonaventure and Gerard Halls, single- and double-occupancy rooms in Wimmer Hall, apartments and two-room suites housing four persons in Rooney Hall, and two-room suites housing two persons in Aurelius Hall. Housing in most residence halls is single sex by floor. Students may be consolidated if they are living alone in a double-occupancy room and do not wish to purchase the room as a single.

A student taking fewer than 12 credit hours per semester, a registered student not attending classes, or a non-matriculated student may not reside on campus. Exceptions to the residence rule may be made by the Director of Residence Life. Fifth-year, continuing education, and part-time students are housed based on availability once all other students are housed. Additional information and housing policies are contained in the Student Handbook.

Within each residence hall, each floor, neighborhood, or living area is led by at least one student para-professional (Prefect). Prefects are selected on the basis of maturity, leadership qualities, and the ability to create community. The Prefect works to maintain community within the residence hall as well as plans, promotes, and fosters programs of interest to the residents. Each residence hall is supervised by a Residence Hall Director (RHD) and Assistant Residence Hall Director(s) (ARHD). These staff members are post-Baccalaureate adults who have experience in student life issues and student life management. The Residence Hall Director sets the tone for the residential building and is the chief operations officer of that area.

The Director of Residence Life is responsible for the overall operations and development of the residence halls and oversees the housing assignment process.

### **STUDENT ACCIDENT AND SICKNESS INSURANCE**

All students are encouraged to participate in a health insurance program that offers major medical insurance coverage. A variety of plans and providers are available for American born and international students. Students are referred to the website [HealthCare.gov](http://HealthCare.gov) to apply for health insurance. The College does not endorse any specific insurance policy and encourages students to determine their insurance needs in consultation with their insurance company and health care provider.

The College requires international students to have insurance coverage that includes repatriation and medical evacuation. Within the first week of the fall semester, all international students must demonstrate that such coverage exists. If the student does not have insurance coverage or if the terms of the coverage do not include repatriation

and medical evacuation, then the student must enroll in an insurance plan that covers such contingencies. Students may contact the Office of International Education for more information.

Also, all athletes are required to have health insurance prior to participating in any athletic event.

### **STUDENT ASSOCIATIONS**

Student clubs and committees on campus are coordinated through the Office of Campus Life, the Club Advisor, and the Student Government Association. Leadership ability and energy are made evident in the daily operation of these organizations' array of activities. These activities range from the academic to the social, encompassing hobbies, athletics, politics, and society at large, as well as the Saint Vincent College community. Membership in College organizations is available to all Saint Vincent College students.

### **WELLNESS CENTER: HEALTH AND COUNSELING SERVICES**

The Wellness Center, located on the first floor of the Carey Student Center, is a resource for both health and counseling issues. Counseling service helps students get the most out of their college experience by providing support in dealing with the choices and challenges that are part of college life. Individual counseling, mental health screening programs, and educational workshops are available to all students. All counseling services are free and confidential.

Saint Vincent operates a well-equipped outpatient healthcare facility staffed by two registered nurse, under the supervision of two family practice physicians. The physicians offer on-campus visits twice a week. Over the counter and in-stock prescription medications are provided to the student at no additional charge.

The Wellness Center sponsors and promotes many wellness events that are both educational and fun. The Wellness Center espouses a holistic philosophy and attitude which fosters the importance of balance in the college experience. Office hours are available from 8:30 a.m. – 4:30 p.m., Monday through Friday.

# UNDERGRADUATE COURSES OF INSTRUCTION

Saint Vincent College awards two baccalaureate degrees: the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). The degree program consists of the major, the core curriculum, and electives. Recommended electives are at times indicated by the departments. Second majors and minors are optional. Requirements of the core curriculum are given in the section “Academic Program and Regulations.”

Major and minor courses of study may be selected at Saint Vincent College from the following:

## ALEX G. MCKENNA SCHOOL OF BUSINESS, ECONOMICS AND GOVERNMENT

### MAJORS:

Accounting  
Business Administration  
Business Data Analytics  
Business Economics  
Business Education Information Technology  
Criminology, Law and Society  
    Legal Studies  
Economics  
Economics and Mathematics  
Finance  
    Behavioral Finance  
    Computational Finance  
    Corporate Finance  
    Investment Management CFP  
    Investment Management CFA  
Finance and Mathematics  
International Business  
Management  
Marketing  
    Sports Marketing  
Political Science  
Politics  
Public Policy  
Sports Management

### MINORS:

Accounting  
Criminology, Law and Society  
Economics  
Entrepreneurship  
Finance  
Forensic Studies–Cybersecurity  
Forensic Studies–Financial Investigations  
Forensic Studies–Natural Science  
Global Security  
International Business  
Legal Studies  
Management  
Marketing  
Operational Excellence  
Politics  
Public Administration

## SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

### MAJORS:

Anthropology  
Art Education  
Communication  
Digital Art and Media  
    Graphic Design  
    Video and Animation  
Digital Humanities\*  
Education (PreK-4 and Middle Grade)  
English  
French  
Health and Physical Education  
History  
Liberal Arts  
Music  
    Sacred Music  
Music Performance  
Philosophy  
Philosophy and Politics  
Philosophy and Theology  
Psychology  
    Mental Health  
Psychology Education  
Public History  
Sociology  
Spanish  
Sports and Media  
Studio Art  
Theology

### MINORS:

Anthropology  
Art History  
Biological Psychology  
Children’s Literature  
Children’s Studies  
Chinese Language and Culture  
Classical Thought  
Communication  
Creative Writing  
Digital Art and Media  
Disability Studies  
Disability Studies with Certification  
Education K-12  
English  
French  
German  
History  
International Studies  
Italian  
Latin  
Literary Translation  
Medieval Studies  
Music  
Music History  
Peace and Justice Studies  
Philosophy  
Psychology  
Public Health  
Public History  
Sacred Music  
Sanctity of Life  
Secondary Education  
Sociology  
Spanish

STEM Education  
(Science, Technology, Engineering,  
and Mathematics)

Studio Art  
Theology

### CERTIFICATES:

Addiction Specialist  
Benedictine Leadership Studies  
Global Engagement

## HERBERT W. BOYER SCHOOL OF NATURAL SCIENCES, MATHEMATICS AND COMPUTING

### MAJORS:

Biochemistry  
Biology  
Chemical and Biological Analysis  
Chemistry  
Computer Science  
Cybersecurity  
Data Science  
Engineering  
Environmental Chemistry  
Environmental Science  
Health Science  
Information Systems  
Mathematics  
Mathematics/Actuarial Science (3-2)  
Mathematics/Engineering  
(cooperative program)  
Nursing (2-2) in collaboration with  
    Carlow University  
Pharmacy (cooperative program with  
    Duquesne University)  
Physics  
Physics Education

### MINORS:

Biochemistry  
Biology  
Biotechnology  
Chemistry  
Computer Science  
Cybersecurity  
Data Analytics  
Environmental Science  
Environmental Studies  
Exercise Science  
Information Systems  
Mathematics  
Physics

### CERTIFICATES:

Biotechnology

\* *Second major only*



Saint Vincent College courses that are numbered at the 100 level are considered “survey” courses. Typically first-year students register for these courses. Courses numbered 200 and above are considered upper-level courses.

A schedule is published at the beginning of each semester, indicating the instructor, time and place of meeting for the courses offered. Courses listed in the *Bulletin* may not be available every semester. The administration may cancel courses for which there is insufficient registration.

### DEPARTMENT STRUCTURE

The *Alex G. McKenna School of Business, Economics, and Government* was established in July 2001. The following majors are included with the McKenna School: Accounting, Economics, Economics and Mathematics, Business Economics, Business Education, Criminology, Finance, Finance and Mathematics, International Business, Management, Marketing, Political Science, Politics, and Public Policy. Finance tracks are available in behavioral, corporate, computational, and investment management. The McKenna School also offers a sports marketing and sports management track.

The *School of Arts, Humanities, and Social Sciences* was established in July 2018. The School includes the departments of Anthropology, Communication, Education, English, Fine Arts and Music, History, Liberal Arts, Modern and Classical Languages, Philosophy, Psychological Sciences, Sociology, and Theology. The Verostko Center for the Arts and the College’s Stage and Theatre programs are also part of the School; the Saint Vincent College Drug and Alcohol Prevention Projects and the Fred Rogers Institute are associated with the School.

Formed in 2004, the *Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing* houses the departments of Biology, Chemistry, Computing and Information Systems, Engineering, Interdisciplinary Science, Mathematics, and Physics. In addition to the majors of these departments, the School offers majors in Biochemistry, Health Sciences, and Environmental Science. Nursing is offered in collaboration with Carlow University.

Teacher certification may be obtained in Biology, Chemistry, Science Education, Mathematics, and Physics. Cooperative programs with other institutions of higher education enable students to pursue degrees in engineering, occupational therapy, pharmacy, physical therapy, and physician assistant.

## ALLIED HEALTH PROFESSIONS

Dr. Daryle Fish, Ph.D., Albert Gahr, O.S.B.  
*Co-Chairpersons of the Allied Health Committee*

The Allied Health professions refers to undergraduate preparation for study in physician assistant, pharmacy, physical therapy, occupational therapy, and many others. Students interested in these areas can major in Health Science or they can also choose to major in one of the traditional science majors such as biology, biochemistry or chemistry. Students then apply to the professional school of their choice.

Admission to professional schools is highly competitive and the Allied Health Committee, composed of faculty from within and outside the natural sciences, works closely with individual students to determine where abilities and interests should be directed. The Committee aids students in course selection, guides them toward extracurricular experiences necessary to be competitive, and provides opportunities for students to learn about admissions, schools, and careers.

### COOPERATIVE PROGRAMS IN THE HEALTH PROFESSIONS WITH CHATHAM UNIVERSITY

Br. Albert Gahr, *Coordinator of the Chatham Programs*

Through a cooperative agreement between Saint Vincent College and Chatham University, students have the opportunity to complete four years of study at Saint Vincent College, and then transfer to Chatham University to complete a degree in Physical Therapy or Physician Assistant. Both programs require students to maintain a 3.5 GPA and to take the General Graduate Record Exam (GRE) and to have the scores sent to Chatham University. Students applying to the Physician Assistant Program must submit a completed application through the Centralized Application Service for Physician Assistant (CASPA) by Oct. 1 of their senior year. All PA candidates will have an on-campus interview. Students applying to the Physical Therapy Program must provide evidence of volunteer hours in a physical therapy facility and three letters of reference (at least one letter must be from a physical therapist and one from an academic). In addition, students must submit a completed application through Physical Therapy Centralized Application Services (PTCAS) by Oct. 1 of their senior year. All PT candidates will have an on-campus interview, and must submit a writing sample. Course requirements for both programs are given below.

#### Pre-requisites for admission to:

#### MASTER OF PHYSICIAN ASSISTANT STUDIES (MPAS) AT CHATHAM UNIVERSITY

##### Required Courses

General Biology I and II with Lab 8  
General Chemistry I and II with Lab 8  
Anatomy and Physiology with Labs 8  
Microbiology with Lab 4  
Introduction to Psychological Science 3  
Medical Terminology 1

##### Recommended Courses

Molecular Genetics with Lab 4  
Biostatistics 3  
Lifespan Development Psychology 3

**PRE-PHYSICAL THERAPY CURRICULUM FOR  
DIRECT ENTRY INTO THE DOCTOR OF PHYSICAL THERAPY (DPT) STUDIES  
AT CHATHAM UNIVERSITY**

**Required Courses**

General Biology I and II with Lab 8  
 General Chemistry I and II with Lab 8  
 Anatomy and Physiology with Labs 8  
 College Physics I and II with Lab 8  
 Introduction to Psychological Science 3  
 Biostatistics 3  
 Lifespan Development Psychology 3

**COOPERATIVE PROGRAMS IN THE HEALTH PROFESSIONS WITH DUQUESNE  
UNIVERSITY**

Daryle H. Fish, *Coordinator of the Pharmacy Program*

Through a cooperative agreement between Saint Vincent College and Duquesne University, students have the opportunity to complete two to three years of study at Saint Vincent College, and then transfer to Duquesne University to complete a degree in Pharmacy. This unique program allows students to begin their college education in the friendly educational community of Saint Vincent College which is known for its small class sizes and individualized attention. It is here that a student will gain a strong background in the sciences coupled with a liberal arts foundation that features the strong Catholic, Benedictine values of our institution. Many of our students hone their athletic and leadership skills by participating in collegiate athletics, intramural sports, student government, clubs, and services activities. At Duquesne University, a student will complete his/her formal education in the urban setting of Pittsburgh that is known for its world-class health care. Upon completing this course of study, students are prepared to enter the dynamic health care industry with an education that is firmly grounded in Catholic ideals. These programs of study are both rigorous and rewarding, allowing students to enter the health professions with a world-class education.

**ELIGIBILITY**

Students seeking admission to the Duquesne-SVC cooperative program in Pharmacy must maintain at least a 3.0 cumulative GPA and a 3.0 or higher in their science courses at Saint Vincent College. Duquesne will accept college credits from two-year schools for non-science courses, but all science courses must be taken at a four-year college or university.

**APPLICATION**

The Duquesne-SVC cooperative programs are competitive and have limited seats available. As such, maintaining the required academic GPA does not guarantee that a student is selected for one of the available seats — admission to Duquesne is not guaranteed. Students submit an application the fall semester before transferring to Duquesne. Students interested in the Pharmacy program should see the Pharmacy program advisor for additional information regarding the application process to that program.

**NOTE:** Duquesne University reserves the right to make modifications to admission requirements while this *Bulletin* is still in publication. For the current admission requirements please contact your advisor. The program advisors will inform current students of any changes and work with them to modify their course of study. In order to receive a recommendation from the committee, students should clearly demonstrate that they are able to be enrolled full time in course work that includes multiple science and math courses and maintain a grade point average as specified for the specific programs. Students should enroll in a minimum of 16-18 credit hours each semester.

While credits from other institutions may be transferred to Saint Vincent College, once a student is matriculated, taking additional courses off campus is discouraged. Taking science courses at Saint Vincent during summer school is discouraged.

A third option available to students interested in these professions is to complete a four-year degree at Saint Vincent and study the health-related profession of their choice in graduate school. Each year Saint Vincent has a number of students who initially enroll in these cooperative programs elect to stay at Saint Vincent and complete a Bachelor's Degree in a course of study such as Biology, Biochemistry, or Health Sciences. After completion of their degree from Saint Vincent, the students are eligible to transfer to any of the regional universities and complete a course of study in a health-related field which includes Pharmacy, Physician Assistant, Physical Therapy, and Occupational Therapy.

**PHARMACY**

The cooperative program between Saint Vincent College and Duquesne University School of Pharmacy is a six-year doctorate program leading to the Doctor of Pharmacy (Pharm.D.) degree. To practice pharmacy, students must pass a state licensure examination. Duquesne University requires that all students who wish to transfer into their program complete the PCAT exam and interview as part of the application process. The required course of study while at Saint Vincent College follows:

**Typical First-Year Schedule**

**Fall Semester**

|                   |                                |           |
|-------------------|--------------------------------|-----------|
| BL 150            | General Biology I              | 3         |
| BL 151            | General Biology I Laboratory   | 1         |
| CH 101            | General Chemistry I            | 3         |
| CH 103            | General Chemistry I Laboratory | 1         |
| HSCI 101          | Intro to Health Science        | 1         |
| CORE 1400         | Listening Seminar              | 3         |
| CORE 1500         | Core Writing                   | 3         |
| <b>Total Fall</b> |                                | <b>15</b> |

**Spring Semester**

|                     |                                       |           |
|---------------------|---------------------------------------|-----------|
| BL 152              | General Biology II                    | 3         |
| BL 153              | General Biology II Laboratory         | 1         |
| CH 102              | General Chemistry II                  | 3         |
| CH 104              | General Chemistry II Laboratory       | 1         |
| CORE 1301           | Psychological Science and Inquiry     | 3         |
| or                  |                                       |           |
| CORE 151X           | Effective and Charitable Expression   | 3         |
| PY 100              | Introduction to Psychological Science | 3         |
| MA 109              | Calculus with Applications I          | 4         |
| <b>Total Spring</b> |                                       | <b>18</b> |

**Typical Sophomore Year Schedule**

**Fall Semester**

|                   |                                |           |
|-------------------|--------------------------------|-----------|
| CH 221            | Organic Chemistry I            | 3         |
| CH 223            | Organic Chemistry I Laboratory | 1         |
| PH 109            | College Physics I              | 3         |
| PH 113            | General Physics I Laboratory   | 1         |
| EL XXX            | Literature Elective            | 3         |
| CORE 11XX         | Theological Foundations        | 3         |
| INTS 201          | Medical Terminology            | 1         |
| <b>Total Fall</b> |                                | <b>15</b> |

| Spring Semester |                                 |    |
|-----------------|---------------------------------|----|
| CH 222          | Organic Chemistry II            | 3  |
| CH 224          | Organic Chemistry II Laboratory | 1  |
| BL 260          | Biostatistics                   | 3  |
| CORE 1203       | Intro to Sociology              | 3  |
| CORE 16XX       | Ethics and Service              | 3  |
| EC 101          | Macro or Microeconomics         | 3  |
| or              |                                 |    |
| EC 102          |                                 |    |
| Total Spring    |                                 | 16 |

In addition to the above requirements, all students who apply to Duquesne's Pharmacy school will be required to submit scores for the Pharmacy College Admission Test (PCAT). An interview will also be required for admission.

# BENEDICTINE LEADERSHIP STUDIES CERTIFICATE

Dr. Michael Krom, *Director*  
 Prof. Mark Abramovic (Business Administration),  
 Dr. Luke Briola (Theology); Dr. Melinda Farrington  
 (Communication), Dr. Jerome Foss (Politics), Dr. Bill Hisker  
 (Business Administration), Dr. Jason Jividen (Politics), Dr.  
 Catherine Petrany (Theology), Dr. Jenny White (Mathematics)

The Benedictine Leadership Studies (BLS) program will allow students to analyze who they are as an individual called to serve and promote the common good of their community, and to develop a meaningful understanding of God's purpose for their life, using the teachings of the Catholic Church and Benedictine spirituality as guides.

*The Rule of Saint Benedict* serves as the cornerstone leadership model for the program, offering a deeper understanding of leadership in the student's personal and professional life and in service to local, national, and global communities. BLS is a virtue-based, ethical structure for the study of leadership. The program is grounded in the Benedictine Wisdom Tradition, which has been developing since *The Rule of St. Benedict* was published 1,500 years ago. Its 10 core principles, or hallmarks, are derived from *The Rule* and form the core of BLS.

The 10 Hallmarks distilled from *The Rule of Saint Benedict* are:

- Love of Christ and Neighbor as Self
- Prayer
- Stability
- *Conversatio Morum*
- Obedience
- Discipline
- Humility
- Stewardship
- Hospitality
- Community

The 10 Hallmarks shape the character of the BLS program. As a BLS fellow, the student will be educated in the virtues associated with the Hallmarks, and encouraged to develop them in ways appropriate to his or her future profession and vocation. Love of God and neighbor as self, purposeful reflection, commitment to one's obligations, openness to truth, steady work habits, humble regard for others, and a respect for creation are all attributes encouraged by the program. Recognizing that all leadership takes place in the context of communities, whether they be civic, natural or supernatural, the BLS program seeks to cultivate the complete human person: body, soul, and spirit.

## STUDENT LEARNING OUTCOMES

- 1) To explain the meaning of each of the 10 Hallmarks and how they bear on one another in a Benedictine leader;
- 2) To analyze both historical and contemporary examples in terms of the 10 Hallmarks;
- 3) To apply the 10 Hallmarks to reflection on one's own character and life as a whole.

Students will maintain an online portfolio throughout their four years as a BLS fellow. The portfolio will contain examples of their work, reflection on the skills they have gained, and thoughts on how they are growing in understanding and implementing the hallmarks in their life. In addition to serving as an assessment tool for BLS faculty showing how effective our

programming is in meeting the BLS Objectives, this portfolio may be shared with family, friends, and prospective employers. After academic coursework and other components of the BLS program are satisfactorily completed, a Benedictine Leadership Studies certificate will be awarded upon completion of an academic degree at Saint Vincent College.

### **PROGRAM STRUCTURE**

There are five major components of the BLS Certificate:

- 1) BLS Coursework
- 2) Retreat Workshops
- 3) Experiential Learning
- 4) Self-Leadership Exercises
- 5) Rome Capstone Course

#### **1) BLS Coursework**

In order to receive a Benedictine Leadership Studies certificate, a student must complete 24-25 BLS credits and 15 Honors Community credits. Most of these credits will count toward the college's core curriculum, and at least one artifact from each of these courses must be included in his or her portfolio.

#### **2) Retreat Workshops**

Each semester the students will join with the other fellows in their cohort in a retreat workshop based on the Benedictine Hallmarks. In addition to the required reading and participation in discussion, they will write a brief reflection on what they learned about the specified hallmark(s) and include this in their portfolio.

#### **3) Experiential Learning**

To pursue the BLS Certificate students must participate in experiential learning activities each semester of their four years, and complete a reflection on what hallmark(s) they put into practice, to be included in their portfolio. Examples of experiential learning activities are a team-building ropes course, career planning activities and service learning projects. In addition, they will be required to complete a 0-1 credit internship during their junior year.

#### **4) Self-Leadership Exercises**

Students will be asked throughout their four years to reflect on how they are integrating the 10 Hallmarks into their self-understanding and daily life. It is central to the program that they reflect on how their future profession and vocation will be shaped by their commitment to being a Benedictine leader. To facilitate this process, students will participate each semester in reflective exercises. Working with a Benedictine mentor, they will write a personal narrative based on these reflective exercises each academic year.

#### **5) Rome Capstone Course**

In the spring semester of their senior year (with the exceptions previously noted), students will enroll in BLS 300: Rome Capstone Seminar.

### **BLS-250 HALLMARKS AND CAREERS**

Those students who already do an internship course with another program can petition to count that course as the equivalent of BLS 550. If accepted, they will be asked to complete the essay assignment to fulfill the BLS internship and take BLS 250 as a 0-credit course.

### **BLS-300 ROME CAPSTONE SEMINAR**

This is the capstone course for the Benedictine Leadership Studies Program and is normally scheduled in the spring semester of the senior year. Exceptions are made for those in cooperative programs (e.g., math/engineering) and for those whose major program has spring break requirements (e.g., education and psychology). These students take BLS 300 in the spring of their junior year. The core component of this course is a one-week international trip to Rome that will contain academic content relating to the Benedictine heritage as well as to specific leaders directly associated with the areas visited during the week. A member of the Saint Vincent College faculty will coordinate and teach the material covered in the course. Pre- and post-trip materials will also be included in the course and will be included in the final grade determination. Three credits.

### **BLS-550 OR BLS-550NC INTERNSHIP**

The Internship will usually be taken during the junior year and will consist of a minimum of 45 hours. In addition to meeting the standard requirements for an SVC internship as stipulated by the Career and Professional Development Center, BLS students will write an essay in which they analyze their experience in terms of the Hallmarks. Students who already have 19 credits in each of their junior year semesters will take BLS 550NC as 0 credit, 0 or 1 credit.

# BIOLOGY

Jennifer L. Koehl, *Chairperson*

Shawn Anderson, O.S.B.; Bruce D. Bethke; Michelle Duennes;  
Albert Gahr, O.S.B.; James S. Kellam; Michael Rhodes

The biology program lays a foundation for graduate study in biology, and for training in the professions and technologies based upon the biological sciences. It is the philosophy of the department that as undergraduates, students should be broadly trained, should be knowledgeable in an area of specialization, should understand the process by which scientists ask and pursue the answers to questions, and should be acquainted with ethical principles and issues as they relate to the field of biology.

Both the B.A. and B.S. degrees are awarded in biology. Bachelor of Science students must complete 36 credits in biology while Bachelor of Arts students must complete 33 credits. Students begin in the first-year with General Biology (BL 150-153) where cellular, organismal, and population biology are introduced. Subsequently, they select one of these three sub-disciplines as an area of concentration. During the sophomore, junior, and senior years, they complete Cell Biology, one advanced course with lab in each of the three areas of concentration, and an additional advanced course with lab in their chosen concentration. Additionally, during the last semester of the junior year and through the senior year, students plan and complete a capstone experience called the senior research project under the supervision of individual faculty.

Students are also required to complete one year of General Chemistry, one year of Organic Chemistry, and one year of College Physics. B.S. students must complete one year of Calculus while only one semester of Calculus is required of students electing the B.A. degree. It is strongly recommended that all students complete one semester of Statistics before their senior year. Further, since questions of an ethical and moral nature often arise in biology and related fields, students are encouraged to include a bioethics course.

General Biology is a prerequisite for all advanced courses and, with the exception of General Biology, only courses above BL 200 may be applied toward the total biology credits required.

In individual circumstances and with permission of the chairperson, a course may be substituted for one of the required courses listed under the cellular, organismal, and population concentrations. Students should work closely with their advisors and are cautioned to give careful and serious consideration to the selection of courses because requirements and recommended courses may differ among professional and graduate schools.

## BIOLOGY STUDENT LEARNING OUTCOMES:

Upon completion from the Saint Vincent College Biology program, graduates will be able:

1. to learn and apply biological concepts from the perspective of cellular and molecular biology, organismal biology, and population biology;
2. to recall and integrate concepts within our three subdisciplines: cellular/molecular, organismal, and population biology;
3. to read and critically interpret scientific literature in a biological context;
4. to effectively communicate biological information both orally and in writing;
5. to develop scientific lab skills and field techniques; and
6. to collect, analyze, and interpret scientific data in a biological context.

## Teacher Preparation

For Teacher Certification in Biology (7-12) the candidate must satisfy the following:

|          |                           |   |
|----------|---------------------------|---|
| NSCI 150 | Earth Systems Science     | 3 |
| NSCI 151 | Earth Systems Science Lab | 1 |

*See Education Department guidelines to plan the core classes and other courses required for certification.*

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN BIOLOGY

*(See core curriculum requirements.)*

### Major Requirements (61 credits):

|             |                                       |   |
|-------------|---------------------------------------|---|
| BL 150, 152 | General Biology I and II              | 6 |
| BL 151, 153 | General Biology Laboratory I and II   | 2 |
| BL 208      | Cell Biology                          | 3 |
| BL 209      | Cell Biology Laboratory               | 1 |
| BL 301      | Junior Research Seminar               | 2 |
| BL 302      | Research Project                      | 2 |
| BL 303      | Research Thesis                       | 1 |
| CH 101, 102 | General Chemistry I and II            | 6 |
| CH 103, 104 | General Chemistry Laboratory I and II | 2 |
| CH 221, 222 | Organic Chemistry I and II            | 6 |
| CH 223, 224 | Organic Chemistry Laboratory I and II | 2 |
| PH 109, 110 | College Physics I and II              | 6 |
| PH 113, 114 | General Physics Laboratory I and II   | 2 |
| MA 109      | Calculus with Applications I          | 4 |

Fulfill the requirements for one area of concentration:

### Cell and Molecular Biology Concentration:

|        |                                  |   |
|--------|----------------------------------|---|
| BL 212 | Microbiology                     | 3 |
| BL 213 | Microbiology Laboratory          | 1 |
| or     |                                  |   |
| BL 216 | Biotechnology                    | 3 |
| BL 217 | Biotechnology Laboratory         | 1 |
| or     |                                  |   |
| BL 222 | Developmental Biology            | 3 |
| BL 223 | Developmental Biology Laboratory | 1 |
| and    |                                  |   |
| BL 214 | Molecular Genetics               | 3 |
| BL 215 | Molecular Genetics Laboratory    | 1 |

One course with laboratory from each of the organismal and population biology areas. 8

### Organismal Biology Concentration:

|        |   |   |
|--------|---|---|
| BL 220 | Comparative Vertebrate Anatomy            | 3 |
| BL 221 | Comparative Vertebrate Anatomy Laboratory | 1 |
| or     |   |   |
| BL 226 | Neuroscience                              | 3 |
| BL 227 | Neuroscience Laboratory                   | 1 |
| or     |   |   |
| BL 228 | Wildlife Biology                          | 3 |
| BL 229 | Wildlife Biology Laboratory               | 1 |
| and    |   |   |
| BL 224 | Physiology                                | 3 |
| BL 225 | Physiology Laboratory                     | 1 |

One course with laboratory from each of the cellular and population areas. 8

### Population Biology Concentration:

|        |                      |   |
|--------|----------------------|---|
| BL 232 | Ecology              | 3 |
| BL 233 | Ecology Laboratory   | 1 |
| or     |                      |   |
| BL 252 | Invertebrate Zoology | 3 |

|  |                                      |   |
|--|--------------------------------------|---|
| BL 253   | Invertebrate Zoology Laboratory      | 1 |
| or   |                                      |   |
| BL 240   | Conservation Biology                 | 3 |
| BL 241   | Conservation Biology Laboratory      | 1 |
| and  |                                      |   |
| BL 234   | Evolution and Systematics            | 3 |
| BL 235   | Evolution and Systematics Laboratory | 1 |
| One course with laboratory from each of the cellular and organismal areas. |                                      | 8 |

**Strongly Recommended:**

|        |                    |   |
|--------|--------------------|---|
| BL 260 | Biostatistics      | 3 |
| or     |                    |   |
| PY 203 | Statistics I       | 3 |
| and    |                    |   |
| TH 280 | Catholic Bioethics | 3 |
| or     |                    |   |
| PL 218 | Bioethics          | 3 |

**REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN BIOLOGY**

(See core curriculum requirements.)

**Major Requirements (68 credits):**

|             |                                       |   |
|-------------|---------------------------------------|---|
| BL 150, 152 | General Biology I and II              | 6 |
| BL 151, 153 | General Biology Laboratory I and II   | 2 |
| BL 208      | Cell Biology                          | 3 |
| BL 209      | Cell Biology Laboratory               | 1 |
| BL 301      | Junior Research Seminar               | 2 |
| BL 302      | Research Project                      | 2 |
| BL 303      | Research Thesis                       | 1 |
| CH 101, 102 | General Chemistry I and II            | 6 |
| CH 103, 104 | General Chemistry Laboratory I and II | 2 |
| CH 221, 222 | Organic Chemistry I and II            | 6 |
| CH 223, 224 | Organic Chemistry Laboratory I and II | 2 |
| PH 109, 110 | College Physics I and II              | 6 |
| PH 113, 114 | General Physics Laboratory I and II   | 2 |
| MA 109, 110 | Calculus with Applications I and II   | 8 |
|             | Elective Course in Biology            | 3 |

(Any three-credit, 200-level biology course, CH 251 and CH 252 qualify as an elective course in biology)

Fulfill the requirements for one area of concentration:

**Cell and Molecular Biology Concentration:**

|  |                                  |   |
|--|----------------------------------|---|
| BL 212   | Microbiology                     | 3 |
| BL 213   | Microbiology Laboratory          | 1 |
| or   |                                  |   |
| BL 216   | Biotechnology                    | 3 |
| BL 217   | Biotechnology Laboratory         | 1 |
| or   |                                  |   |
| BL 222   | Developmental Biology            | 3 |
| BL 223   | Developmental Biology Laboratory | 1 |
| and  |                                  |   |
| BL 214   | Molecular Genetics               | 3 |
| BL 215   | Molecular Genetics Laboratory    | 1 |
| One course with laboratory from each of the organismal and population areas. |                                  | 8 |

**Organismal Biology Concentration:**

|  |   |   |
|--|---|---|
| BL 220   | Comparative Vertebrate Anatomy            | 3 |
| BL 221   | Comparative Vertebrate Anatomy Laboratory | 1 |
| or   |   |   |
| BL 226   | Neuroscience                              | 3 |
| BL 227   | Neuroscience Laboratory                   | 1 |
| or   |   |   |
| BL 228   | Wildlife Biology                          | 3 |
| BL 229   | Wildlife Biology Laboratory               | 1 |
| and  |   |   |
| BL 224   | Physiology                                | 3 |
| BL 225   | Physiology Laboratory                     | 1 |
| One course with laboratory from each of the cellular and population areas. |   | 8 |

**Population Biology Concentration:**

|  |                                      |   |
|--|--------------------------------------|---|
| BL 232   | Ecology                              | 3 |
| BL 233   | Ecology Laboratory                   | 1 |
| or   |                                      |   |
| BL 252   | Invertebrate Zoology                 | 3 |
| BL 253   | Invertebrate Zoology Laboratory      | 1 |
| or   |                                      |   |
| BL 240   | Conservation Biology                 | 3 |
| BL 241   | Conservation Biology Laboratory      | 1 |
| and  |                                      |   |
| BL 234   | Evolution and Systematics            | 3 |
| BL 235   | Evolution and Systematics Laboratory | 1 |
| One course with laboratory from each of the cellular and organismal areas. |                                      | 8 |

**Strongly Recommended:**

|        |                    |   |
|--------|--------------------|---|
| BL 260 | Biostatistics      | 3 |
| or     |                    |   |
| PY 203 | Statistics I       | 3 |
| and    |                    |   |
| TH 280 | Catholic Bioethics | 3 |
| or     |                    |   |
| PL 218 | Bioethics          | 3 |

**Requirements for Minor in Biology (26 credits):**

All students must complete the following courses:

|             |                                       |   |
|-------------|---------------------------------------|---|
| BL 150, 152 | General Biology I and II              | 6 |
| BL 151, 153 | General Biology Laboratory I and II   | 2 |
| CH 101, 102 | General Chemistry I and II            | 6 |
| CH 103, 104 | General Chemistry Laboratory I and II | 2 |

Additionally, students must complete 10 credits from the courses listed below. Two lecture-laboratory course combinations, each combination from a different area of concentration, must be included. Students may complete the remaining credits in any concentration. BL 260 Biostatistics may also be used to satisfy the remaining credits. No more than one course taken below can count toward the student major.

**Cell and Molecular Biology Concentration:**

|        |                               |   |
|--------|-------------------------------|---|
| BL 208 | Cell Biology                  | 3 |
| BL 209 | Cell Laboratory               | 1 |
| BL 212 | Microbiology                  | 3 |
| BL 213 | Microbiology Laboratory       | 1 |
| BL 214 | Molecular Genetics            | 3 |
| BL 215 | Molecular Genetics Laboratory | 1 |
| BL 216 | Biotechnology                 | 3 |
| BL 217 | Biotechnology Laboratory      | 1 |

|        |  |   |
|--------|--|---|
| BL 222 | Developmental Biology                  | 3 |
| BL 223 | Developmental Biology Laboratory       | 1 |
| BL 244 | Immunology                             | 3 |
| CH 251 | Proteins and Metabolism                | 3 |
| CH 253 | Proteins and Metabolism Laboratory     | 1 |
| CH 252 | Nucleic Acids and Membranes            | 3 |
| CH 254 | Nucleic Acids and Membranes Laboratory | 1 |

**Exercise Science Concentration (20-22 credits)\*\*:**

**The following courses are required (14 credits):**

|          |  |       |
|----------|--|-------|
| BL140    | Intro to Exercise Science and Lab  | 3     |
| BL150    | General Biology I  | 3     |
| BL151    | General Biology I Laboratory   | 1     |
| BL 245   | Exercise Physiology  | 3     |
| HSCI 222 | Human Anatomy and Physiology I and HSCI 223 Human Anatomy and Physiology Lab I | 3 + 1 |
| or       |  |       |
| BL224    | Physiology and BL225 Physiology Lab  | 3 + 1 |

**Students take two of following courses (6-8 credits):**

|        |   |      |
|--------|---|------|
| BL142  | Strength and Conditioning Assessment and Prescription | 3*   |
| XXX    | Human Anatomy and Kinesiology and Lab                 | 3+1* |
| XXX    | Wellness and Nutrition with Laboratory                | 3+1* |
| PY 275 | Sport Psychology                                      | 3    |
| or     |   |      |
| PY 218 | Life-span Development                                 | 3    |

\* Courses not yet approved in Biology or Core

\*\* A maximum of 11 credits from one's major program of study can also count towards fulfilling the minor

**Organismal Biology Concentration:**

|        |   |   |
|--------|---|---|
| BL 220 | Comparative Vertebrate Anatomy            | 3 |
| BL 221 | Comparative Vertebrate Anatomy Laboratory | 1 |
| BL 224 | Physiology                                | 3 |
| BL 225 | Physiology Laboratory                     | 1 |
| BL 228 | Wildlife Biology                          | 3 |
| BL 229 | Wildlife Biology Laboratory               | 1 |
| BL 230 | Ornithology                               | 3 |
| BL 226 | Neuroscience                              | 3 |
| BL 227 | Neuroscience Laboratory                   | 1 |
| BL 255 | Psychopharmacology                        | 3 |

**Population Biology Concentration:**

|        |                                      |   |
|--------|--------------------------------------|---|
| BL 232 | Ecology                              | 1 |
| BL 233 | Ecology Laboratory                   | 1 |
| BL 234 | Evolution and Systematics            | 3 |
| BL 235 | Evolution and Systematics Laboratory | 1 |
| BL 240 | Conservation Biology                 | 3 |
| BL 241 | Conservation Biology Laboratory      | 1 |
| BL 252 | Invertebrate Zoology                 | 3 |
| BL 253 | Invertebrate Zoology Laboratory      | 1 |

**Typical First-Year Schedule**

First Semester (14-15 credits):

|           |                                |     |
|-----------|--------------------------------|-----|
| BL 150    | General Biology I              | 3   |
| BL 151    | General Biology Laboratory I   | 1   |
| CH 101    | General Chemistry I            | 3   |
| CH 103    | General Chemistry Laboratory I | 1   |
| CORE 1500 | Core Writing                   | 3   |
| or        |                                |     |
| CORE 1400 | Listening Seminar              |     |
|           | Core course or Calculus        | 3-4 |

Second Semester (14-15 credits):

|           |                                 |     |
|-----------|---------------------------------|-----|
| BL 152    | General Biology II              | 3   |
| BL 153    | General Biology Laboratory II   | 1   |
| CH 102    | General Chemistry II            | 3   |
| CH 104    | General Chemistry II Laboratory | 1   |
| CORE 1500 | Core Writing                    | 3   |
| or        |                                 |     |
| CORE 1400 | Listening Seminar               |     |
|           | Core course or Calculus         | 3-4 |

**BIOLOGY COURSE DESCRIPTIONS**

**BL-103 WORLD SERIES OF BIRDS**

The World Series of Birding is a competition held by the Audubon Society in New Jersey during mid-May of each year. Teams from around the world compete to find the most bird species in a single 24-hour period. In preparation for the event, students will be introduced to the identifying characteristics of about 12 species per weekly meeting, with the expectation that they learn 150+ species by the end of the semester. Attendance on one 15-hour Saturday field trip is required, plus the actual competition held at the end of the semester. The team will arrive in Cape May, New Jersey, two days before the competition in order to refine skills and scout locations. The extended weekend trip close to graduation makes it difficult for seniors to participate. This is a Service Learning course in which our team works with others to collect scientifically valuable data on bird migration and distributions. Students enrolling in this course need not have prior birding experience, but enthusiasm is essential. One credit.

**BL-130 INVESTIGATING BIOLOGY I**

This once a week, two-semester consecutive course will cover basic Biology concepts along with academic skills and career exploration. Students should enroll both semesters if still a Biology major. BL130 offered every fall and BL131 offered every spring. For freshmen only who are not in General Biology I or II. Permission of Chair needed. No prerequisites. One credit.

**BL-131 INVESTIGATING BIOLOGY II**

This once a week, two-semester consecutive course will cover basic Biology concepts along with academic skills and career exploration. Students should enroll both semesters if still a Biology major. BL130 offered every fall and BL131 offered every spring. For freshmen only who are not in General Biology I or II. Permission of Chair needed. No prerequisites. One credit.

**BL140 INTRO TO EXERCISE SCIENCE LECTURE AND LAB**

This is an entry-level course designed for students interested in a career in athletic training, exercise science, sports medicine, physical therapy, or any other exercise/sport related health field. The course will introduce the students to various aspects of Sports Medicine and Exercise Science. This includes, but is not limited to, careers in sports medicine, injury and illness evaluation, treatment and rehabilitation techniques, legal considerations, emergency preparedness, etc. This course will also utilize both lecture and

practical techniques to introduce research and evidence-based practice as it pertains to various topics in sports medicine and exercise science. Three credits (combined 2 credit lecture and 1 credit lab).

#### **BL142 STRENGTH AND CONDITIONING ASSESSMENT AND PRESCRIPTION**

In this course students will learn the scientific foundations required to design a subject-specific exercise program to improve the overall health and wellness of individuals. Knowledge gained from this course will assist in the development of exercise programs for individuals as well as groups. Students will be introduced to concepts that will prepare them for a personal training certification. Three credits.

#### **BL-150 GENERAL BIOLOGY I**

This year-long course with BL 152 is intended for science majors. The first semester addresses the biology of cells, as well as animal physiology, development, and taxonomy. The second semester continues with plant biology, classical and molecular genetics, and ecology and evolution. At the conclusion of the course, Biology majors select cell and molecular biology, organismal biology, or population biology as an area of concentration for subsequent work. A passing grade in BL 150 is required for BL 152. Fall semester and summer. Three credits.

#### **BL-151 GENERAL BIOLOGY I LABORATORY**

This course introduces scientific method, statistics, laboratory techniques, and the use of instruments as students perform experiments that reinforce and expand upon ideas presented in BL-150. Fall semester and summer. One credit.

#### **BL-152 GENERAL BIOLOGY II**

This year-long course with BL 150 is intended for science majors. The first semester addresses the biology of cells, as well as animal physiology, development, and taxonomy. The second semester continues with plant biology, classical and molecular genetics, and ecology and evolution. At the conclusion of the course, Biology majors select cell and molecular biology, organismal biology, or population biology as an area of concentration for subsequent work. A passing grade in BL 150 is required for BL 152. Spring semester and summer. Three credits.

#### **BL-153 GENERAL BIOLOGY II LABORATORY**

This course introduces scientific method, statistics, laboratory techniques, and the use of instruments as students perform experiments that reinforce and expand upon ideas presented in BL 150 and 152. Spring semester and summer. One credit.

#### **BL-208 CELL BIOLOGY**

This course is an intensive examination of cell ultrastructure and function. Emphasis is placed on the role of specific organelles in cellular processes such as membrane structure, function, biogenesis, and recycling; protein structure, assembly, modification, and trafficking; energy transduction; intracellular transport; cellular locomotion; cell cycle control and programmed cell death; and cell-to-cell communication. Techniques employed in the study of cellular components and processes, including microscopy, are integrated into the course content; as is the relationship of individual cells within the environment of an integrated multicellular organism. Prerequisites: BL 150-153. Fall semester. Three credits.

#### **BL-209 CELL BIOLOGY LABORATORY**

The laboratory is designed to familiarize students with the general methods used to study the physical nature of cells and

their inherent biochemical processes. Experimental techniques performed range from the measurements of cell growth rates to the differential purification and biochemical analysis of subcellular components. The use of fluorescence microscopy to localize specific proteins in situ, using digital image capture and analysis will be profiled. Throughout the laboratory an emphasis will be placed on the use of digital technologies to facilitate quantitative analysis of biological processes. Prerequisites: BL 150-153. Fall semester. One credit.

#### **BL-212 MICROBIOLOGY**

This course will introduce students to microbiology, the study of microorganisms with a focus on bacteria and viruses. The course will include discussions and lectures on the history of microbiology, microbial growth and metabolism, and microbial genetics. The impact of microorganisms in the environment, interactions with other organisms, and microbial diseases, treatments, and the human immune response will be studied. Prerequisites BL150-153. Spring semester. Three credits.

#### **BL-213 MICROBIOLOGY LAB**

Students will learn how to properly handle, grow, and identify microorganisms. Students will study microorganisms in the environment including biofilms, the effect of antibiotics on bacteria, identification of food contaminants, and various factors that contribute to changes in microbial growth. The lab will focus on bacteria. Prerequisites: BL 150-153. Spring semester. One credit.

#### **BL-214 MOLECULAR GENETICS**

This course focuses on the gene, both in the context of genome structure and organization, and the coordination of individual gene expression. Specific emphasis is placed on the interaction between DNA and protein in relation to the regulation of gene expression, DNA replication, and recombination; the critical role of chromatin structure in gene organization and expression; and the molecular events in transcription, translation, and mutation. Structure and function comparisons are made between prokaryotes and eukaryotes using the bacterium *Escherichia coli*, the simple eukaryote *Saccharomyces cerevisiae* (baker's yeast), and humans, as paradigm organisms. Special attention is given to the techniques employed in molecular genetic analysis, including recombinant DNA methodologies and the relationship between molecular genetics and the fields of bioinformatics and biotechnology. Prerequisites: BL 150-153. Fall semester. Three credits.

#### **BL-215 MOLECULAR GENETICS LABORATORY**

This course is a hands-on engagement of the foundational methodologies used to elucidate, manipulate, and quantify gene anatomy and expression. The technologies employed for cloning vector design and construction, molecular cloning, gene transfer, nucleic acid isolation, hybridization analysis, DNA amplification, RT-PCR, DNA sequencing, and, genetic sequence and database analyses are explored theoretically and in practical application. Prerequisites: BL 150-153. Fall semester. One credit.

#### **BL-216 BIOTECHNOLOGY**

This course engages the rapidly developing field of biotechnology through careful dissection of the technologies and their applications. Topics including cell-based and cell-free food and beverage biotechnology, heterologous protein expression in prokaryotic and eukaryotic systems, the design and production of the transgenic plants and animals, stem cell technologies, reproductive and therapeutic cloning strategies, genome engineering, somatic and germline gene therapy approaches, vaccine development, DNA forensics, bioremediation, biofuels, and high throughput screening are examined in detail with



consideration given to both their potential and realized industrial, medical, and environmental applications. Emphasis is placed on the technical considerations unique to each technology, although safety and ethical considerations will also be addressed. Prerequisites: BL 150-153. Spring semester, even-numbered years. Three credits.

#### **BL-217 BIOTECHNOLOGY LABORATORY**

This course provides students with significant hands-on experience performing techniques critical to the biotechnology industry. Laboratory exercises involve food biotechnology, biosensor construction, forensic DNA analysis, recombinant protein production and purification in both prokaryotic and eukaryotic systems, plant and animal cell culture, and gene transfer to cultured plant and animal cells. Must be concurrently enrolled in BL216 Biotechnology. Prerequisites: BL 150-153. Spring semester, even-numbered years. One credit.

#### **BL-220 COMPARATIVE VERTEBRATE ANATOMY**

This course endeavors to provide a comprehensive comparison of vertebrate structure and function in the major body systems. Animals being discussed range from fish to reptiles, to mammals. Human comparisons are also included with each body system. This course is taken concurrently with Comparative Vertebrate Anatomy Laboratory. Prerequisites: BL 150-153. Fall semester. Three credits.

#### **BL-221 COMPARATIVE VERTEBRATE ANATOMY LABORATORY**

The first part of this course is the comparative analysis of vertebrate skeletal structure. Animals under study include sharks, fish, amphibians, reptiles, birds, and mammals. The second part of the course involves an intensive study of mammalian gross anatomy through dissection of a cat. Body systems to be studied include the muscular, digestive, urogenital, reproductive, circulatory, and nervous systems. Prerequisites: BL 150-153. Fall semester. One credit.

#### **BL-222 DEVELOPMENTAL BIOLOGY**

This course provides a comprehensive study of both invertebrate and vertebrate embryology with a particular focus on important model organisms. The course will also provide an overview of plant developmental mechanisms. Areas of study include gametogenesis, fertilization, early embryological events, and organogenesis. This course will focus on both classical embryological and modern molecular and genetic techniques. In addition, the course incorporates a component that discusses the bioethical issues surrounding important areas in developmental biology such as cloning and stem cell research. Taken concurrently with Developmental Biology Laboratory. Prerequisites: BL 150-153. Spring semester, odd-numbered years. Three credits.

#### **BL-223 DEVELOPMENTAL BIOLOGY LABORATORY**

This course provides students with hands-on experiences in both classical and molecular developmental biological techniques. The course consists of two distinct units. The first unit focuses on the preservation and developmental staging of invertebrate and vertebrate embryonic model organisms. The second part focuses on the theory and practice of using molecular techniques (RT-PCR, In-Situ Hybridization, etc.) to investigate gene expression patterning during normal and abnormal embryonic development. Must be concurrently enrolled in BL 222 Developmental Biology. Prerequisites: BL 150-153. Spring semester, odd-numbered years. One credit.

#### **BL-224 PHYSIOLOGY**

Detailed study of organ system function with emphasis on humans. The systems studied include neuromuscular, cardiovascular,

respiratory, renal, digestive, and endocrine. Homeostasis, regulatory mechanisms, and the functional relationships between systems are emphasized. Prerequisites: BL 150-153. Spring semester. Three credits.

#### **BL-225 PHYSIOLOGY LABORATORY**

Hypothesis-driven laboratory experiments designed to explore organ system function in mammals, including humans. Students work extensively with computers to acquire, process, and present data. Prerequisites: BL150-153. Spring semester. One credit.

#### **BL-226 NEUROSCIENCE**

This course provides an application of the fundamental concepts of neuroscience to brain areas, pathways and processes, simple and complex behaviors, as well as mental diseases and disorders. Emphasis is placed on the structure and function of the human brain. The course combines lectures, discussions, case studies, and independent projects to allow students to explore topics across the breadth of the field of neuroscience. These topics include neuroanatomy, neurophysiology, neuropharmacology, and behavioral and cognitive neuroscience. Prerequisites: BL 150-153. Spring semester, even-numbered years. Three credits.

#### **BL-227 NEUROSCIENCE LABORATORY**

This laboratory exposes students to a variety of techniques used by neuroscientists. These techniques include neuroanatomical and histological procedures, neurophysiological methods, neuropharmacological investigations, as well as commonly used approaches to explore brain-behavior relationships. Some laboratories incorporate computer simulations. Prerequisites: BL 150-153. Spring semester, even-numbered years. One credit.

#### **BL-228 WILDLIFE BIOLOGY**

This course combines elements of animal natural history, physiology, and behavior to survey how animals cope with short-term and seasonal changes in their environment. In particular, we will discuss the challenges animals face in maintaining homeostasis during periods of reproduction, migration, hibernation and torpor, resource scarcity, and heightened competition or predation risk. We will examine strategies used by a variety of vertebrate and invertebrate species. Prerequisites: BL 150-153. Fall semester, even-numbered years. Three credits.

#### **BL-229 WILDLIFE BIOLOGY LABORATORY**

The objectives for lab and field activities in this course include instruction on animal capture techniques and the study of animal resource use in relation to habitat and microclimate. Prerequisites: BL 150-153. Fall semester, even-numbered years. One credit.

#### **BL-230 ORNITHOLOGY**

For thousands of years people have marveled at the beauty, the diversity, and the abilities of birds, particularly their ability to fly. Feathers are unique to birds, and birds are also known for their migratory behavior, singing ability, and parental care. While this course will cover these topics in depth, we will also examine how the study of birds can generate new insights relating to issues affecting all animals, including the nature of intelligence, communication, evolution, and ecological interactions. Class periods will feature lecture, multimedia demonstrations, and discussion of scientific literature. There will be a significant number of field trips to observe, identify, and capture birds in their native habitats. Prerequisites: BL 150-153. Spring semester, even-numbered years. Three credits.

#### **BL-232 ECOLOGY**

This is a general course emphasizing physical-chemical-biological relationships. Evolutionary trends are considered. Topics include

energy relations, biogeochemistry, population growth, and the structure and function of communities and ecosystems. Prerequisites: BL 150-153. Fall semester. Three credits.

#### **BL-233 ECOLOGY LABORATORY**

Lab and field experiences paralleling Ecology 232 are designed to teach specific techniques of research design, field sampling, and data analysis in terrestrial and freshwater ecosystems. Prerequisites: BL 150-153. Fall semester. One credit.

#### **BL-234 EVOLUTION AND SYSTEMATICS**

The theory and evidence of the gradual evolution of organisms and taxonomic relationships of animals and plants. Offered in odd-numbered years. Prerequisites: BL 150-153. Spring semester. Three credits.

#### **BL-235 EVOLUTION AND SYSTEMATICS LABORATORY**

Laboratory experiments, computer simulations, and field trips are designed to study concepts presented in BL 234. Offered in odd-numbered years. Prerequisites: BL 150-153. Spring semester. One credit.

#### **BL-240 CONSERVATION BIOLOGY**

The rate of global species extinctions today is comparable to that experienced in the Cretaceous when the dinosaurs fell from prominence. This course will examine the modern causes of extinction as well as the techniques in biology used to monitor and sometimes reverse declining populations of endangered animals and plants. Both a community- and species-centered approach to conservation are discussed. Other topics include mechanisms of evolution and population genetics, invasive species, habitat assessment, wildlife and fisheries management, and species conservation plans for both domestic and international populations. A significant portion of the course grade will be based on a comprehensive term paper and oral presentation. Prerequisites: BL 150-153. Fall semester, even-numbered years. Three credits.

#### **BL-241 CONSERVATION BIOLOGY LABORATORY**

The laboratory section will emphasize conservation techniques such as habitat assessment, animal and plant identification, animal capture, and field trips dedicated to learning about specific rare or endangered species and rare or endangered habitats. There will also be considerable time spent indoors doing computer modeling. Prerequisites: BL 150-153. Fall semester, even-numbered years. One credit.

#### **BL-244 IMMUNOLOGY**

This course will introduce students to immunology, the study of the immune system. The course will include discussions, activities, and lectures on the innate and adaptive immune systems with a molecular mechanism focus. The host-pathogen relationship, autoimmune and other immune disorders including allergies, and immunological techniques will also be studied based on the interests of the students. Prerequisites BL150-153. Three credits.

#### **BL-245 EXERCISE PHYSIOLOGY**

This course represents an evaluation of how the body responds and adapts to both acute and chronic exercise stress at the subcellular through the organ and system level. Prerequisites: BL 150-153.

#### **BL-252 INVERTEBRATE ZOOLOGY**

This course will cover the behavior, structure, physiology, classification, and distribution of invertebrates. It will be divided

into four main topics: terrestrial invertebrates, aquatic freshwater invertebrates, aquatic marine invertebrates, and parasitic invertebrates. Spring semester, even-numbered years. Prerequisites: BL 150-153. Three credits.

#### **BL-253 INVERTEBRATE ZOOLOGY LABORATORY**

Lab and field experiences paralleling Invertebrate Zoology. This class will teach specific techniques for dissection of preserved invertebrates, invertebrate identification, research and data collection with live and preserved invertebrates, and field sampling and preservation of terrestrial and aquatic invertebrates. Spring semester, even-numbered years. Prerequisites: BL 150-153. One credit.

#### **BL-255 PSYCHOPHARMACOLOGY**

This course will focus on the concepts underlying the study of behavioral pharmacology, the behavioral tests that are used to evaluate the efficacy of psychoactive drugs, and how to properly interpret the results of those tests in a way that is consistent with sound scientific principles. Prerequisites: Either BL 150 or PY 331. Three credits.

#### **BL-260 BIOSTATISTICS**

This course deals with quantitative and statistical methodology in the biological sciences. It includes experimental design and the conventions of generating, analyzing, interpreting, and presenting biological data. Prerequisites: BL 150-153. Spring semester. Three credits.

#### **BL-290 HUMAN DISSECTION LAB EXPERIENCE**

The course objective will be to teach human anatomy through interactive lab dissection taught by two local practicing orthopedic surgeons. Each interactive lab dissection will focus on a different human anatomic body part or system – i.e., knee, foot, and ankle, cardiac, pulmonary, neurological, digestive, and circulatory. In addition to learning human anatomy surgical technique will be taught as part of the lab instruction. In addition to exploring the interrelationships between anatomic structure and function, the instructors will correlate the dissections to help teach common pathological processes and disorders such as arthritis, cardiac disease, lung disease, gastrointestinal disorders. Prerequisites: BL 150-153 and BL 220-221; recommended pre- or corequisite BL 224-225. Spring semester. Fee. One credit. Pass/Fail.

#### **BL-295 FUNDAMENTALS OF MICROBIOLOGY**

Fundamentals of Microbiology is a one-semester course that explores disease-causing microorganisms (pathogens) with a focus on bacteria and viruses, how these pathogens are transmitted, and control mechanisms within and outside the human body. Students will also learn how to avoid the spread of infectious microorganisms in the hospital environment. This course is complemented by the Fundamentals of Microbiology Laboratory (BL296). Nursing majors only. Prerequisites BL150-151. Fall semesters. Three credits.

#### **BL-296 FUNDAMENTALS OF MICROBIOLOGY LABORATORY**

Fundamentals of Microbiology Laboratory is a one-semester course that explores disease-causing microorganisms (pathogens) with a focus on bacteria. Students will also learn how to avoid the spread of infectious microorganisms in the hospital environment. This one-credit laboratory (3 hours) is complemented by the Fundamentals of Microbiology (BL295) lecture course. Nursing majors only. Prerequisites BL150-151. Fall semesters. One credit.

**BL-297 PATHOPHYSIOLOGY I**

Pathophysiology I is the first semester of a year-long pathophysiology course that explores pathogenic mechanisms on the molecular, cellular, organ, and systemic level. This will allow for a deeper understanding gained in Fundamentals of Microbiology and Human Anatomy and Physiology (both taken sophomore year). Real-life examples will lead discussion and activities. This course continues with Pathophysiology II (BL298). Nursing majors only. Prerequisites BL150-151, BL295-296, and INTS222-225. Fall semesters. Two credits.

**BL-298 PATHOPHYSIOLOGY II**

Pathophysiology 2 is the second semester of a year-long pathophysiology course that explores pathogenic mechanisms on the molecular, cellular, organ, and systemic level. This will allow for a deeper understanding gained in Microbiology for Nurses and Anatomy and Physiology (both taken sophomore year). Real-life examples will lead discussion and activities. This course is a continuation of Pathophysiology I (BL297). Prerequisites BL150-151, BL295-296, BL297, and INTS222-225. Three credits.

**SENIOR RESEARCH PROGRAM**

The Senior Research Capstone introduces students to all facets of developing and completing a research project. It begins with BL 301 where the student writes a research proposal. He/she is introduced to biological literature searches, critical reading of primary research articles, formulation of biologically significant questions, experimental design, and long-range planning. The program continues in BL 302 where the student performs the proposed laboratory work. The student masters, adapts, and applies laboratory techniques to the solution of specific biological problems. Additionally, the student experiences the excitement of success and the frustration of setbacks common to all research. The program concludes with BL 303 where the student critically analyzes the data, integrates it with the findings of others, and presents the work in a written thesis format. Enrollment in the first phase of the program (BL 301) requires completion of General Biology and at least two upper level biology lecture courses, with concurrent registration in a third. Students must also have a major GPA at 2.0 or above and no more than a C- in upper-level biology courses to enroll in BL 301.

**BL-301 JUNIOR RESEARCH SEMINAR**

Design and plan a research project. Write a research proposal. Spring semester. Two credits.

**BL-302 RESEARCH PROJECT**

Perform the experimental phase of the research project. Prerequisite: BL 301. Fall semester. Two credits.

**BL-303 RESEARCH THESIS**

Write the senior research thesis. Prerequisite: BL 302. Spring semester. One credit.

**BL-310 TEACHING BIOLOGY**

Primarily laboratory instruction which includes lecturing, laboratory preparations, and assistance under the supervision of the faculty member in charge of the course. It is not substitute teaching and is intended to provide first-hand experience with the teaching process. Permission of instructor required. One credit.

**BL-333 SPECIAL STUDY**

The student will pursue a faculty-directed course of study. Permission of chairperson required. Variable credit. May be repeated.

**BL-350 BIOLOGY INDEPENDENT RESEARCH PROJECT**

The student will pursue research distinct from the Senior Research Project. Does not fulfill major or minor credit requirements. Variable credit. May be repeated.

**BL-550 BIOLOGY INTERNSHIP**

Work experience program extending the learning experience beyond the college into the world of work. Students are employed in an area related to their academic endeavor. Academic credits are P/F and are awarded by individual departments according to the extent of the work experience. Students may or may not be paid depending on the site. The purpose of the program is to integrate academic studies and employment activities. Does not fulfill major or minor credit requirements. Variable credit. May be repeated.

# BIOTECHNOLOGY

Bruce Bethke, *Director*

Matthew Fisher

Biotechnology, the technological application of biological systems, is a dynamic, evolving field that has fundamentally changed the world we live in. Advances in this field have resulted in breakthrough medical discoveries, insights into the nature of living systems, an improved understanding of evolutionary biology, improved environmental remediation, enhanced agriculture, more efficient industrial processes, novel biomaterials, and even artificial intelligence. A natural consequence of these advances has not only been significant change, but also discussion and debate in the areas of public policy, ethics, religious teachings, and business practice.

At Saint Vincent College the biotechnology curriculum has strong foundations in biology, chemistry, mathematics, and computer science, coupled with hands-on laboratory and one-on-one research experiences. However, the curriculum also incorporates ethics, public policy, government, economics, business, and law. It is the interconnection of these fields that creates opportunity; and students with an encompassing interdisciplinary background are particularly well-prepared for careers in biotechnology that extend beyond the laboratory. This includes careers in the areas of medicine, research, agriculture, public health, environmental science, engineering, policy, education, and industry.

Students in the biotechnology program have the option of pursuing either a minor, or a more in-depth certification. The certification in biotechnology program sets students apart from their peers on the breadth of their scientific foundations, complemented by insights from interconnecting fields; while the minor in biotechnology is well-suited for students in the sciences wanting to explore the applications of what they are learning, from an interdisciplinary perspective.

## CERTIFICATION IN BIOTECHNOLOGY

May be completed as a post-Baccalaureate Certificate (usually in one year), or concurrently with a traditional major course of study (may require an additional semester to complete).

(See *core curriculum requirements*.)

(See *major requirements*.)

### Certification Requirements Prerequisites:

|        |                                 |   |
|--------|---------------------------------|---|
| BL 150 | General Biology I               | 3 |
| BL 152 | General Biology II              | 3 |
| BL 151 | General Biology Laboratory I    | 1 |
| BL 153 | General Biology Laboratory II   | 1 |
| BL 208 | Cell Biology                    | 3 |
| BL 209 | Cell Biology Laboratory         | 1 |
| BL 214 | Molecular Genetics              | 3 |
| BL 215 | Molecular Genetics Laboratory   | 1 |
| CH 101 | General Chemistry I             | 3 |
| CH 102 | General Chemistry II            | 3 |
| CH 103 | General Chemistry Laboratory I  | 1 |
| CH 104 | General Chemistry Laboratory II | 1 |
| CH 221 | Organic Chemistry I             | 3 |
| CH 222 | Organic Chemistry II            | 3 |
| CH 223 | Organic Chemistry Laboratory I  | 1 |
| CH 224 | Organic Chemistry Laboratory II | 1 |
| MA 109 | Calculus with Applications I    | 4 |

### Course Requirements (32 credits):

|            |  |   |
|------------|--|---|
| BIN 218    | Bioinformatics, Genomics, and Proteomics | 3 |
| BL 216     | Biotechnology                            | 3 |
| BL 217     | Biotechnology Laboratory                 | 1 |
| BL 260     | Biostatistics                            | 3 |
| CH 251     | Proteins and Metabolism                  | 3 |
| CH 253     | Proteins and Metabolism Laboratory       | 1 |
| CH 252     | Nucleic Acids and Membranes              | 3 |
| CH 254     | Nucleic Acids and Membranes Laboratory   | 1 |
| BA 230     | Introduction to Entrepreneurship         | 3 |
| BL/BIN 550 | Internship/Research Experience**         | 1 |
| PL 218     | Bioethics                                | 3 |
| or         |  |   |
| TH 280     | Catholic Bioethics                       | 3 |

### 4 credits (course and laboratory) selected from:

|        |   |   |
|--------|---|---|
| BL 220 | Comparative Vertebrate Anatomy            | 3 |
| BL 221 | Comparative Vertebrate Anatomy Laboratory | 1 |
| BL 222 | Developmental Biology                     | 3 |
| BL 223 | Developmental Biology Laboratory          | 1 |
| BL 224 | Physiology                                | 3 |
| BL 225 | Physiology Laboratory                     | 1 |

### 3 credits selected from:

|        |                              |   |
|--------|------------------------------|---|
| BA 170 | Organizational Behavior      | 3 |
| BA 220 | Principles of Marketing      | 3 |
| PS 390 | Environmental Law and Policy | 3 |

The Certification in Biotechnology requires, in addition to course work, an applied internship or research experience, either paid or unpaid (which can occur on or off campus, during the summer or during the school year).

At least 12 credits of the certificate course requirements must be completed at Saint Vincent College.

### Minor in Biotechnology

To be completed concurrently with a traditional major course of study.

### Minor Requirements (21 credits):

|            |  |   |
|------------|--|---|
| BIN 218    | Bioinformatics, Genomics, and Proteomics | 3 |
| BL 214     | Molecular Genetics*                      | 3 |
| BL 215     | Molecular Genetics Laboratory            | 1 |
| BL 216     | Biotechnology*                           | 3 |
| BL 217     | Biotechnology Laboratory                 | 1 |
| BA 230     | Introduction to Entrepreneurship         | 3 |
| BL/BIN 550 | Internship/Research Experience**         | 1 |
| PL 218     | Bioethics                                | 3 |
| or         |  |   |
| TH 280     | Catholic Bioethics                       | 3 |

### 3 credits selected from:

|        |                              |   |
|--------|------------------------------|---|
| BA 170 | Organizational Behavior      | 3 |
| BA 220 | Principles of Marketing      | 3 |
| PS 390 | Environmental Law and Policy | 3 |

\*These courses require the General Biology series (BL 150-153) as a prerequisite.

\*\*In addition to coursework, both the certification and the minor in Biotechnology require an applied internship or research experience, along with accompanying research documents.

# BUSINESS ADMINISTRATION

Michael Urick, *Dean*, Alex G. McKenna School of Business,  
Economics, and Government

Jeffrey Godwin, *Chairperson*

Thomas W. Cline; Bonaventure Curtis, O.S.B.; Zachary Davis;  
Robert J. DePasquale; Martha Fusco; Andrew Herr;  
William J. Hisker; Thomas C. Holowaty; Matthias Hühn;  
Christian Kalhöfer; Robert Markley; Justin Petrovich;  
Nicholas Racculia; Terrance Smith;

Adjunct Faculty: A. Mark Abramovic; David Adams;  
Jennifer Antkowiak; Michael Arabia; Michael Barron;  
Ben Butina; Donald Ellenberger; Gregory Forsythe;  
Kenneth Dupre; Stephen Fazzi; Kevin Fields; Janet Hammill;  
Sue Hozak; Janelle Imbrescia, Mark Kachmar; William King; Michael  
Kozy; Eva Kunkel; James Kunkel;  
Richard Kunkle; John Malone; James Meredith; Joshua Miller;  
Anthony Mucha; Daniel Niemiec; Robert Peretti; Joseph Polka;  
David Riehl; Nathan Sylvester; Kevin Wanichko; Joseph Yezovich;  
Michael Ziemanski

Professor Emeriti: Peter Hutchinson

Executive in Residence: Rodger Lewis

The McKenna School of Business has seven undergraduate programs and one graduate program accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Accounting, Business Economics, Business Education Information Technology, Finance, International Business, Management, and Marketing. The graduate program is a master's degree in management: Operational Excellence, Business Administration, Business Data Analytics and Sports Management majors are in candidacy for accreditation with ACBSP. The Economics, Criminology, and Politics programs are not accredited through the ACBSP; however, all programs in the McKenna School have regional accreditation through the Middle States Association. The ACBSP is one of the top two premier accrediting agencies for business schools worldwide. With a requirement for faculty professional development (e.g., publications and research) and courses primarily taught by faculty holding doctorates, ACBSP is the leading business accreditation program devoted to teaching excellence and service to students.

The Business Administration program of the McKenna School of Business, Economics, and Government is designed to provide a thorough academic and professional education in the study of business principles, practices, and systems. The McKenna School's business curriculum combines theoretical, quantitative, technical, and case studies and simulations in order to understand business life and activity within a dynamic market economy. The program delineates the nature and functions of the firm and private enterprise and the relationship of business to society as a whole. It seeks to help students learn to apply analytical skills and sound judgment to managerial operations and to solve business problems. Accordingly, the curriculum integrates the scientific method with the functional areas of business, providing students with the methodological tools to describe, predict, and explain the varied phenomena surrounding business problems.

The Business Administration program combined with the College's liberal arts curriculum helps students integrate professional goals with an educational foundation for life-long learning and the pursuit of a responsible and rewarding way of life. To further facilitate the development of the written communication skills needed in business settings, there is a writing component requirement in many of the business courses. To improve reasoning, judgment, and decision making under uncertainty, students are exposed to data

analytic methods and statistical software. Development of teamwork and oral presentation skills are also part of the curriculum.

The McKenna School encourages internships and other work experiences, which may be sought through the College's Career and Professional Development Center. The capstone experience for all business majors is achieved through the Business Policy and Strategy course. Basic civic knowledge, as well as economics, is part of the mission of the McKenna School: all business majors must take Principles of American Politics. In these ways and by working closely with its students, the goal of the business major is to help prepare students for successful professional careers or graduate studies in business and related fields.

The McKenna School offers the Bachelor of Science degree in Accounting, Business Economics, Business Education, Finance, International Business, Management, and Marketing. Dual majoring in business is possible, but you must complete a minimum of 21 non-overlapping credits from the first business major.

## ACCOUNTING: 150-CREDIT FOUR-YEAR PLAN

For those students interested in pursuing professional certification as a CPA, the classes and sequence must be carefully chosen. By working closely with the academic advisor (i.e., an accounting professor), the student will optimize the preparation for the CPA exam at graduation and work to meet the 150-credit CPA licensure requirement during his/her four years at Saint Vincent College. Saint Vincent has been a leader in presenting an option for students to meet the 150-credit requirement, an option recognized in hiring by public accounting firms.

## STUDENT PORTFOLIO

Prior to graduation, all McKenna School business majors will complete a portfolio of defined academic projects—see the bullet points below. The portfolio reveals the strong infusion of Saint Vincent College's liberal arts core curriculum goals into the business curriculum. The portfolio will be utilized by the student to construct resumes, to provide evidence of professional skills (including written, oral presentations, quantitative, and analytical skills) relevant to their major, and to serve as a platform for talking points during interviews. The portfolio is also used to assess the student's ethical development, writing ability, competency utilizing newer technologies applicable to business presentations and data analysis, and proficiency in business information systems. The portfolio is maintained by the student for self-marketing purposes to pursue internships, jobs, and graduate school opportunities. Some submissions, noted below, are sent by your professors to the Dean for accreditation purposes. The portfolio is composed of the following academic accomplishments:

- 1) business ethics paper written in BA 170 Organizational Behavior (freshmen year, collected by professor and then sent to the Dean's office);
- 2) updated business ethics paper written in BA 305 Business Ethics (junior 2nd semester or senior year, collected by professor and then sent to the Dean's office);
- 3) a résumé (completed first year and updated every year);
- 4) several experiential projects will be completed with a focus on applied business skills;
- 5) at least one information systems analysis project (the MIS and Greenbelt projects are collected by the professor and then sent to the Dean's office);
- 6) several oral presentations will be completed as defined by your major(s) and the business core;
- 7) several term papers will be written as defined by your major(s) and the business core;
- 8) optional: professional thesis.

The business ethics component of the portfolio, designed by Dr. William Hisker, is unique and was considered path-breaking

by our accrediting body, the Accreditation Council for Business Schools and Programs. Businesses want employees who have strong ethical values. The résumé will be utilized in internship and job searches. The experiential and information systems analysis projects provide evidence that the student possesses strong writing skills, is comfortable with applications of advanced technologies relevant to his/her business discipline, and demonstrate a high level of understanding of the business discipline and tools utilized. An internship is an experiential project requirement. Internships require a short synthesis paper evaluating the experience in light of the goals and objectives established on the Student/Faculty Agreement form completed as part of the application process. The synthesis paper must discuss how the student's internship experience utilized his or her relevant course work. Students must register for internship credit (BA 550) with the Career and Professional Development Center and the registrar's office. The requirements underlying the professional thesis option, written in conjunction with BA 500, will be defined by the supervising professor.

### **TRANSFER CREDIT**

The College reserves absolute discretion with regard to the transferability of work done at other institutions, and in unusual individual circumstances, waiving an academic requirement. When, in its discretion, and due to the individual circumstances involved, the College elects to make an exception in an individual case, such a waiver shall not be considered to establish a precedent applicable to any other individual. No transfer credit is awarded for any Business course at the 300 level or above unless the credit is from an accredited four-year degree-granting institution. Transfer credits for BA 200 Intermediate Accounting I and BA 201 Intermediate Accounting II require a challenge exam.

### **STUDENT GUIDE TO INTERNSHIP PROCEDURES AND REQUIREMENTS**

All students are encouraged to take advantage of the opportunity to undertake an internship. The purpose of an internship is to allow the student to gain hands-on experience in practical settings. This provides for the application of classroom knowledge and assists students in making career-related decisions.

It is understood that the student is in a professional setting and should adhere to the highest standards of professional and ethical conduct. This includes, but is not limited to, seeking and following the direction of the site supervisor, as well as the theoretical expectations of the professor. Students will be required to complete the Student Internship Code of Conduct document that provides them with the necessary instructions in upholding the mission of the college, while performing internship functions.

A vital part of the internship experience includes finding a position. The student is encouraged and expected to find a suitable internship site based on expressed interests, the availability and willingness of the site to supervise a student, and stated career goals. Personnel from the Career and Professional Development Center can assist students in all aspects of their internship search. The student's academic advisor, other McKenna School faculty, and the Dean are available for letters of recommendation and helpful suggestions, but securing the internship is the student's responsibility.

### **SCHEDULING AN INTERNSHIP**

Students should start thinking about internships during sophomore or junior year, or at least one full semester prior to beginning the internship. Students should consider the types of internships available, when and where the internship might be, etc. This allows time to explore options, prepare a résumé, plan to arrange class or work schedules, etc. If a student does an internship during the summer, typically the student registers for credit the following fall semester.

### **CREDIT HOURS**

Each student should meet with his/her academic advisor before setting up an internship to determine the number of credits required in the program of study. The number of work hours required per credit may vary depending upon the nature of the work. However, as a general rule, 135 hours of work for a period of 15 weeks earns three (3) credits. There is a four-credit maximum per internship. Students are limited to 12 credits of internship. Credits are based on the evaluation of the learning experience associated with the internship by the supervising McKenna professor.

### **CREDIT/GRADE**

A student should register for credit if he/she would like to have the internship appear on his/her transcript. In all cases, the student will receive credit for the internship, but never a grade. McKenna School policy is that internships are graded on a pass-fail basis—in no case are letter grades (i.e., A, B, ...) to be given for internships. To receive credit, the student must communicate all details of the internship with his/her advisor for approval before beginning the internship.

### **MCKENNA SCHOOL INTERNSHIP DEADLINES**

All paperwork is coordinated and filed through the Career and Professional Development Center. Summer internships take place in the summer and the credits are applied to the fall semester. All paperwork must be filed by June 15 with the faculty advisor and dean signing off. For fall semester internships, where the internship actually takes place in the fall, all paperwork must be filed by Sept. 30 with the faculty advisor and dean signing off. For spring semester internships, where the internship actually takes place in the spring, all paperwork must be filed by Feb. 15 with the faculty advisor and dean signing off.

### **ACADEMIC REQUIREMENTS FOR INTERNSHIPS**

These are the general academic suggestions for internships for credit, but the specifics are to be determined by the academic advisor:

- a short synthesis paper evaluating the experience in light of the goals and objectives established on the Student/Faculty Agreement form completed as part of the application process
- a more in-depth paper or PowerPoint presentation, including evaluating the experience with relevant course work

Completed materials must be submitted a minimum of two weeks prior to the end of the term in which a student is registered for credit to assure the credits will be granted. For summer internships, it is strongly recommended that the student turn in his/her materials soon after completing the internship while the experience is fresh in his/her mind.

### **SYNTHESIS PAPER**

The synthesis paper serves as the final statement of the internship experience and consists of two sections:

**Description of the placement:** The first section details the particulars of the placement site. It tells about the agency, business, or site, what the functions of the organization are, who the clients or customers are, how the facility is staffed, and other related questions. Also use this section to describe how a student chose this particular organization and the position, department, or function that the student did during the internship.

**Summary reflection:** The second section of the paper is the most important and should be emphasized during the writing process. The purpose of this section is to describe what was learned and the effect of the experience on current studies and future plans. This section should also be used to evaluate the goals and objectives from the original student/faculty agreement form. Did the internship experience provide the student with insights about his/her major and incorporate relevant course work?

## **BUSINESS STUDENT LEARNING OUTCOMES**

### **Business Core Student Learning Outcomes**

1. Students will have significant knowledge in the 12 core areas of: 1) Accounting; 2) Economics; 3) Finance; 4) Management; 5) Marketing; 6) Management Information Systems; 7) International Business; 8) Legal Environment of Business; 9) Statistics; 10) Quantitative Skills; 11) Strategic Management; and 12) Business Ethics.

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

1. Students will interpret financial statements in making business decisions with organizations.
2. Students will accurately pass the CPA exam
3. Students will create financial statements according to GAAP
4. Students will demonstrate critical thinking skills allowing them to ethically address complex real-world challenges and opportunities.

### **Business Administration Student Learning Outcomes**

1. Students will create comprehensive strategic plans for organizations utilizing all the functional areas of business.
2. Students will demonstrate advanced knowledge of the function of areas to include: Accounting, Finance, Marketing,
3. Students will demonstrate ethical decision-making by utilizing ethical frameworks in analyzing business decisions.

### **Business Data Analytics Student Learning Outcomes**

1. Students will prepare and manage data for analysis.
2. Students will utilize computer programming, statistical analysis, and machine learning models to analyze data.
3. Students will communicate their analysis and conclusions effectively to both colleagues and clients.
4. Students will explain the key ethical questions related to data science applying Catholic Benedictine values.
5. Students will work effectively in teams utilizing project-management skills to complete projects.

### **Business Economics Student Learning Outcomes**

1. Apply rigorous analysis to economic issues and problems through the use of market-oriented theoretical models, quantitative techniques, and economic reasoning;
2. Students will deliver a presentation with an in-depth analysis on an economic topic;
3. Students will utilize statistical and econometric techniques to test theoretic models.

### **Finance Student Learning Outcomes**

1. Students will analyze financial models underscored by a thorough understanding of the “why” and “how” questions in finance.
2. Students will derive equations using the theoretical roots of finance and influential works of finance academics, thinkers and practitioners.
3. Students will demonstrate critical thinking skills allowing them to ethically address complex real-world challenges and opportunities.

### **International Business Student Learning Outcomes**

1. Students will analyze complex real-world international business problems.
2. Students will analyze and apply international business transactions utilized by multinational firms
3. Students will demonstrate critical thinking skills allowing them to ethically address complex real-world challenges and opportunities.

### **Management Student Learning Outcomes**

1. Students will create comprehensive strategic plans for organizations.

2. Students will demonstrate an ability to work effectively with others in a team setting.
3. Students will demonstrate the use of best practices in Human Resources.
4. Students will demonstrate ethical decisions by utilizing ethical frameworks in analyzing business decisions.
5. Students will demonstrate how to increase job performance, motivation, and commitment of employees.

### **Marketing Student Learning Outcomes**

1. Students will demonstrate expertise and the use of focus groups, experimental design, observational and survey research.
2. Students will demonstrate expertise in advertising campaigns, global marketing, and sales management.
3. Students will develop and be able to use applied data analytic tools relevant to the marketing discipline.
4. Students will demonstrate effective communication and project management skills.
5. Students will demonstrate critical thinking skills allowing them to ethically address complex real-world challenges and opportunities.

### **Sports Management Student Learning Outcomes**

1. Students will create comprehensive strategic plans for organizations
2. Students will demonstrate an ability to work effectively with others in a team setting.
3. Students will demonstrate ethical decisions by utilizing ethical frameworks in analyzing business decisions.

## **CORE REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION (45 CREDITS):**

|            |  |   |
|------------|--|---|
| BA 100     | Financial Accounting I (freshman year)                             | 3 |
| BA 170     | Organizational Behavior (freshman year)                            | 3 |
| BA 220     | Principles of Marketing (sophomore year)                           | 3 |
| BA 265     | Management Information Systems (sophomore year)                    | 3 |
| BA 305     | Business Ethics (junior or senior year)                            | 3 |
| BA 320     | Corporate Finance I (sophomore year)                               | 3 |
| BA 340     | Business Law (junior year)   | 3 |
| BA 350     | Statistics I (sophomore year)                                      | 3 |
| and        |  |   |
| BA 350A    | Statistics I Excel Lab   | 1 |
| BA 351     | Statistics II (sophomore year)                                     | 3 |
| and        |  |   |
| BA 351A    | Statistics II Excel Lab  | 1 |
| or         |  |   |
| EC 360     | Econometrics   | 3 |
| and        |  |   |
| EC 361     | Econometrics Lab   | 1 |
| BA 495     | Business Policy and Strategy ( <b>Capstone Class senior year</b> ) | 3 |
| EC 101     | Principles of Microeconomics (freshman year)                       | 3 |
| EC 102     | Principles of Macroeconomics (freshman year)                       | 3 |
| CORE 1201  | American Regime  | 3 |
| MA 109/111 | Calculus I (freshman year)   | 4 |

\*Business Education Information Technology (BEIT) majors are exempt from BA 351 and may take MA 311 in place of BA 350. In addition, BEIT students take BA 102 Survey of Accounting in place of BA 100.

### Typical Schedule for First-Year:

|   | Fall | Spring |
|---|------|--------|
| BA 100 Financial Accounting I   | 3    |        |
| BA 170 Organizational Behavior  | 3    | or 3   |
| BA 101 Financial Accounting II<br>(Accounting and Finance majors)                                   |      | 3      |
| BA 150 Managerial Accounting<br>(BEIT, Management, Marketing,<br>and International Business majors) |      | 3      |
| Elementary Functions and/or Calculus I<br>(MA 109 or MA 111)  | 3    | 4      |
| CORE 1400 Listening Seminar   | 3    | or 3   |
| CORE 1500 Core Writing  | 3    | or 3   |
| EC 101-102 Principles of<br>Microeconomics and<br>Macroeconomics                                    | 3    | 3      |

(If you are required to take MA 104 Elementary Functions before Calculus I, take Survey of Accounting fall freshman year. After completing MA 104, take Financial Accounting I and the Principles of Economics classes.)

### Accounting major requirements (27 credits) from the following:\*

|   |   |
|---|---|
| BA 101 Financial Accounting II**        | 3 |
| BA 200 Intermediate Accounting I**      | 3 |
| BA 201 Intermediate Accounting II**     | 3 |
| BA 300 Cost Accounting I**              | 3 |
| BA 301 Cost Accounting II               | 3 |
| BA 310 Taxes I**                        | 3 |
| BA 311 Taxes II                         | 3 |
| BA 325 Analysis of Financial Statements | 3 |
| BA 400 Advanced Accounting**            | 3 |
| BA 405 Auditing**                       | 3 |
| BA 406 Forensic Auditing                | 3 |
| BA 420 Accounting Information Systems   | 3 |
| BA 470 International Accounting**       | 3 |

\*For those students pursuing a CPA, the classes chosen beyond those required must be carefully selected. Your advisor will guide you in the selection of courses to optimize your performance on the CPA exam.

\*\*Required course

### Business Administration major requirements (51 credits):

|                                   |    |
|-----------------------------------|----|
| Business Core                     | 45 |
| BA 150 Managerial Accounting      | 3  |
| BA 250 Global Business Management |    |
| or                                |    |
| BA 251 International Business     | 3  |

### Business Data Analytics major requirements (36 credits):

|  |   |
|--|---|
| CS 190 Programming Language Lab: Python      | 1 |
| CS 355 Software Engineering                  | 3 |
| DS 100 Intro to Data Science and Analytics   | 3 |
| DS 300 Methods of Data Science and Analytics | 3 |
| DS 350 Data Mining                           | 3 |
| DS 400 Data Science and Analytics Capstone   | 3 |
| MA 112 Analytical Calculus II                | 4 |
| EC 360 Econometrics                          | 3 |
| EC 361 Econometrics R Lab                    | 1 |
| BA 106 Data Visualization with Tableau       | 3 |
| BA 355 Advanced Business Analytics           | 3 |

|        |  |   |
|--------|--|---|
| BA --- | Choose one: International Finance, Global Marketing, International Business, or Global Business Management | 3 |
| BA --- | Choose one: Marketing Research, Marketing, Digital Analytics, or Introduction to ERP Systems               | 3 |

### Business Economics major requirements (28 credits):

|  |   |
|--|---|
| BA 101 Financial Accounting II             | 3 |
| BA 321 Corporate Finance II                | 3 |
| EC 201 Microeconomic Theory                | 3 |
| EC 202 Macroeconomic Theory                | 3 |
| EC 310 Labor Economics                     | 3 |
| EC 351 International Trade and Development | 3 |
| EC 353 International Finance               | 3 |
| EC 360 Econometrics                        | 3 |
| EC 361 Econometrics Lab I                  | 1 |
| EC 380 Game Theory                         | 3 |

For the business core courses, BUEC majors must take BA 351 Statistics II and BA 351A Statistics I Excel Lab. BUEC students are also strongly encouraged to take MA 110/112 Calculus II. EC 353 International Finance cannot be used to satisfy a Finance minor. In addition to the Business Economics major, the Economics Department also offers both Bachelor of Arts and Bachelor of Science degrees in Economics. For more information, please see the Economics section.

### Business Education Information Technology (15 credits):

(See the Education Department section of the Bulletin and your advisor for Education minor and teaching certification requirements.) Students receive Business, Computer, and Information Technology Certification-K-12.

|   |   |
|---|---|
| BA 230 Introduction to Entrepreneurship | 3 |
| BA 250 Global Business Management       | 3 |
| or                                      |   |
| BA 251 International Business           | 3 |
| BA 310 Taxes I                          | 3 |
| CA 235 Introduction to Web Design       | 3 |
| CS 110 C++ Programming I                | 3 |

In addition BEIT students must complete 36 credits of Education requirements and the core curriculum. In total, Business Education majors must complete 138 credits of required classes.

### Finance major requirements (27 to 40 credits):

The Finance major offers four possible advisement tracks, which are custom-designed for differing career paths. Finance students work closely with their advisor to determine which path is most suitable and preferable. Students completing one of the four following tracks will graduate with a B.S. in Finance.

### Corporate Finance Track (27 credits):

|  |   |
|--|---|
| BA 101 Financial Accounting II                 | 3 |
| BA 200 Intermediate Accounting I               | 3 |
| BA 321 Corporate Finance II                    | 3 |
| BA 324 Advanced Personal<br>Financial Planning | 3 |
| BA 325 Analysis of Financial Statements        | 3 |
| BA/EC 353 International Finance                | 3 |
| BA 362 Investments I: Securities               | 3 |
| BA 363 Investments II: Derivatives             | 3 |
| BA 385 Financial Institutions                  | 3 |

### Investment Management CFA Track (27 credits):

|                                |   |
|--------------------------------|---|
| BA 101 Financial Accounting II | 3 |
|--------------------------------|---|



|           |                                      |   |
|-----------|--------------------------------------|---|
| BA 324    | Advanced Personal Financial Planning | 3 |
| BA/EC 353 | International Finance                | 3 |
| BA 362    | Investments I: Securities            | 3 |
| BA 363    | Investments II: Derivatives          | 3 |
| BA 367    | Investment III: Alternate Assets     | 3 |
| BA 385    | Financial Institutions               | 3 |
| BA 485    | Financial Planning and Analysis      | 3 |
| BA 488    | Portfolio Theory                     | 3 |

#### Investment Management CFP Track (36 credits)

|               |   |   |
|---------------|---|---|
| BA 101        | Financial Accounting II (Freshman year) | 3 |
| BA 310        | Taxes I                                 | 3 |
| BA 311        | Taxes II                                | 3 |
| BA 324        | Advanced Personal Financial Planning    | 3 |
| BA 353/EC 353 | International Finance                   | 3 |
| BA 362        | Investments I: Securities               | 3 |
| BA 363        | Investments II: Derivatives             | 3 |
| BA 367        | Investment III: Alternate Assets        | 3 |
| BA 385        | Financial Institutions                  | 3 |
| BA 484        | Risk Management                         | 3 |
| BA 485        | Financial Planning and Analysis         | 3 |
| BA 488        | Portfolio Theory                        | 3 |

#### Computational Finance Track (+Mathematics Minor) (40 credits):

|           |   |   |
|-----------|---|---|
| BA 101    | Financial Accounting II                     | 3 |
| BA/EC 353 | International Finance                       | 3 |
| BA 362    | Investments I: Securities                   | 3 |
| BA 363    | Investments II: Derivatives                 | 3 |
| BA 367    | Investment III: Alternate Assets            | 3 |
| BA 385    | Financial Institutions                      | 3 |
| BA 488    | Portfolio Theory                            | 3 |
| MA 112    | Analytical Calculus II                      | 4 |
| MA 211    | Analytical Calculus III                     | 4 |
| MA 212    | Ordinary and Partial Differential Equations | 4 |
| MA 251    | Linear Algebra                              | 3 |
| MA 421    | Real Analysis I                             | 4 |

#### Finance and Mathematics Major (58 credits):

|           |   |   |
|-----------|---|---|
| BA 101    | Financial Accounting II                     | 3 |
| BA/EC 353 | International Finance                       | 3 |
| BA 362    | Investments I: Securities                   | 3 |
| BA 363    | Investments II: Derivatives                 | 3 |
| BA 367    | Investment III: Alternate Assets            | 3 |
| BA 385    | Financial Institutions                      | 3 |
| BA 488    | Portfolio Theory                            | 3 |
| MA 112    | Analytical Calculus II                      | 4 |
| MA 211    | Analytical Calculus III                     | 4 |
| MA 212    | Ordinary and Partial Differential Equations | 4 |
| MA 251    | Linear Algebra                              | 3 |
| MA 321    | Complex Variables                           | 3 |
| MA 421    | Real Analysis I                             | 4 |
| MA 422    | Real Analysis II                            | 4 |
| CS 110    | C++ Programming I                           | 3 |

#### Behavioral Finance Track (39 credits):

|           |                                      |   |
|-----------|--------------------------------------|---|
| BA 101    | Financial Accounting II              | 3 |
| BA 324    | Advanced Personal Financial Planning | 3 |
| BA/EC 353 | International Finance                | 3 |
| BA 362    | Investments I: Securities            | 3 |

|        |                             |   |
|--------|-----------------------------|---|
| BA 363 | Investments II: Derivatives | 3 |
| BA 385 | Financial Institutions      | 3 |
| BA 488 | Portfolio Theory            | 3 |
| PY 100 | Introduction to Psychology  | 3 |
| PY 243 | Abnormal Psychology         | 3 |
| PY 260 | Social Psychology           | 3 |
| PY 308 | Cognitive Psychology        | 3 |
| PY 309 | Learning                    | 3 |
| PY 382 | Psychological Assessment    | 3 |

#### International Business major requirements (32-43 credits):

|   |                            |   |
|---|----------------------------|---|
| BA 150  | Managerial Accounting      | 3 |
| BA 251  | International Business     | 3 |
| BA/EC 353   | International Finance      | 3 |
| BA 395  | Global Marketing           | 3 |
| Modern Languages: Two courses at the intermediate level or above. |                            | 6 |
| Choose 2 of the following:  |                            |   |
| BA 250  | Global Business Management | 3 |
| BA 525  | Global Experience          | 2 |
| PS 375  | International Law          | 3 |
| EC 351  | International Trade        | 3 |

Complete a business minor (9-16 credits)

Students are required to complete a minor in Accounting, Finance, Marketing, Economics, or Operational Excellence. Majors are encouraged, but not required to study abroad for one semester.

#### Management major requirements (21 credits):

|         |   |   |
|---------|---|---|
| BA 150  | Managerial Accounting   | 3 |
| BA 232  | Human Resources Management  | 3 |
| BA 250  | Global Business Management  | 3 |
| or      |   |   |
| BA 251  | International Business  | 3 |
| BA 280  | Leadership  | 3 |
| BA 398  | Project Management I  | 3 |
| BA 492  | Operations Management   | 3 |
| BA ---- | BA 300 level or higher management class or BA 106 Data Visualization with Tableau | 3 |

#### Marketing major requirements (24 credits):

|        |   |   |
|--------|---|---|
| BA 150 | Managerial Accounting   | 3 |
| BA 380 | Consumer Behavior   | 3 |
| BA 395 | Global Marketing  | 3 |
| BA 397 | Marketing Research  | 3 |
| BA 425 | Strategic Marketing   | 3 |
| BMAR   | (BA 106 Data Visualization with Tableau, BA 231 Franchising, BA 330 Advertising and Promotion, BA 333 Sports Marketing, BA 335 Digital Analytics, BA 336 Essentials of Selling) | 9 |

#### Marketing: Sports Marketing Track (33 credits)\*

|        |  |   |
|--------|--|---|
| BA 150 | Managerial Accounting                      | 3 |
| BA 211 | Sports Media, Promotion and Administration | 3 |
| BA 330 | Advertising and Promotion                  | 3 |
| BA 333 | Sports Marketing                           | 3 |
| BA 335 | Digital Analytics                          | 3 |
| BA 380 | Consumer Behavior                          | 3 |
| BA 395 | Global Marketing                           | 3 |

|        |   |            |
|--------|---|------------|
| BA 397 | Marketing Research  | 3          |
| BA 425 | Strategic Marketing   | 3          |
| PS 385 | Sports Law  | 3          |
| BA --  | Marketing Elective. BA 231<br>Franchising: strongly recommended.<br>Professional sports leagues throughout<br>the world, particularly in North<br>America, operate under the unique<br>business model (spring semester) | 3 elective |

### Sports Management Major Requirements (30 credits):

|           |  |   |
|-----------|--|---|
| BA 150    | Managerial Accounting                  | 3 |
| BA 209    | Sports Administration                  | 3 |
| BA 211    | Sports Media, Promotion, and Marketing | 3 |
| BA 280    | Leadership                             | 3 |
| BA 307    | Sports Venue and Event Management      | 3 |
| BA 332    | Human Resource Management              | 3 |
| BA 395 or | Global Marketing or                    |   |
| BA 251    | International Business                 | 3 |
| BA 398    | Project Management I                   | 3 |
| BA 492    | Operations Management                  | 3 |
| PS 385    | Sports Law                             | 3 |

### Minors in Business

The Department recognizes that there are many students who wish to major in other departments of the College, but who would like to complete a minor in business. Most of the courses required for a minor are upper division courses in a particular field, rather than the subjects included within the business core that must be completed by all students majoring within the Department. A student must maintain at least a C (2.0) average in the specific courses required for a minor. Listed below are the courses required for each minor and those course prerequisites that are considered to be essential. The minor for business majors requires the completion of at least three non-overlapping classes beyond those in your major. If you attempt two or more minors, you must have at least three new non-overlapping classes for each minor.

### Accounting

Required courses (4)

|   |   |   |
|---|---|---|
| BA 100  | Financial Accounting I                      | 3 |
| BA 101  | Financial Accounting II                     | 3 |
| BA 200  | Intermediate Accounting I                   | 3 |
| BA 201  | Intermediate Accounting II                  | 3 |
| In addition to the above, any two of the following: |   |   |
| BA 150  | Managerial Accounting                       | 3 |
| or  |   |   |
| BA 300  | Cost Accounting I                           | 3 |
| BA 301  | Cost Accounting II                          | 3 |
| BA 310  | Taxes I                                     | 3 |
| BA 311  | Taxes II                                    | 3 |
| BA 325  | Analysis of Financial Statements            | 3 |
| BA 400  | Advanced Accounting                         | 3 |
| BA 405  | Auditing                                    | 3 |
| BA 406  | Forensic Auditing                           | 3 |
| BA 420  | Accounting Information Systems              | 3 |
| BA 440  | Government and Not-for-Profit<br>Accounting | 3 |
| BA 470  | International Accounting                    | 3 |

### Entrepreneurship

Required courses (6-7)

|        |  |   |
|--------|--|---|
| BA 102 | Survey of Accounting<br>(non-business majors only) | 3 |
| or     |  |   |

|        |  |   |
|--------|--|---|
| BA 100 | Financial Accounting I AND   | 3 |
| BA 150 | Managerial Accounting  | 3 |
| BA 170 | Organizational Behavior  | 3 |
| or     |  |   |
| BA 220 | Principles of Marketing  | 3 |
| BA 230 | Introduction to Entrepreneurship   | 3 |
| BA 231 | Franchising  | 3 |
| BA 322 | Entrepreneurial Finance  | 3 |
| BA 380 | Consumer Behavior<br>(Management majors must take<br>this class for minor) | 3 |

or

|        |   |   |
|--------|---|---|
| BA 232 | Human Resources<br>(Marketing majors must<br>take this class for minor) | 3 |
|--------|---|---|

### Finance

Required courses (3)

|   |                                  |   |
|---|----------------------------------|---|
| BA 100  | Financial Accounting I           | 3 |
| BA 320  | Corporate Finance I              | 3 |
| BA 362  | Investments I: Securities        | 3 |
| BA 363  | Investments II: Derivatives      | 3 |
| In addition to the above, any two of the following: |                                  |   |
| BA 321  | Corporate Finance II             | 3 |
| BA 325  | Analysis of Financial Statements | 3 |
| BA/EC 353   | International Finance*           | 3 |
| BA 385  | Financial Institutions           | 3 |
| BA 484  | Risk Management                  | 3 |
| BA 485  | Financial Planning and Analysis  | 3 |
| BA 488  | Portfolio Theory                 | 3 |

\* *International Business majors cannot count this class toward the Finance minor.*

### International Business

|           |  |   |
|-----------|--|---|
| BA 102    | Survey of Accounting<br>(non-business majors only) | 3 |
| or        |  |   |
| BA 100    | Financial Accounting I AND                         | 3 |
| BA 150    | Managerial Accounting                              | 3 |
| EC 101    | Principles of Microeconomics                       | 3 |
| EC 102    | Principles of Macroeconomics                       | 3 |
| BA 250    | Global Business Management                         | 3 |
| BA/EC 353 | International Finance                              | 3 |
| or        |  |   |
| PS 375    | International Law                                  | 3 |
| BA 395    | Global Marketing                                   | 3 |

If you are a finance, marketing, management, or economics major, you must also take one of the following classes:

|        |  |   |
|--------|--|---|
| BA 251 | International Business   | 3 |
| EC 351 | International Trade<br>(economics majors must<br>choose a different class) | 3 |
| PS 242 | International Politics   | 3 |
| PS 244 | Comparative Politics   | 3 |
| PS 375 | International Law  | 3 |

### Management

Required courses (2-3)

|  |  |   |
|--|--|---|
| BA 102   | Survey of Accounting<br>(non-business majors only) | 3 |
| or   |  |   |
| BA 100   | Financial Accounting I AND                         | 3 |
| BA 150   | Managerial Accounting                              | 3 |
| BA 170   | Organizational Behavior                            | 3 |
| In addition to the above, any four of the following: |  |   |
| BA 232   | Human Resource Management                          | 3 |

|        |                            |   |
|--------|----------------------------|---|
| BA 250 | Global Business Management | 3 |
| or     |                            |   |
| BA 251 | International Business     | 3 |
| BA 280 | Leadership                 | 3 |
| BA 322 | Corporate Communications   | 3 |
| BA 398 | Project Management I       | 3 |
| BA 468 | Project Management II      | 4 |
| BA 492 | Operations Management      | 3 |

### Marketing

Required courses (4-5)

|        |  |   |
|--------|--|---|
| BA 102 | Survey of Accounting<br>(non-business majors only) | 3 |
| or     |  |   |
| BA 100 | Financial Accounting I AND                         | 3 |
| BA 150 | Managerial Accounting                              | 3 |
| BA 220 | Principles of Marketing                            | 3 |
| BA 330 | Advertising and Promotion                          | 3 |
| BA 380 | Consumer Behavior                                  | 3 |

In addition to the above, any two of the following:

|        |                                 |   |
|--------|---------------------------------|---|
| BA 106 | Data Visualization with Tableau | 3 |
| BA 231 | Franchising                     | 3 |
| BA 333 | Sports Marketing                | 3 |
| BA 335 | Digital Marketing Analytics     | 3 |
| BA 336 | Essentials of Selling           | 3 |
| BA 395 | Global Marketing                | 3 |
| BA 397 | Marketing Research              | 3 |
| BA 425 | Strategic Marketing             | 3 |

### Operational Excellence

Required courses (7-9)

|        |  |   |
|--------|--|---|
| BA 102 | Survey of Accounting<br>(non-business majors only) | 3 |
| or     |  |   |
| BA 100 | Financial Accounting I AND                         |   |
| BA 150 | Managerial Accounting                              |   |
| or     |  |   |
| BA 101 | Financial Accounting II                            | 6 |
| BA 170 | Organizational Behavior                            | 3 |
| BA 280 | Leadership (must be taken at SVC)                  |   |

|        |  |   |
|--------|--|---|
| or     |  |   |
| BA 493 | Supply Chain Management I  | 3 |
| BA 386 | Culture in Operational Excellence<br>(First of OE sequence)  | 3 |
| BA 471 | Lean/Six Sigma Green Belt Preparation<br>(Fourth of OE sequence)   | 4 |
| BA 492 | Operations Management<br>(Second of OE sequence)   | 3 |
| BA 494 | Quantitative Methods, Quality,<br>and Problem-Solving in<br>Operational Excellence<br>(Third of OE Sequence) | 3 |

In addition to the above, Management majors choose any one of the following:

|        |   |   |
|--------|---|---|
| BA 364 | Introduction to ERP Systems   | 3 |
| BA 394 | Lean Assessment   | 3 |
| BA 467 | Change management   | 3 |
| BA 491 | Operational Excellence in<br>Service Industry with applications<br>in the Health Care Professions | 3 |
| BA 499 | Supply Chain Management II  | 3 |

## BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

### BA-00X BUSINESS EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to your registration upon submission of the graduation application. Zero credits. Pass/Fail.

### BA-100 FINANCIAL ACCOUNTING I

Topics include: a general introduction to accounting principles, basic financial statements, the double entry accounting system, the accounting cycle, worksheets and trial balances, merchandising operations, control accounts and subsidiary ledgers, special journals, and internal control and accounting for assets. Offered every semester. Periodically offered as a first-year seminar. Three credits.

### BA-101 FINANCIAL ACCOUNTING II

Students examine generally accepted accounting principles as they apply to the preparation of financial statements of corporations and partnerships. Students prepare financial statements for corporations and partnerships. Students also prepare and utilize the statement of cash flow. Students study and discuss federal payroll taxes, especially employer liabilities and all journal entries. The course covers financial ratios to be used in the analysis of financial statements. The course analyzes long-term liabilities and all associated entries and also devotes a good deal of time to accounting for investments. Prerequisite: BA 100. Offered every semester. Three credits.

### BA-102 SURVEY OF ACCOUNTING

Restricted to non-business majors only. This course examines topics common to BA 100 and BA 101, but at a level that is beneficial for non-business majors. Survey of Accounting is recommended to students who will eventually run their own business or be in an occupation that requires some degree of accounting knowledge. Topics include introduction to financial statements, internal controls, cash and accrual basis of accounting, and financial statement analysis. The course was especially designed as a prerequisite for our Entrepreneurial and Operational Excellence minors. Offered every semester. Three credits.

### BA-103 PERSONAL FINANCIAL PLANNING

This is a course developed for all students to expose them to basic financial topics that they will encounter after graduation. The course will prepare students to make better/more informed financial decisions as they begin careers and assume family responsibilities. This is a very basic course and does not require any business courses as a prerequisite. The topics that will be covered in the course include: Money management skills (budgeting); consumer credit (loans, credit cards, leases, credit scores); major purchases (housing/autos); insurance/risk management (auto, home, health, life; personal investing (stocks, bonds, mutual funds); and investing for major goals (children's education, purchase house, retirement, etc.). Offered every semester. One credit.

### BA-105 INTRODUCTION TO MANUFACTURING/ OPERATIONAL EXCELLENCE

The class, conducted in conjunction with the Kennametal Foundation and Greater Latrobe Senior High School, provides an opportunity for students in 11th and 12th grade to learn about engineering and manufacturing through experiences at Kennametal's Technology Center in Latrobe and its manufacturing facilities. The students attend lectures taught by Kennametal employees (Innovators) and participate in projects and field trips

at Kennametal twice weekly for 15 weeks. During the class time at the high school, students research various engineering careers, participate in projects, and develop career skills such as public speaking and resume writing. Students selected for the course are expected to have a strong foundation and interest in science and mathematics. The students are responsible for finding their own transportation to Kennametal's Technology Center and must be available Tuesdays and Thursdays for an additional class period after the end of the normal school day, in addition to the daily scheduled class time the last period of the day. Three credits.

#### **BA-106 DATA VISUALIZATION WITH TABLEAU**

This course teaches the essential and practical skills necessary to communicate information about data clearly and effectively through graphical means. Rendering data clearly and effectively with appropriate visual analytics reduces the time required to achieve understanding and helps in managing the ever-growing amount of available digital data. Students will learn to use Tableau during the class. Tableau software is one of the most popular commercial data visualization tools on the market today. In this course students will learn how to use this tool to quickly analyze, visualize, and share information. Tableau can help students see and understand their data, whether it's stored in flat files, databases, warehouses, cubes, or in the cloud. A laptop or iPad is required. Offered fall semester. Three credits.

#### **BA-150 MANAGERIAL ACCOUNTING**

A study of the use of accounting information in performing managerial functions including planning, controls, cost and financial analysis, costing behavior, and incremental costing. Emphasis is on the use of accounting as a tool for management decision making. Prerequisite: BA 100. Offered every semester. Three credits.

#### **BA-170 ORGANIZATIONAL BEHAVIOR**

A systematic study of the manager-subordinate relationship as it operates in the environment of an organization. Students develop managerial skills in leadership, motivation, communications, human relations, decision making, and policy formulation. Students learn ways in which these skills can be employed in organizations with established goals, technology, and structure. Special attention will be given to how the individual, the work group, and the organization interact to influence the behavior of the business organization and that of its human resources. Offered every semester. Periodically offered as a first-year seminar. Three credits.

#### **BA-177 MANAGEMENT FROM A BIBLICAL PERSPECTIVE**

This course provides a systematic study of the field of management in organizations from a Biblical perspective. Major management topics such as leadership, organizational culture, business ethics, and decision-making are examined considering the people and events in the Bible. Special attention is given to drawing the connections between the Biblical perspective and current management principles. Three credits.

#### **BA-200 INTERMEDIATE ACCOUNTING I**

Topics include a deeper coverage of compilation of the income statement and balance sheet; cash, inventories, tangible fixed assets, intangible assets, and miscellaneous topics, building on the foundation set in BA 100 and BA 101. Prerequisite: BA 101. Offered fall semester. Three credits.

#### **BA-201 INTERMEDIATE ACCOUNTING II**

This course continues with a deeper discussion of liabilities,

investments, leases, stockholders' equity, statement of cash flows, and corrections of errors. Prerequisite: BA 200. Offered spring semester. Three credits.

#### **BA-209 SPORTS ADMINISTRATION**

This course will provide a broad overview of sport administration. The course will introduce students to the essential areas required to work in the field of sport. Students will explore the foundations and principles on which sport administration operates. Topics of study will include, but not be limited to, the history of sport administration, budgeting, staff management, athletic event planning, and career opportunities in the sport industry. Offered as needed. Three credits.

#### **BA 211 SPORTS MEDIA, PROMOTION AND ADMINISTRATION**

This course combines an analysis of the sports media industry with practical sports media management and promotional skills. The course will help students to understand the theoretical foundations for effective sport promotion and sales and how to incentivize, serve, and retain consumers and sponsors, and help them to develop the skills they will need to manage media promotion and coverage of sports organizations. Students will use real-world examples and group projects to assist in developing their preparedness to enter the field. No prerequisites. Offered spring semester. Three credits.

#### **BA-220 PRINCIPLES OF MARKETING**

This course is an introduction to the theoretical and practical foundations of marketing in a global-managerial framework. The primary marketing decisions variables (product design, pricing, distribution, sales, advertising, and promotion) are introduced and examined from both managerial and consumer perspectives. The relationships among marketing and the other functional areas of business (accounting, finance, and management) are emphasized. Applied economics, electronic commerce, and ethical decision making are interwoven with the substantive topics. Students are exposed to current events in the Wall Street Journal and participate in case studies, group activities, and marketing simulations. No prerequisites. Offered every semester. Three credits.

#### **BA-230 INTRODUCTION TO ENTREPRENEURSHIP**

This course studies the role played by entrepreneurs and small businesses in the American economy. The course will aid the student in both understanding the entrepreneurial process, as well as learning practical approaches to launching new ventures. Topics include: entrepreneurial traits and characteristics, small business creation methods, the innovation process, small business management techniques, market research and analysis, and financial considerations affecting small businesses. Emphasis will be placed on the value of comprehensive business planning and how a well-crafted business plan contributes to the future success of a new firm. Students work in teams to construct a formal business plan for a new venture of their choosing. Class participation and group interaction are required. No prerequisites. Offered fall semester. Three credits.

#### **BA-231 FRANCHISING**

This course is designed to give students (a) the tools to evaluate a franchise, whether for their own purchase of a franchise and/or to provide advice and assistance to others regarding a proposed franchise purchase or operation; (b) an appreciation for the historical and practical benefits of franchising – uniquely American business and marketing strategy, and a proven alternative to personal or public financing of the expansion of a successful and

communicable business operation; and (c) a familiarization with the technical requirements of a franchise lawfully offered for sale to the general public under the Franchise Investment Act and relevant state and local statutes and precedents. Prerequisites: BA 101 or BA 102 or practical experience. Offered spring semester. Three credits.

#### **BA-232 HUMAN RESOURCE MANAGEMENT**

In today's dynamic business environment, an organization's human resources may represent its last sustainable competitive advantage. This course will provide an overview of the nature of human resource management as a function within a company and as part of the task of every effective business and professional leader. We will explore the employment relationship, the complex regulatory environment, methods of creating and sustaining a productive employee population, and the importance of integrating HR management with the business strategy from the HR manager's perspective. Prerequisite: BA 170. Offered spring semester. Three credits.

#### **BA-233 COMPENSATION AND BENEFITS**

In this course, students will gain an extensive understanding of the foundation of employee financial rewards. Alignment of individual remuneration to organizational objectives is critical to create cohesion in the success of an enterprise. Income protection and long-term employee financial planning establish the base while market and performance-based pay along with variable incentives assist with retention and motivation. This course addresses each of these two broad themes. Half of the course will address compensation structures, base pay models, variable reward systems, and classification schema. Students will be exposed to job evaluation methodologies and their relationship to recruiting and employee development. The second half of the course will focus on employee benefits including health insurance, income protection insurance, deferred compensation, and retirement plans such as 401(k), 403(b), various types of pension plans, Employee Stock Ownership Plans (ESOP's) and non-cash rewards such as paid time off. A review of the regulatory environment will be included. Offered as needed. Three credits.

#### **BA-250 GLOBAL BUSINESS MANAGEMENT**

Students will be introduced to international trade theory and practical global business applications throughout the term. They will be provided with an overview of the global economy, the globalization debate, country and cultural differences, regional economic integration, and international management decision-making processes. Topics will include globalization, international trade theory, exporting considerations, market research resources and methodology, identification and evaluation of international business customers and/or partners, foreign direct investment, market entry methods, and basic international terms and documentation. Offered spring semester. Three credits.

#### **BA-251 INTERNATIONAL BUSINESS**

This course examines the role of the multinational corporation in the global economy. Special attention is placed on the importance of culture in doing business globally. International legal aspects, human resource management, marketing, ethics, environmental concerns, and finance are targeted. Political, economic, and risk factors are also included. Offered fall semester. Three credits.

#### **BA-265 MANAGEMENT INFORMATION SYSTEM**

Students are provided with an introduction to the information technology hardware and software platforms, tools, and methodologies utilized in the corporate systems environment. Topics include: hardware, networks, operating systems, databases (MySQL),

Business Intelligence, Desktop Applications, Business Applications, Electronic Commerce, and Systems Design and Development. The course will also include a detailed examination of the SAP Business One application software. Business majors should take this class during their sophomore year. Offered every semester. Three credits.

#### **BA-280 LEADERSHIP**

This course presents a theoretical and applied treatment of a pervasive and challenging task of leading in the new global economy – continuously and successfully dealing with the issues of constant improvement within a framework of ethical leadership based on the *Ten Core Benedictine Values*. Students will learn the leadership theories, concepts, and applications that will allow them to successfully initiate, analyze, and implement various types of organizational changes across a range of disciplines. BA 280 is designed as first course in leadership and is available to students without any prerequisites. Students in the *Benedictine Leadership Studies Certificate Program* receive three credits toward their Social Science Core requirements. BA 280 also serves as a capstone class for the Operational Excellence minor. Offered every semester. Three credits.

#### **BA-300 COST ACCOUNTING I**

This course provides a thorough study of the three elements of production cost: direct materials, direct labor, and manufacturing expense. The course also provides an application of the aforementioned three elements to job order, cost systems, standard costs, flexible budgets, and break-even analysis. Stress is placed on cost accounting as a "tool of management." Prerequisite: BA 200. Offered fall semester. Three credits.

#### **BA-301 COST ACCOUNTING II**

Cost Accounting II is a study of cost allocation, capital budgeting, joint, and by-product costing. The course emphasizes decision making and provides a detailed examination of process costing and transfer pricing. Prerequisite: BA 300. Offered spring semester. Three credits.

#### **BA-304 SAP FINANCIAL AND ACCOUNTING APPLICATIONS**

This course provides an overview of SAP Enterprise Resource Planning software system and its role within an organization. Through various exercises and case studies, students will learn to navigate in SAP systems. Offered as needed. Two credits.

#### **BA-305 BUSINESS ETHICS**

This course is designed to focus the business major's critical thinking and ethical reasoning through the lens of contemporary business issues. In addition to completing the theoretical material in the field of business ethics, students complete a series of short written and oral presentations based on contemporary business case studies. Student presentations utilize a range of resources including the internet, campus network, Schoology course software, and Microsoft PowerPoint software. Students complete a seminar paper on a current business issue. Students are required to apply ethical lenses derived from Catholic Social teaching and core Benedictine values. The eight lenses are: Human Dignity, Common Good, Solidarity, Subsidiarity, Hospitality, Stewardship, Stability, and Community. Prerequisite: BA 170 and junior or senior status. Offered every semester. Three credits.

#### **BA-307 SPORTS VENUE AND EVENT MANAGEMENT**

In this course, students will learn how to plan and host a variety of events in diverse venues. Students will be prepared to facilitate event planning in major sports organizations and prominent event

centers. This comprehensive study includes the business practices associated with the reservation, scheduling, and presentation of events. Students will study the business and financial aspects of booking events and filling a venue's calendar as well as the security precautions that must be taken. Three credits.

#### **BA-310 TAXES I**

This course provides students with an introduction to Federal Income Tax Law. The Internal Revenue code is studied and applied to various tax situations of individuals. Topics include gross income, exclusions, business expenses, non-business deductions, and the realization of gain or loss. Prerequisite: BA 100. Offered fall semester. Three credits.

#### **BA-311 TAXES II**

The following topics constitute the subject matter of the course: property transactions, capital transactions, section 1231, 1245, and 1250 transactions, installment sales, depreciation, depletion, partnerships, and corporations. Prerequisite: BA 100. This course is offered in the spring semester. Three credits.

#### **BA-312 TAX LABORATORY**

This one-credit lab will provide students with a working knowledge of web-based tax research tools. Students will use CCH OmniTax, IRS.gov and other online Taxation websites to research primary and secondary resources of tax law used in practice. Students are strongly suggested to take BA 312 with BA 310 Taxes I. Offered as needed. One credit.

#### **BA-320 CORPORATE FINANCE I**

This course presents an analysis of the principal financial problems involved within the life cycle of the corporation. A large amount of time is also devoted to ratio analysis, cash budgets, financing fixed and working capital requirements, capital budgeting, the cost of capital, and dividend policy. The course utilizes Microsoft Excel to set up financial statements, to compute financial ratios, to develop charts, and to analyze financial trends. Prerequisites: BA 100 and must buy TIBA II plus calculator. Take sophomore year. Offered every semester. Three credits.

#### **BA-321 CORPORATE FINANCE II**

Topics include dividend policy, capital project financing, business valuations, further ratio analysis, and changing corporate governance issues. Case studies will be used to provide a practical application for financial theory. Prerequisites: BA 320 and must buy TIBA II plus calculator. Offered spring semester. Three credits.

#### **BA-322 ENTREPRENEURIAL FINANCE**

This course examines the sources of funding available to entrepreneurs to fund their business and options that they can utilize to harvest their investments. The course will focus on the private debt and equity markets that service start-up and rapidly growing entrepreneurial firms. The course will be divided into four parts. Part I will provide an overview of small business financing and how the entrepreneur should prepare to approach the financial community. In Part II, we will examine the private equity markets that specifically provide financing to new ventures in the form of "seed money." Particular attention will be focused on both angel financing and the venture capital market. Part III examines the private debt markets that provide financing to small firms with a particular emphasis on commercial banks and governmental agencies that are supportive of entrepreneurial ventures. Part IV will cover the options to the entrepreneur to monetize his/her investment. Prerequisite: BA 320. Offered as needed. Three credits.

#### **BA-324 ADVANCED PERSONAL FINANCIAL PLANNING**

This course is primarily designed for finance majors who desire to take the Certified Financial Planner (CFP) exam after graduation and for other business majors who are interested in taking an advanced-level course in personal financial planning. Topics covered in the course will include retail banking, money management and credit management skills, major personal asset acquisitions, such as, automobiles and houses, the proper use of insurance to protect against potential hazard(s). Major emphasis in the course will be placed on investment and retirement planning, tax planning, and estate planning. Prerequisites: BA 320 and must have TI BAIL Plus calculator. Take senior year. Offered fall semester. Three credits.

#### **BA-325 ANALYSIS OF FINANCIAL STATEMENTS**

This course emphasizes the use of financial and accounting information. The course is a case study approach to the financial problems of sole proprietorships and corporations. Topics will center around ratio analysis, financial projections, working capital management, capital budgeting, the cost of capital, capital structure and planning, and dividend policy. Prerequisite: BA 320. Offered fall semester. Three credits.

#### **BA-330 ADVERTISING AND PROMOTION**

This course provides a basis for understanding the marketing communication process and how it influences consumer decisions. The overriding objective is to provide a sophisticated and thoughtful approach to the management of advertising and promotion activities. The course draws heavily on the extensive research in consumer behavior and social psychology. Special attention is given to ethical considerations in developing the communication process. Students conduct special projects in observational research, critical analysis of advertising, the internet, and media planning. Students complete a comprehensive advertising campaign. Prerequisite: BA 220. Offered fall semester only. Three credits.

#### **BA-333 SPORTS MARKETING**

This course addresses the diverse and rich nature of marketing athletes, teams, leagues, and special events. The primary objective is to cover relevant issues in designing and integrating marketing strategy. In addition to planning the sports marketing mix (product, place, promotion, and price), students are exposed to the increasing globalization of sport, current research in the area of sports marketing, and careers in sports marketing. Extensive treatment is given to understanding consumers as spectators and participants. Prerequisite: BA 220. Offered spring semester. Three credits.

#### **BA-335 DIGITAL MARKETING ANALYTICS**

An exploration of various potential applications of internet marketing in addition to its obvious role of inducing sales or generating sales leads. Topics include search engine optimization, search engine marketing, display advertising, landing page optimization, web analytics, email marketing, social media marketing, and online reputation management. Current publications, online computer exercises, class discussions, and simulations are used to examine marketing via the internet. Prerequisite: BA 220. Offered spring semester. Three credits.

#### **BA-336 ESSENTIALS OF SELLING**

An overview of the role of the sales manager, both at headquarters and in the field, in managing people, resources, and functions of marketing. The challenges of forecasting, planning, organizing, communicating, evaluating, and controlling sales are analyzed. In addition, the changing role of the customer is examined and sales techniques to meet such changing market demands are evaluated. Prerequisite: BA 220. Offered spring semester. Three credits.

### **BA-340 BUSINESS LAW**

The course provides the student with an intensive analysis of contract and sales law, as well as the study of bailments and personal property. Legal sources, the court system, torts, and criminal law will be explored. U.C.C. sections on negotiable instruments, banking, and secured transactions are studied. Federal bankruptcy, real property, and estate planning are presented. A focus on business organizations includes agency, partnerships, limited partnerships, and corporations. Offered every semester. Three credits.

### **BA-345 ENVIRONMENTAL LAW**

This course presents the case for government intervention at the federal, and to a lesser extent, on the state and local levels to protect the environment as an invaluable public or collective good. The materials presume that water, air, and land pollution must be controlled and mitigated, and that the authority of the state must be put behind these efforts through the activity of agencies such as the Environmental Protection Agency and the Pennsylvania Department of Environmental Resources. However, intervention must be fair and the policies and procedures used must incorporate notions of due process. Nor must it stifle the productive capacity of private industry, or private property in general. Speakers from various agencies will be invited to present their perspectives and functions. Cross-listed as PS 390. Offered fall semester. Three credits.

### **BA-350 STATISTICS I**

This course is an introduction to the study of statistics emphasizing descriptive and inferential statistics. Topics include visual presentation of data, summary descriptive measures (e.g. mean, median, mode, variance, and standard deviation), statistical sampling, probability, probability distributions, and hypothesis testing. Offered fall semester. Must also register for BA 350A fall semester. Three credits.

### **BA-350A STATISTICS I EXCEL LAB**

Students learn Excel applications utilized in statistics. Additional advanced Excel techniques will be taught to enhance their business utilization of spreadsheets. One credit.

### **BA-351 STATISTICS II**

This course is a continuation of BA 350 and explores hypothesis tests, correlation, two-sample inferences, analysis of variance, and others. Prerequisite: BA 350. Must also register for BA 351A spring semester. Three credits.

### **BA-351A STATISTICS II EXCEL LAB**

Students learn Excel applications utilized in statistics. Additional advanced Excel techniques will be taught to enhance their business utilization of spreadsheets. One credit.

### **BA-353 INTERNATIONAL FINANCE**

The course covers the following topics: recent developments in international financial markets, the utilization of foreign exchange and derivative security markets, exchange rate determination, international asset portfolio theory, and financial risk management strategies. Cross-listed as EC 353. Prerequisites: EC 102, BA 320 (business majors and non-economics majors), and BA 351 or EC-360. Must purchase TIBA II plus calculator. Offered fall semester. Three credits.

### **BA 355 ADVANCED BUSINESS ANALYTICS**

This course introduces advanced data analytic tools specific to business applications. Through case studies, topics in descriptive and predictive analytics will be covered, including supervised and unsupervised learning techniques, risk analysis, and sensitivity analysis. Coverage of these topics will emphasize conceptual

understanding, interpretation, and communication through group presentations. Prerequisite: DS 300. Three credits

### **BA-362 INVESTMENTS I: SECURITIES**

Topics include: the investment environment, financial markets, the time value of money, general principles of investment; investment analysis; investment timing; bond pricing, the term structure of interest rates, and duration; techniques for pricing publicly traded equity; and fundamental and technical analysis. Prerequisite: BA 320. Offered fall semester. Three credits.

### **BA-363 INVESTMENTS II: DERIVATIVES**

Topics include: the alternative trading strategies; the valuation of options; the efficiency of option markets; commodity futures; spot, forward and future prices; empirical evidence on price relationships; hedging and speculation; the portfolio approach; risk and return on futures contracts; interest rate futures; alternative forward loans; options on futures; and currency futures. Prerequisite: BA 320. Offered spring semester. Three credits.

### **BA-364 INTRODUCTION TO ERP SYSTEMS**

Tens of thousands of companies ranging in size from Fortune 500 to small entrepreneurial startups have incorporated Enterprise Resource Planning (ERP) Systems as their core business management system. These ERP systems maximize the integration and real-time availability of information, and have proven to be a strategically competitive weapon in allowing firms to optimize operational and financial performance. In this course, students will gain an extensive understanding of what ERP systems are through a hands-on simulation experience with a fully configured and operational ERP system - SAP ECC. Within this integrated, team-based, competitive business simulation, the student will be quantitatively challenged to incorporate and measure the impacts of operational excellence concepts such as consistent forecasting and planning; procurement and product design strategies; manufacturing decisions (e.g. production scheduling, set-up reductions, lot size reductions); and funding decisions on capital investment and advertising. The development of information reporting and its importance to decision-making support will be included. This team-based approach will also challenge the student in understanding the nature of integrated ERP systems and the critical aspects of developing organizational roles, responsibilities, and coordination within an operationally excellent firm. Offered as needed. Three credits.

### **BA-367 INVESTMENT III: ALTERNATIVE ASSETS**

Topics include: the rationale for alternative assets in the portfolio in the broader portfolio; hedge funds; private equity; private debt; real assets; the performance of assets classes; introduction to asset class-based portfolio management; fee structures of alternative asset classes. Prerequisites: BA 362, BA 363. Offered fall semester. Three credits.

### **BA-368 SAP BUSINESS ONE PROGRAM**

This cross-listed hybrid course will prepare students for a career working with SAP Business One, the world's leading Enterprise Resource Planning (ERP) system for the small-to-medium sized business (SMB) segment. The class will meet once per week and will include lectures, on-line videos, exercises, and a workshop. Topics covered in detail include:

- Business Processes – Revenue, Expenditure, and Production processes
- Structured Query Language (SQL), including multiple exercises
- Data Transfer Workbench (DTW), including multiple exercises
- Crystal Reports, including multiple exercises. Instructor permission only. Offered fall semester. Two or three credits.

### **BA-380 CONSUMER BEHAVIOR**

The purpose of this course is to study human responses to products and services by linking the upstream conceptual foundations in consumer psychology with its downstream marketplace applications. Accordingly, the extant research in social psychology will guide the development of marketing strategies. Special attention is given to the scientific method in cognitive psychology. Ethical issues surrounding consumer research are interwoven throughout the course. Students will conduct an experimental research project including hypothesis development, experimental design, data collection and hypothesis testing, and interpretation. This course provides dedicated workshops in SPSS software. Prerequisites: BA 220. Offered every semester. Three credits.

### **BA-385 FINANCIAL INSTITUTIONS**

The nature and role of financial institutions in the economy. Topics include interest rate structure, regulation, financial markets, and asset and liability management of various types of financial institutions. Emphasis is placed on the relationship between theory and practice. Prerequisite: BA 320. Offered fall semester. Three credits.

### **BA-386 CULTURE IN OPERATIONAL EXCELLENCE**

This course will focus on the cultural characteristics that are required for a successful and sustained implementation of Operational Excellence in an organization. During the course, students will explore more deeply what makes up culture, how culture can be modified, and what characteristics are necessary for a culture to support a continuous learning organization. During the second half of the course, students will review a methodology to implement these cultural concepts within an organization. Students will study how this methodology can lead to an organization that is nimble, efficient, customer-focused, and constantly learning. The students will be able to take with them techniques to begin the introduction of Operational Excellence in their organization. Offered fall semester. Three credits.

### **BA-394 LEAN ASSESSMENT**

This course focuses on the Lean Audit skills and tools that are essential to individuals and teams that are interested in conducting an effective Lean Assessment. The Lean Assessment is a critical component of Operational Excellence. Once this course is completed, the student is eligible to conduct Lean Assessments for KCOE sponsors and other potential employers. Offered fall semester. Three credits.

### **BA-395 GLOBAL MARKETING**

This course is an upper-level, managerially-oriented course that offers a systematic treatment of marketing on a global scale. The purpose of the course is to examine the specific issues involved in entering overseas markets and conducting global marketing operations. Special attention is given to analyzing the global economic environment, targeting global markets, sourcing and producing internationally, formulating global marketing strategies, and implementing global marketing mixes. Students are exposed to current events in the Wall Street Journal and participate in case studies and simulations. Prerequisite: BA 220. Offered fall semester. Three credits.

### **BA-397 MARKETING RESEARCH**

This course introduces students to the descriptive, diagnostic, and predictive roles of marketing research by examining both the substantive and technical domains of the marketing research process. Special attention is given to the survey method. Accordingly, students

will receive workshops on Qualtrics, an online survey software. Students will also learn how to conduct focus groups. The foundation of the course is a student-generated marketing research project, where participants clearly define a marketing problem, design a study, collect data, analyze it, and present the findings. This course builds on the material learned in BA 350 and BA 351 and provides dedicated data analytic workshops in EXCEL and SPSS. Prerequisites: BA 220 and BA 351. Offered fall semester only. Three credits.

### **BA-398 PROJECT MANAGEMENT I**

Project Management is a highly rewarding profession that became widely recognized as a valuable career path in the mid-20th century. As a profession, it focuses on controlling resources to meet the requirements of projects. Individuals with project management skills are highly in demand by employers. Similar to operations managers, project managers must apply specialized knowledge, skills, tools, and techniques often in a team-based environment. The difference is that, while operations are ongoing, projects have definitive beginnings and ends, are non-recurring, and can often be somewhat unique when compared with other projects. These characteristics present distinct challenges and difficulties when compared with operations. This course will cover the Project Management Institute's (PMI) five Project Management Processes (initiating, planning, executing, monitoring and controlling, and closing), discuss certification opportunities with PMI, and will allow students to develop the knowledge and skills necessary to become a successful project manager. Junior or senior status. Offered fall semester only. Three credits.

### **BA-400 ADVANCED ACCOUNTING**

Topics include: income presentation and interim reporting, disclosure of segmental data, business combinations and consolidated statements, partnership ownership changes and liquidation governmental accounting, and accounting for non-profit organizations. Prerequisite: BA 201. Offered spring semester. Three credits.

### **BA-405 AUDITING**

This course explores the field of auditing and public accounting as a career. Topics include conducting and concluding an audit, working papers, internal control and evidence, and the audit of selected groups of accounts. Prerequisite: BA 200. Offered fall semester. Three credits.

### **BA-406 FORENSIC AUDITING**

It is estimated that companies lose, on average, 5-7% of their revenues to fraud schemes each and every year. This course will focus on the "Red Flags" of fraud and effective risk management techniques to counter fraud. Students will be introduced to various forensic auditing concepts and provided opportunities in a case study setting to apply these concepts to recognize fraud scenarios within various accounting and financial applications such as financial reporting, accounts payable, payroll, and IT. Significant well-known frauds such as Enron, Worldcom, Tyco, and our own local LeNature will be studied for clues on how to apply forensic applications to early warning signals to detect frauds before they grow larger. As trained forensic accounting professionals, successful students will learn how to apply professional skepticism and a questioning mind to identify signs of fraud. Prerequisite: BA 405. Offered spring semester. Three credits.

### **BA-420 ACCOUNTING INFORMATION SYSTEM**

This course examines accounting systems as an integral component of a management information system. The student will obtain an understanding of transaction, internal controls, information system



concepts, relational databases, Enterprise Resource Planning (ERP) systems and systems analysis techniques. The course will also include configuration of the SAP Business One application software. Prerequisite: Junior status or permission of instructor. Offered spring semester. Three credits.

#### **BA-425 STRATEGIC MARKETING**

This senior-level course emphasizes the decisions that marketing managers face in their efforts to bring together the objectives and resources of their organizations with the needs and opportunities in the market place. Building on the fundamentals of marketing and economics, special attention is given to the marketing decisions that students are most likely to confront in their careers. The centerpiece of the course is a marketing simulation. Teams of students will be responsible for the analysis, planning, implementation, and control of an on-going firm. Prerequisites: BA 220, BA 350, BA 380. Offered spring semester. Three credits.

#### **BA-467 CHANGE MANAGEMENT**

This course focuses on change management. According to McKinsey, 70% of transformation type projects fail. Change management is an increasingly important skill for business leaders and professionals because of increasingly dynamic market conditions and capabilities. This results in a more Volatile, Uncertain, Complex, and Ambiguous (VUCA) business world. In this course, the tasks, tools, and structure of change management process will be introduced according to the program phases that start with initiation, planning, design, implementation, and include stabilization. Case studies will be reviewed along with best-in-class examples for creating awareness, increasing participation, providing needed new knowledge, and building new skills and ensuring the structure is in place to promote, support, and sustain the needed change and realize the change benefits and value. Business change readiness, leadership and stakeholder engagement, project planning and resourcing, communication, risk management, process analysis, organizational structure and job aids, team engagement, motivational techniques, and proving sustained benefits realization will be addressed in this course. Offered spring semester. Three credits.

#### **BA-468 PROJECT MANAGEMENT II**

This course is a follow-up to Project Management I. The focus of this course will be to apply the learning previously gained to a real-world project. The project management career path is a rapidly growing profession and it is expected that through 2020, 1.57 million new jobs will be created each year putting qualified practitioners in demand. The successful student will work through the five stages of Project Management in conjunction with a Not-for-Profit Organization of the student's choice to implement a fundraising project. The course will make detailed use of the tools and techniques taught in PM I and provide students with valuable, relevant project management experience. As a secondary objective of the course, students will be familiarized with the requirements of the Certified Associate in Project Management (CAPM)<sup>®</sup> of the Project Management Institute, an asset, should they choose to pursue, that will distinguish them in the job market and enhance their credibility and effectiveness working on — or with — project teams. Spring semester. Prerequisite: BA 398. Four credits.

#### **BA-470 INTERNATIONAL ACCOUNTING**

This course introduces the global nature of accounting in business. The course examines a variety of topics including the comparative study of accounting concepts and reporting in various countries, international accounting standards, accounting problems of multinational corporations, and US GAAP requirements for the translation of foreign financial statements. Prerequisite: Senior status or permission of instructor. Offered spring semester. Three credits.

#### **BA-471 GREEN BELT PREPARATION**

Six Sigma and Lean are customer-focused, disciplined problem-solving processes that strive to develop and deliver near-perfect products and services. They rely upon a rational decision-making approach to the improvement process known as DMAIC (Define, Measure, Analyze, Improve, and Control). Hundreds of companies of varying sizes and industries have adopted Six Sigma/Lean as part of their business using the knowledge and skills of practitioners known as Green Belts. In this course, you will learn the foundations of the DMAIC process as it applies to both lean and statistical processes. As a Lean Six Sigma Green Belt candidate, a student will gain a thorough understanding of how to apply the Six Sigma and Lean tools and interpret the results. The principles of organizational change through project management, communication, and technical process improvement will be covered, as will the skills necessary to quantify deliverables to an organization in terms of cost, quality, cycle-time, and/or safety improvements. At the end of the course, the student will be prepared to sit for the Green Belt Certification Exam, an industry-recognized achievement. Offered spring semester. Four credits.

#### **BA-484 RISK MANAGEMENT**

Risk Management presents risk analysis as a major role in financial planning and advising. The course looks at risk on both an individual and business level. Prerequisites: BA 362 and BA 363. Spring semester. Three credits.

#### **BA-485 FINANCIAL PLANNING AND ANALYSIS**

This course serves as a preparation for the Chartered Financial Analyst Exam Level I. Course content focuses on the Candidate Body of Knowledge, which encompasses the following ten areas: "ethical and professional standards, quantitative methods, economics, accounting and corporate finance, global markets and instruments, valuation and investment theory, analysis of fixed income securities, analysis of equity investments, analysis of alternative investments, and portfolio management." Prerequisite: second semester senior business majors or continuing education students with B.A./B.S. in hand. In order to take the CFA exam in the summer, you must graduate within six months of the exam; thus, juniors may take the course, but are not eligible to take the exam. Offered spring semester. Three credits.

#### **BA-488 PORTFOLIO THEORY**

Topics include: The economic origin of finance; modern portfolio theory and the Capital Asset Pricing Model; Arbitrage Pricing Theory; the Efficient Market Hypothesis; the Behavioral critique and the psychology of investing; and active portfolio management. Prerequisite: BA 364. Offered spring semester. Three credits.

#### **BA-491 OPERATIONAL EXCELLENCE IN HEALTH CARE**

This course examines the following topics: challenges facing health care, concept of waste and quality in the health care environment, application of the Toyota Way to the health care industry, and building the health care industry of the future. Prerequisite: Junior status. Offered spring semester. Three credits.

#### **BA-492 OPERATIONS MANAGEMENT**

This course provides an overview of Lean Manufacturing, the Six Sigma Process, the Toyota Production Process, and the Total Quality Management philosophies of continuous improvement of a process and of process variation. For accounting students, this course will include applications to managerial accounting, auditing, and information systems. Prerequisite: Junior status or BA 386. Offered every semester. Three credits.

#### **BA-493 SUPPLY CHAIN MANAGEMENT I**

This course is designed to help students acquire an understanding of the most current practices being implemented by businesses as they compete to bring to the market place their products and services in an ever more demanding global economy. Students will be introduced to new, and sometimes unconventional, tools companies are currently using in an effort to delete inefficiencies from their manufacturing, expenditure, and revenue cycles by improving supply chain relationships. Prerequisite: Junior status. Offered spring semester. Three credits.

#### **BA-494 QUANTITATIVE METHODS, QUALITY**

This course focuses on quantitative methods utilized in operational excellence. Students review measures of quality and the implementation of quality improvement techniques. Concepts of process control, variability, and flow are explored within a practical framework of applied problem-solving techniques. Techniques include control charts and capability indices, six sigma and the DMAIC model, and analysis of overall system performance by applying the Theory of Constraints and Little's Law queuing theory. Concepts are applied to examples in both manufacturing as well as service. Process variability and interdependence are also modeled and explored within a discrete event simulation software environment. Prerequisite: Statistics I or permission of instructor. Offered fall semester. Three credits.

#### **BA-495 BUSINESS POLICY AND STRATEGY**

This is the capstone course for all business majors and as such covers aspects of the McKenna School curriculum. The class covers the field of strategic management. This course utilizes a multiperformance approach. Each student participates in a simulation where teams operate and control every aspect of a corporation. Each corporation then competes in this virtual reality, utilizing every business course they have taken in various decisions that are required. Students are not only expected to understand the role various levels of management play in strategic planning and control, but are required to demonstrate the abilities throughout the simulation. The course also utilizes case studies to give real-life examples of strategic situations. Students must be able to conduct internal and external analyses (SWOT, 5 Forces, etc.) of the company, which includes an analysis of cultural and political issues. Students must be adept at creating and presenting business applications, cases, etc. on PowerPoint technology. Students must demonstrate a fluid facility with major presentation technology, including overhead CD rom, VCR, DVD, internet, Microsoft PowerPoint and Excel, Schoology, and Smart Board technology. Prerequisite: Senior status. Every semester. Three credits.

#### **BA-498 TOOLS, TECHNOLOGY, AND METHODS FOR OPERATIONAL EXCELLENCE**

This course provides the necessary tools, techniques, and methods to begin transforming an organization toward operational excellence. The body of knowledge covered by this course is centered on the application of the 4P model of the Toyota Production System, which includes Philosophy, Process, People and Partners, and Problem-Solving. As students become proficient in tools and gain a deeper understanding of the 4P model, they will be prepared to play a critical role in an organization's journey toward operational excellence. Required text: *The Toyota Way Fieldbook: A Practical Guide for Implementing Toyota's 4Ps*. Prerequisite: BA 386. Offered as needed. Three credits.

#### **BA-499 SUPPLY CHAIN MANAGEMENT II**

Advanced Supply Chain systems and concepts are further explored. In this course, students will gain an extensive understanding of

integrated systems and how they are used in optimizing supply chain performance. The student's learning is focused through a live interactive experience with a fully configured and operational SAP ECC system. Within this integrated, team-based, competitive business simulation, the student will be challenged to optimize his/her supply chain by realizing the impacts of OE concepts such as consistent forecasting and planning; procurement and product design strategies; manufacturing decisions (production scheduling, set-up reductions, lot size reductions); and funding decisions on capital, advertising, and lean investments. Additional topics will cover the application of linear optimization techniques in supply chain settings such as aggregate planning and logistics; and components of global logistics and e-commerce. This course experience will also challenge the student in understanding the nature of integrated organizations and the critical aspects of developing organizational roles, responsibilities, and coordination within an operationally excellent supply chain. Offered as needed. Three credits.

#### **BA-500 INDEPENDENT STUDY BUSINESS ADMINISTRATION**

May be repeated. Offered every semester. Variable credit.

#### **BA-525 GLOBAL EXPERIENCE**

Spend your spring break in a city abroad. The curriculum varies according to the city visited, but focuses on the various business and cultural themes. Offered spring semester. Two credits.

#### **BA-550 BUSINESS INTERNSHIP**

This course pertains to Business Administration Internships where work experience is utilized to extend the student's learning experience. Students are employed in an area related to their academic endeavor. The purpose of the program is to integrate academic studies and employment activities. Offered every semester. McKenna School students have an upward limit of six credits for internships. Pass/fail only. Variable credit up to four credits.

# CHEMISTRY

Steven J. Gravelle, *Chairperson*

Caryl L. Fish; Daryle H. Fish; Matthew A. Fisher; Ian M. Taylor;

Jason K. Vohs

Adjunct Faculty: Beth Bollinger; Bettie A. Davis; Sarah Pillsbury;  
Feng Wang

Professor Emeritus: Andrew B. Turner

Undergraduate study in chemistry provides students with the background to pursue numerous career paths and interests. These possibilities include graduate school, employment in a wide variety of industrial research positions, chemical sales and management, professional programs such as medical school and law school, art conservation, science policy, journalism, and forensics. The overall goal of the chemistry curriculum at Saint Vincent is to provide students with a solid foundation in various areas of modern chemistry so that they can pursue a variety of career possibilities. The chemistry program at Saint Vincent is approved by the American Chemical Society.

The Chemistry Department offers students the possibility to earn a B.S. degree in Chemistry, Biochemistry, or Environmental Chemistry. Students receiving the B.S. degree in Chemistry are certified by the American Chemical Society. Minors in Chemistry and Biochemistry are also offered. Specific requirements for each of these programs can be found below.

Students may also obtain certification in secondary education by receiving a major in Chemistry and a minor in Secondary Education. Interested students may consult the "Teacher Preparation" section and the requirements for Secondary Education under the Education Department.

No matter which degree program a student chooses, he or she will find the following features common to all of the programs offered by the Department.

- The three majors offered by the Chemistry Department build on a common core of chemistry courses (general, organic, physical, analytical, and biochemical).
- These degree programs differ mainly in the courses taken by students in their junior and senior years. Topics found in these major dependent courses include inorganic, polymer and materials chemistry, physical organic, biochemistry, and environmental chemistry.
- There exists a continuous focus on writing as a tool for thinking and a critical skill for chemists to develop. All of the Chemistry faculty have participated in the Interdisciplinary Writing Program at Saint Vincent.
- The Chemistry faculty believe that proficiency in a particular discipline is best accomplished when set in the broad context of liberal arts. Therefore, the degree programs in the Chemistry Department include courses in the humanities, social sciences, and other natural sciences.
- The curriculum strongly emphasizes a laboratory experience that reflects chemistry as it is currently practiced. Several of the upper-level laboratory courses are taught as "integrated labs," providing faculty and students the flexibility to explore the interdisciplinary nature of chemistry.
- The courses in the Chemistry Department build toward the senior research project, which serves as a "capstone experience" for students. In preparation for their senior research project, students prepare a proposal for original research during the spring semester of their junior year. The research project is then conducted by the students in their senior year under the guidance of one of the Chemistry faculty members. The research project provides the student with a first-hand experience of the nature of scientific investigation. Upon completion of their project, the students write a thesis and present their results to an outside audience, typically at a national meeting of the American Chemical Society.

## TEACHER PREPARATION

Requirements for certification in Chemistry (7-12): The Chemistry Department offers a Chemistry Education track for students wishing to pursue Secondary Education Certification in Chemistry. Please declare this track in the Registrar's Office. See the Education Department for teacher certification requirements in secondary education. Interested students must contact the Chairperson of the Education Department and confer with Dr. Steven Gravelle in the Chemistry department. All programs begin in the sophomore year by registering for ED 100: Foundations of Education.

## CHEMISTRY STUDENT LEARNING OUTCOMES

- Students graduating with a degree in chemistry will have an understanding of chemical principles in organic, inorganic, physical, and analytical chemistry that allows them to apply those principles to advanced topics.
- Students will be able to perform a variety of modern chemical laboratory techniques and run modern instrumentation.
- Students will be able to communicate in both oral and written forms that are appropriate to the modern practice of chemistry. Students should be able to apply the Six Principles of Good Writing to their chemistry writing.
- Chemistry students in their junior and senior years will be able to design, develop, conduct, and report on an independent research project.
- Students will develop higher order thinking skills of synthesis, analysis, and applications.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN CHEMISTRY

(See core curriculum requirements.)

### Chemistry Major Requirements (66/67 credits):

|             |                                    |   |
|-------------|------------------------------------|---|
| CH 101-102  | General Chemistry I, II            | 6 |
| CH 103-104  | General Chemistry Laboratory I, II | 2 |
| CH 216      | Quantitative Analysis              | 3 |
| CH 218      | Quantitative Analysis Laboratory   | 1 |
| CH 221-222  | Organic Chemistry I, II            | 6 |
| CH 223-224  | Organic Chemistry Laboratory I, II | 2 |
| CH 228      | Introduction to Biochemistry       | 3 |
| CH 231-232  | Physical Chemistry I, II           | 6 |
| CH 233      | Physical Chemistry I Laboratory    | 1 |
| CH 241      | Inorganic Chemistry                | 3 |
| CH 242      | Instrumental Analysis              | 3 |
| CH 282      | Advanced Physical Methods          | 2 |
| CH 283      | Advanced Chemical Methods          | 2 |
| CH 301      | Research Laboratory                | 2 |
| CH 300, 302 | Research Seminar I, II             | 2 |
| CH 321      | Special Topics                     | 3 |
| MA 111, 112 | Analytical Calculus I, II          | 8 |
| PH 111-112  | General Physics I, II              | 6 |
| PH 113-114  | General Physics Laboratory I, II   | 2 |

At least 3 credits from the following:

|        |                            |   |
|--------|----------------------------|---|
| MA 211 | Analytical Calculus III    | 4 |
| BL 260 | Biostatistics              | 3 |
| MA 311 | Probability and Statistics | 3 |
| PY 203 | Statistics I               | 3 |
| MA 241 | Statistics                 | 3 |

### Electives 9 credits

### Typical First-Year Schedule – Chemistry (B.S.)

|             |                     |   |
|-------------|---------------------|---|
| <b>Fall</b> |                     |   |
| CH 101      | General Chemistry I | 3 |

|           |                                |           |
|-----------|--------------------------------|-----------|
| CH 103    | General Chemistry I Laboratory | 1         |
| MA 111    | Calculus I                     | 4         |
| CORE 1500 | Core Writing                   | 3         |
| CORE 1400 | Listening Seminar              | 3         |
|           | <b>Total Fall</b>              | <b>14</b> |

### Spring

|           |                                 |           |
|-----------|---------------------------------|-----------|
| CH 102    | General Chemistry II            | 3         |
| CH 104    | General Chemistry II Laboratory | 1         |
| MA 112    | Calculus II                     | 4         |
| CORE 11XX | Theological Foundations         | 3         |
| CORE 12XX | History, Culture, and Politics  | 3         |
| CORE 13XX | Investigating Reasoning         | 3         |
|           | <b>Total Spring</b>             | <b>17</b> |
|           | <b>Total First-Year</b>         | <b>31</b> |

### Chemistry Education Track Requirements

#### Fall

|           |                          |           |
|-----------|--------------------------|-----------|
| CH 101    | General Chemistry I      | 3         |
| CH 103    | General Chemistry Lab I  | 1         |
| MA 111    | Analytical Calculus I    | 4         |
| CORE 1207 | Foundations of Education | 3         |
| CORE 1400 | Listening Seminar        | 3         |
| CORE 1500 | Core Writing             | 3         |
|           | <b>Total Fall</b>        | <b>17</b> |

|           |                          |           |
|-----------|--------------------------|-----------|
| CH 102    | General Chemistry II     | 3         |
| CH 104    | General Chemistry Lab II | 1         |
| MA 112    | Analytical Calculus II   | 4         |
| ED 103    | Field Experience 1:7-12  | 1         |
| PY 115    | Educational Psychology   | 3         |
| CORE 11XX | Theological Foundations  | 3         |
| CORE 1510 | Young Adult Literature   | 3         |
|           | <b>Total Spring</b>      | <b>18</b> |
|           | <b>Total First-Year</b>  | <b>35</b> |

Students are strongly encouraged to take CH 228 Introduction to Biochemistry. See Education Department for teacher certification requirements.

### Typical First-Year Schedule – Chemistry Education Track

| Fall               |    | Spring    |    |
|--------------------|----|-----------|----|
| CH 101             | 3  | CH 102    | 3  |
| CH 103             | 1  | CH 104    | 1  |
| MA 111             | 4  | MA 112    | 4  |
| CORE 1207          | 3  | ED103     | 3  |
| CORE 1400          | 1  | PY 215    | 1  |
| CORE 1500          | 3  | CORE 11XX | 3  |
|                    |    | CORE 1500 | 3  |
| Semester Credits   | 17 |           | 18 |
| Cumulative Credits | 17 |           | 35 |

### Requirements for a Bachelor of Science Degree in Biochemistry

(See core curriculum requirements.)

#### BIOCHEMISTRY STUDENT LEARNING OUTCOMES

- Students graduating with a degree in biochemistry will have an understanding of chemical principles in organic, inorganic, physical, and analytical chemistry that allows them to apply those principles to advanced topics. Students in biochemistry and environmental chemistry will be able to apply principles specific to their disciplines to advanced topics.

- Students will be able to perform a variety of modern chemical laboratory techniques and run modern instrumentation. Students in biochemistry will be able to perform laboratory techniques specific to their discipline.
- Students will be able to communicate in both oral and written forms that are appropriate to the modern practice of chemistry. Students should be able to apply the Six Principles of Good Writing to their chemistry writing.
- Students in their junior and senior years in chemistry will be able to design, develop, conduct, and report on an independent research project.
- Students will develop higher order thinking skills of synthesis, analysis and applications.

#### Biochemistry Major Requirements:

|             |  |   |
|-------------|--|---|
| BL 214      | Molecular Genetics                     | 3 |
| BL 215      | Molecular Genetics Laboratory          | 1 |
| CH 101-102  | General Chemistry I, II                | 6 |
| CH 103-104  | General Chemistry Laboratory I, II     | 2 |
| CH 221-222  | Organic Chemistry I, II                | 6 |
| CH 223-224  | Organic Chemistry Laboratory I, II     | 2 |
| CH 231-232  | Physical Chemistry I, II               | 6 |
| CH 233      | Physical Chemistry I Laboratory        | 1 |
| CH 242      | Instrumental Analysis                  | 3 |
| CH 251      | Proteins and Metabolism                | 3 |
| CH 253      | Proteins and Metabolism Laboratory     | 1 |
| CH 252      | Nucleic Acids and Membranes            | 3 |
| CH 254      | Nucleic Acids and Membranes Laboratory | 1 |
| CH 282      | Advanced Physical Methods              | 2 |
| CH 301      | Research Laboratory                    | 2 |
| CH 300, 302 | Research Seminar I, II                 | 2 |
| MA 111, 112 | Analytical Calculus I, II              | 8 |
| PH 111-112  | General Physics I, II                  | 6 |
| PH 113-114  | General Physics Laboratory I, II       | 2 |
| BL 150, 152 | General Biology I and II               | 6 |
| BL 151, 153 | General Biology I and II Laboratory    | 2 |

Four credits from the one of the following lecture/lab combinations:

|        |                                  |   |
|--------|----------------------------------|---|
| BL 212 | Microbiology                     | 3 |
| BL 213 | Microbiology Laboratory          | 1 |
| or     |                                  |   |
| BL 222 | Developmental Biology            | 3 |
| BL 223 | Developmental Biology Laboratory | 1 |
| or     |                                  |   |
| BL 226 | Neuroscience                     | 3 |
| BL 227 | Neuroscience Laboratory          | 1 |
| or     |                                  |   |
| BL 208 | Cell Biology                     | 3 |
| BL 209 | Cell Biology Laboratory          | 1 |

### Typical First-Year Schedule – Biochemistry (B.S.)

#### Fall

|           |                                |           |
|-----------|--------------------------------|-----------|
| CH 101    | General Chemistry I            | 3         |
| CH 103    | General Chemistry I Laboratory | 1         |
| MA 111    | Calculus I                     | 4         |
| BL 150    | General Biology I              | 3         |
| BL 151    | General Biology I Laboratory   | 1         |
| CORE 1400 | Listening Seminar              | 3         |
|           | <b>Total Fall</b>              | <b>15</b> |

|               |                                 |           |
|---------------|---------------------------------|-----------|
| <b>Spring</b> |                                 |           |
| CH 102        | General Chemistry II            | 3         |
| CH 104        | General Chemistry II Laboratory | 1         |
| MA 112        | Calculus II                     | 4         |
| BL 152        | General Biology II              | 3         |
| BL 153        | General Biology II Laboratory   | 1         |
| CORE 1500     | Core Writing                    | 3         |
|               | <b>Total Spring</b>             | <b>15</b> |
|               | <b>Total First Year</b>         | <b>30</b> |

### Requirements for a Bachelor of Science Degree in Environmental Chemistry

(See core curriculum requirements.)

#### ENVIRONMENTAL CHEMISTRY STUDENT LEARNING OUTCOMES

- Students graduating with a degree in environmental chemistry will have an understanding of chemical principles in organic, inorganic, physical, and analytical chemistry that allows them to apply those principles to advanced topics in environmental chemistry and analysis.
- Students will be able to perform a variety of modern chemical laboratory techniques and run modern instrumentation.
- Students will be able to communicate in both oral and written forms that are appropriate to the modern practice of chemistry. Students should be able to apply the Six Principles of Good Writing to their chemistry writing.
- Students in their junior and senior years in chemistry will be able to design, develop, conduct, and report on an independent research project.
- Students will develop higher order thinking skills of synthesis, analysis and applications.

#### Environmental Chemistry Major Requirements (67/68 credits):

|  |                                    |   |
|--|------------------------------------|---|
| CH 101-102                             | General Chemistry I, II            | 6 |
| CH 103-104                             | General Chemistry Laboratory I, II | 2 |
| ES 150                                 | Earth Systems Science              | 3 |
| ES 152                                 | Earth Systems Science Laboratory   | 1 |
| CH 216                                 | Quantitative Analysis              | 3 |
| CH 218                                 | Quantitative Analysis Laboratory   | 1 |
| CH 221-222                             | Organic Chemistry I, II            | 6 |
| CH 223-224                             | Organic Chemistry Laboratory I, II | 2 |
| CH 228                                 | Introduction to Biochemistry       | 3 |
| CH 231-232                             | Physical Chemistry I, II           | 6 |
| CH 233                                 | Physical Chemistry I Laboratory    | 1 |
| CH 242                                 | Instrumental Analysis              | 3 |
| CH 276                                 | Advanced Environmental Chemistry   | 3 |
| CH 277                                 | Methods of Environmental Analysis  | 2 |
| CH 282                                 | Advanced Physical Methods          | 2 |
| CH 301                                 | Research Laboratory                | 2 |
| CH 300, 302                            | Research Seminar I, II             | 2 |
| MA 111, 112                            | Analytical Calculus I, II          | 8 |
| PH 111-112                             | General Physics I, II              | 6 |
| PH 113-114                             | General Physics Laboratory I, II   | 2 |
| At least 3 credits from the following: |                                    |   |
| MA 211                                 | Analytical Calculus III            | 4 |
| BL 260                                 | Biostatistics                      | 3 |
| MA 311                                 | Probability and Statistics         | 3 |
| PY 203                                 | Statistics I                       | 3 |
| MA 241                                 | Statistics I                       | 3 |

|   |   |   |
|---|---|---|
| <b>Recommended interdepartmental courses:</b> |   |   |
| SO 161  | Environmental Sociology                       | 3 |
| BA 350/350A                                   | Statistics I with Excel Lab                   | 3 |
| PS 390  | Environmental Law and Policy                  | 3 |
| EL 111  | Green Writing: Literature and the Environment | 3 |

#### Electives 8 credits

#### Requirements for Minor in Chemistry (minimum 17 credits):

|  |   |   |
|--|---|---|
| CH 216                                   | Quantitative Analysis                   | 3 |
| CH 218                                   | Quantitative Analysis Laboratory        | 1 |
| CH 221-224                               | Organic Chemistry I, II with Laboratory | 8 |
| At least six credits from the following: |   |   |
| CH 231                                   | Physical Chemistry I                    | 3 |
| CH 241                                   | Inorganic Chemistry                     | 3 |
| CH 242                                   | Instrumental Analysis                   | 3 |
| CH 276                                   | Advanced Environmental Chemistry        | 3 |
| CH 321                                   | Special Topics                          | 3 |
| CH 228                                   | Introduction to Biochemistry            |   |
| or                                       |   |   |
| CH 251                                   | Proteins and Metabolism                 |   |
| or                                       |   |   |
| CH 252                                   | Nucleic Acids and Membranes             | 3 |

#### Requirements for Minor in Biochemistry (20 credits):

|             |   |   |
|-------------|---|---|
| CH 216      | Quantitative Analysis                       | 3 |
| CH 218      | Quantitative Analysis Laboratory            | 1 |
| CH 221-224  | Organic Chemistry I, II with Laboratory     | 8 |
| CH 251, 253 | Proteins and Metabolism with Laboratory     | 4 |
| CH 252, 254 | Nucleic Acids and Membranes with Laboratory | 4 |

#### Typical First-Year Schedule – Environmental Chemistry (B.S.)

|               |                                  |           |
|---------------|----------------------------------|-----------|
| <b>Fall</b>   |                                  |           |
| CH 101        | General Chemistry I              | 3         |
| CH 103        | General Chemistry I Laboratory   | 1         |
| MA 111        | Calculus I                       | 4         |
| CORE 1500     | Core Writing                     | 3         |
| CORE 1400     | Listening Seminar                | 3         |
| CORE 11XX     | Theological Foundations          | 3         |
|               | <b>Total Fall</b>                | <b>17</b> |
| <b>Spring</b> |                                  |           |
| CH 102        | General Chemistry II             | 3         |
| CH 104        | General Chemistry II Laboratory  | 1         |
| MA 112        | Calculus II                      | 4         |
| ES 150        | Earth Systems Science            | 3         |
| ES 152        | Earth Systems Science Laboratory | 1         |
| CORE 12XX     | Environmental Sociology          | 3         |
|               | <b>Total Spring</b>              | <b>15</b> |
|               | <b>Total First-Year</b>          | <b>32</b> |

## REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN CHEMICAL AND BIOLOGICAL SCIENCE

(See core curriculum requirements.)

### Foundations (32 credits):

|               |                              |   |
|---------------|------------------------------|---|
| CH 101/103    | General Chemistry I and Lab  | 4 |
| BL150/151     | General Biology I and Lab    | 4 |
| PH 109/113    | College Physics I and Lab    | 4 |
| MA 109 or 111 | Calculus I                   | 4 |
| CH 102/104    | General Chemistry II and Lab | 4 |
| BL 152/153    | General Biology II and Lab   | 4 |
| PH 110/114    | College Physics II and Lab   | 4 |
| MA 110 or 112 | Calculus II                  | 4 |

### Required Analysis Courses (15 credits)

|            |                               |   |
|------------|-------------------------------|---|
| CH 216/218 | Quantitative Analysis and Lab | 4 |
| BL 208/209 | Cell Biology and Lab          | 4 |
| CH 221/223 | Organic Chemistry I and Lab   | 4 |
| BL 260     | Biostatistics                 | 3 |

### Electives Choose at least 9 credits (with labs when available)

|               |                                   |   |
|---------------|-----------------------------------|---|
| CH 222/224    | Organic Chemistry II and Lab      | 4 |
| BL 214/215    | Molecular Genetics and Lab        | 4 |
| CH 251/253    | Proteins and Metabolism and Lab   | 4 |
| CH 242        | Instrumental Analysis             | 3 |
| BL 212/213    | Microbiology and Lab              | 4 |
| CH 277        | Methods of Environmental Analysis | 2 |
| CH 245        | Chemical and Forensic Analysis    | 2 |
| DS 101/CS 109 | Intro to Data Science/Python Lab  | 4 |

### Capstone Experience (4 credits)

|        |                       |   |
|--------|-----------------------|---|
| CH 550 | Internship            | 2 |
| CH 300 | Chemistry Jr. Seminar | 1 |
| CH 302 | Chemistry Sr. Seminar | 1 |

### Typical First-Year Schedule –

#### Chemical and Biological Science Track

| Fall               |    | Spring     |    |
|--------------------|----|------------|----|
| CH 101             | 3  | CH 102     | 3  |
| CH 103             | 1  | CH 104     | 1  |
| MA 109/111         | 4  | MA 112     | 4  |
| CORE 1400          | 3  | CORE 11XX  | 3  |
| CORE 1500          | 3  | CORE 12XXT | 3  |
|                    |    | CORE 13XX  | 3  |
| Semester Credits   | 14 |            | 17 |
| Cumulative Credits | 31 |            |    |

## CHEMISTRY COURSE DESCRIPTIONS

### CH-00X CHEMISTRY EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

### CH-101 GENERAL CHEMISTRY I

A study of chemical principles including atomic structure; chemical bonding; types of chemical reactions; stoichiometry; solution chemistry; and chemistry of the elements. Offered every semester. Periodically offered as a first-year seminar. Three credits.

### CH-102 GENERAL CHEMISTRY II

A study of chemical principles related to quantitative chemical analysis. Topics include the nature of liquids and solids, chemical kinetics, equilibrium, thermodynamics, acids and bases, precipitation

reactions, electrochemistry, and nuclear reactions. Prerequisite: CH 101. Three credits.

### CH-103 GENERAL CHEMISTRY I LABORATORY

Laboratory studies related to the principles in general chemistry with emphasis on quantitative measurements. Must be taken simultaneously with, or after successful completion of CH 101. Offered fall semester. One credit.

### CH-104 GENERAL CHEMISTRY II LABORATORY

Laboratory studies related to the principles covered in CH 102. Must be taken simultaneously with, or after successful completion of CH 102. One credit.

### CH-114 ESSENTIALS OF CHEMISTRY

This course is designed for students interested in pursuing science majors at Saint Vincent who have very limited prior experience with chemistry concepts and math skills. Topics will include atomic structure, chemical and physical properties of materials, changes in matter, bonding, and intermolecular forces. Particular attention will be given to developing important mathematical skills and student proficiency in practices of science such as using representations/models and working with scientific explanations. No prerequisite. Must be taken simultaneously with CH 116. Offered fall semester.

### CH-116 ESSENTIALS OF CHEMISTRY LABORATORY

This laboratory course complements CH 114 by engaging students with experiments that utilize chemical concepts examined in CH 114. In addition to developing foundational laboratory skills important in a variety of science courses, CH 116 also focuses on developing student proficiency in practices of science important to lab work such as planning and implementing data collection strategies as well as performing data analysis and evaluation of evidence. No prerequisite. Must be taken simultaneously with CH 114. Offered fall semester. One credit.

### CH-216 QUANTITATIVE ANALYSIS

This course covers topics in analytical chemistry such as statistics, equilibria, electrochemistry, ion specific electrodes, absorption spectroscopy, and chromatography. Prerequisite: CH 102. Offered spring semester. Three credits.

### CH-218 QUANTITATIVE ANALYSIS LABORATORY

This course contains laboratory experiments that are related to the principles covered in CH 216. Must be taken simultaneously with, or after successful completion of CH 216. Offered spring semester. One credit.

### CH-221 ORGANIC CHEMISTRY I

The basic principles of the chemistry of carbon compounds are developed with emphasis on nomenclature, physical properties, spectroscopy, structure, reactions, mechanisms, and synthesis. Prerequisites: CH 102, 104. Offered every year.

### CH-222 ORGANIC CHEMISTRY II

The basic principles of the chemistry of carbon compounds are developed with emphasis on nomenclature, physical properties, spectroscopy, structure, reactions, mechanisms, and synthesis. Prerequisite: CH 221. Offered every year. Three credits each semester.

### CH-223 ORGANIC CHEMISTRY I LABORATORY

This laboratory complements CH 221-222 by introducing the basic organic laboratory techniques of synthesis, isolation, and analysis, including chromatography and infrared and nuclear magnetic resonance spectroscopy. Emphasis is placed on developing microscale

techniques. Students are encouraged to work more independently as the year progresses. Must be taken simultaneously with, or after successful completion of, CH 221-222, respectively. Offered every year. One credit each semester.

#### **CH-224 ORGANIC CHEMISTRY II LABORATORY**

This laboratory complements CH 221-222 by introducing the basic organic laboratory techniques of synthesis, isolation, and analysis, including chromatography and infrared and nuclear magnetic resonance spectroscopy. Emphasis is placed on developing microscale techniques. Students are encouraged to work more independently as the year progresses. Must be taken simultaneously with, or after successful completion of CH 221-222, respectively. Offered every year. One credit each semester.

#### **CH-228 INTRODUCTION TO BIOCHEMISTRY**

This course is designed to provide an overview of modern biochemistry for chemistry majors and other students with minimal background in biology. The chemistry of amino acids, basic principles of protein structure, enzyme kinetics, lipids and membranes, intermediary metabolism, and nucleic acid chemistry is covered. No previous background in biology is necessary. This course is not intended for students pursuing a career in the health professions. Prerequisites: CH 221-224. Offered spring semester of odd-numbered years. Three credits.

#### **CH-231 PHYSICAL CHEMISTRY I**

A study of the laws and theories used by chemists to describe, interpret, and predict physical properties and chemical changes. Topics include quantum mechanics and spectroscopy. Prerequisites: CH 222-224 with grade of C- or better; PH 111-114; MA 111-112. Offered every year. Three credits.

#### **CH-232 PHYSICAL CHEMISTRY II**

A study of the laws and theories used by chemists to describe, interpret, and predict physical properties and chemical changes. Topics discussed include statistical and macroscopic thermodynamics and kinetics. Prerequisites: CH 231. Offered every year. Three credits.

#### **CH-233 PHYSICAL CHEMISTRY I LABORATORY**

In this laboratory, students conduct experiments that are based on physical chemical phenomena covered in CH 231. Thorough data analysis and report writing are also emphasized in this course. Must be taken simultaneously with, or after successful completion of CH 231. Offered fall semester. One credit.

#### **CH-241 INORGANIC CHEMISTRY**

An in-depth study of special topics in inorganic chemistry including molecular orbital theory, chemical bonding, point group symmetry, acid-base theories, and coordination and organometallic chemistry. Prerequisite: CH 222. Offered fall semester of odd-numbered years. Three credits.

#### **CH-242 INSTRUMENTAL ANALYSIS**

The emphasis in this course is on applications of instrumental analysis to all aspects of chemistry. Students will gain knowledge of the theory and usage of a variety of modern instrumental methods including spectrophotometry, spectroscopy, chromatography, and electroanalytical techniques. They will also gain experience in applying their knowledge in solving analytical problems. Prerequisites: CH 216 or CH 253. Offered spring semester. Three credits.

#### **CH-245 CHEMICAL AND FORENSIC ANALYSIS**

The chemistry course is an integrated lecture laboratory with one

credit lecture and one credit laboratory. The emphasis will be on instrumental chemical analysis and will focus on developing skills used in forensic analysis such as quality control, gas chromatography-mass spectroscopy, and infrared spectroscopy. Students will have an opportunity to develop both instrument operational and maintenance skills. Prerequisites: CH 222-224. Offered fall odd years. Two credits.

#### **CH-251 PROTEINS AND METABOLISM**

This course is concerned with how macromolecular structures self-assemble, chemical mechanisms of reactions that occur in living systems, and the molecular basis of cellular regulation. Protein structure/function and metabolism are the central themes of this course. The specific objectives are to familiarize the student with the structure and function of amino acids/peptides/proteins, enzyme catalysis, and regulation, carbohydrate structure and function, and to provide an overview of metabolism, and synthetic/degradative pathways, and their regulation. Prerequisites: CH 221-224; one year of general biology is strongly recommended. Offered fall semester. Three credits.

#### **CH-252 NUCLEIC ACIDS AND MEMBRANES**

This course focuses on two major themes, the structure and function of membranes and the biochemistry of nucleic acids. The topics covered will include: structures of lipids and membranes, membrane proteins, signal transduction, structure of DNA and RNA, DNA replication and repair, RNA synthesis, protein synthesis, and the biochemical basis for control of gene expression. Emphasis throughout the course will be on the molecular mechanisms and protein components involved in various structures and processes. Prerequisites: CH 221-224; one year of general biology strongly recommended. Offered spring semester. Three credits.

#### **CH-253 PROTEINS AND METABOLISM LABORATORY**

This laboratory course is intended to expose the student to laboratory aspects of modern protein chemistry and expand on some material covered in CH 251. Students will carry out experiments illustrating physical properties of proteins, protein purification (including various forms of chromatography and electrophoresis), and enzyme kinetics/inhibition. Must be taken simultaneously with, or after successful completion of, CH 251. Offered fall semester. One credit.

#### **CH-254 NUCLEIC ACIDS AND MEMBRANES LABORATORY**

This laboratory course introduces students to experimental techniques used in the study of membranes and nucleic acids. Methods will include membrane structure and dynamics, ligand binding to DNA, DNA electrophoresis, and characterization of nucleic acid/protein complexes. Must be taken simultaneously with, or after completion of CH 252. Offered spring semester. One credit.

#### **CH-276 ADVANCED ENVIRONMENTAL CHEMISTRY**

This course will incorporate the study of the chemistry of air, water, and soil in terms of both the natural and polluted environments. The topics covered will include: stratospheric ozone, chemistry of the troposphere, toxic organic chemicals, natural water chemistry, water treatment processes, and heavy metal contamination in soils. Prerequisite: CH 216. Offered fall semester of even-numbered years. Three credits.

#### **CH-277 METHODS OF ENVIRONMENTAL ANALYSIS**

A laboratory course emphasizing the sampling, preparation, and analysis of water and air samples. The course is primarily laboratory-based in which teams of students work on a set of environmental projects. Students are responsible for the planning, preparation, sampling, analysis, and reporting for each project. Each

project will emphasize a different type of environmental matrix and different types of chemical analysis. Sample analysis will include use of atomic absorption spectrophotometry, chromatography, inductively coupled plasma spectrophotometry, turbidity, and conductivity. Prerequisite: CH 216. Offered fall semester of even-numbered years. Two credits.

#### **CH-278 ADVANCED ENVIRONMENTAL CHEMISTRY LABORATORY**

In this laboratory course students will explore the concepts introduced in CH 276 such as air and water chemistry, sustainability, and alternative energy. Thorough data analysis and report writing are also emphasized. This course should be taken with or after successful completion of CH 276. Offered fall semester of even-numbered years. One credit.

#### **CH-282 ADVANCED PHYSICAL METHODS**

This course is an integrated laboratory that introduces advanced students to the physical and instrumental methods used by chemists. Students in this course will learn about the integrated nature of chemical research, a variety of advanced laboratory techniques, and the methods of experimental design and report presentation. The laboratory experiments focus on spectroscopy, chromatography and other advanced physical and analytical techniques. Taken simultaneously with, or after CH 232 and CH 242. Offered every spring semester. Two credits.

#### **CH-283 ADVANCED CHEMICAL METHODS**

This course is an integrated laboratory that introduces advanced students to a variety of contemporary topics in experimental chemistry. Students in this course will learn about (1) the integrated nature of chemical research, (2) a variety of advanced laboratory techniques, and (3) the methods of experimental design and report presentation. The laboratory experiments focus on advanced organic chemistry, inorganic chemistry, polymers, and materials science. Offered every fall semester. Two credits.

#### **CH-285 TEACHING CHEMISTRY**

This course is designed to meet several requirements for chemistry certification. It is also designed to give students practical experience in preparing and teaching chemistry laboratories. In this course students will work with a chemistry laboratory instructor as a lab assistant. They will develop skills in laboratory preparation, management, and developing experiments. In addition, students will develop projects on the history of chemistry, household chemical safety, and laboratory safety. Offered fall semester. Prerequisite or co-requisite: ED 304. Two credits.

#### **CH-300 RESEARCH SEMINAR I**

This course will introduce the student to the research experience and will include an orientation to the library and use of reference materials. Students will be assigned articles to read and discuss. An introduction to writing and presenting a research proposal will be included. Students will be introduced to the procedure for maintaining a laboratory research notebook. Students must be available to attend CH 302 when outside speakers present seminars on selected topics in that course. Prerequisite: CH 231/233 or CH 251/253 with a grade of C- or better. Offered spring semester. One credit.

#### **CH-301 RESEARCH LABORATORY**

Independent study or investigation involving intensive work with faculty guidance in the laboratory and library. This course includes an assessment of cumulative laboratory skills. Prerequisite: CH 300. Offered fall semester. Two credits.

#### **CH-302 RESEARCH SEMINAR II**

Presentation of research work completed during the previous semester; the oral presentation is made after the thesis report has been written. Outside speakers may present seminars on selected topics. Prerequisite: CH 301. Offered spring semester. One credit.

#### **CH-321 SPECIAL TOPICS**

The purpose of this course is to introduce students to topics of contemporary interest in chemistry. Topics discussed are drawn from the following areas: organic and inorganic kinetics, stereochemistry, molecular orbital theory, spectroscopy, electrochemistry, solid state chemistry, polymer science, surface chemistry, and photochemistry. Prerequisites: CH 221-224. Offered spring semester of even-numbered years. Three credits.

#### **CH-323 COMPUTATIONAL CHEMISTRY**

This course focuses on computational and simulation methods used in chemistry and materials science applications. Topics include ab initio calculations, density functional theory, molecular dynamics simulation, Monte Carlo methods, and multi-scale methods. Students will perform computational assignments and conduct a computational project. Pass/fail only. Prerequisites: CH 231 Physical Chemistry I. Two credits.

#### **CH-325 METHODS IN CRIMINALISTICS**

Criminalistics is the collection and examination of evidence of crime and is an application of many scientific disciplines. This laboratory provides an introduction to the methodologies and applications used in a forensic laboratory. Topics discussed include organic and inorganic chemical analyses of physical evidence, principles of serology and DNA analysis, identification of fresh and decomposed human remains, ballistics, fingerprint analysis, facial reconstruction, drug analysis, and forensic entomology. Two credits.

#### **CH-350 INDEPENDENT STUDY--CHEMISTRY**

Studies to be chosen and developed by the student with the guidance of the professor directing the study. May be repeated. Variable credit.

#### **CH-550 CHEMISTRY INTERNSHIP**

Work experience program extending the learning experience beyond the college into the world of work, through internships, field work, and cooperative programs. Students may or may not be paid depending on the site of the internship. May be repeated. Variable credit.



# CHILDREN'S STUDIES MINOR

Dana Winters, *Director*

Kathy Beining; Jessica Harvey; Timothy Kelly; Jason King;  
Sara Lindey; Mary Niemiec; Paul Niemiec; Phyllis Riddle;  
Dana Winters

The minor in Children's Studies is an interdisciplinary program of study inspired by the work of the Fred Rogers Institute. Grounded in the Liberal Arts, the goals of the Children's Studies Minor are:

- to enhance students' understanding of children from a variety of disciplinary perspectives,
- to provide students with a broad-based examination of childhood and adolescence, and
- to develop students' understanding and practical application of how to serve and work with children and families.

The Children's Studies minor is suitable for students from a variety of majors who have an interest in childhood, whether it is part of their professional plans, is an academic interest, and/or is a personal interest. Psychology majors who are interested in working with children, adolescents, and families may benefit from the minor as would Communication majors who have a particular interest in children's media. Students majoring in the humanities who have an interest in childhood may also find the minor useful in nurturing their academic interests. In addition, students who have career aspirations in the areas of family law, pediatric medicine, or other specialty areas may find the minor attractive. Finally, students from any major, even if they do not have a particular career goal involving children, may be interested in the minor based on their own enjoyment of children and their plans to be a parent in the future.

## Requirements for Minor in Children's Studies (18 credits)

Required courses:

|         |                               |   |
|---------|-------------------------------|---|
| PY 212  | Child Development             | 3 |
| CA 281  | Children and the Media        | 3 |
| FRC 376 | Creating Change for Children  | 2 |
| FRC 499 | Project in Children's Studies | 1 |

At least 9 credits from the following:

|         |   |   |
|---------|---|---|
| CA 381  | Research on Children and the Media                    | 3 |
| CL 129  | Young Adult Literature                                | 3 |
| CL 130  | Children's Literature                                 | 3 |
| ED 122  | Curriculum Projects and Play for the Developing Child | 3 |
| EL 273  | Representations of Childhood in Literature            | 3 |
| FRC 301 | Applied Research at FRC                               | 1 |
| FRC 370 | Relationships for Children                            | 3 |
| FRC 373 | What Would Fred Rogers Do?                            | 3 |
| PY 214  | Adolescent Development                                | 3 |
| PY 251  | Family Systems  | 3 |
| HI 282  | American Childhood History                            | 3 |
| SO 202  | Sociology of Childhood                                | 3 |
| TH 272  | Theology of Children                                  | 3 |

## CHILDREN'S STUDIES COURSE DESCRIPTIONS

### FRC-301 APPLIED RESEARCH AT FRC

Students assist faculty, staff, and student researchers at the Fred Rogers Institute with various research and development projects in the area of children's development. Project focus areas include fostering children's social emotional development, improving quality of child development settings, and promoting meaningful

use of technology in children's lives. Students may engage in video analysis, archival research, literature review, data collection and analysis, professional writing, and communication. Prerequisites: Permission of instructor; recommended completing PY 212 Child Development. Offered every semester. May be repeated. One credit.

### FRC-370 RELATIONSHIPS FOR CHILDREN

How do we encourage, enhance, and empower the human relationships around children and youth? This is the focal theoretical and practical question of this course. Serving children, youth, and families requires us to understand and address complex systems of challenges and opportunities as well as the simple needs of those we serve. We will examine the quality of human interactions across a wide range of contexts both culturally and institutionally, including orphanages, classrooms, early learning environments, youth-serving programs, children's hospitals, and more. By learning from what ordinary people do extraordinarily well in simple, everyday interactions with children and youth, we can help to grow these practices across any child-serving setting. Three credits.

### FRC-373 WHAT WOULD FRED ROGERS DO?

What Would Fred Rogers Do? - A Study of the Fred Rogers Archive and Its Implications for Working with Children and Families. What did Fred Rogers do in service of children and families? What can we learn from that legacy to apply in our work with children and families today? These are the central questions for study of the work and legacy of Fred Rogers, one of the most influential advocates for children in our time. His work spans child development, family engagement, communication, public advocacy, and theology. This course is intended for students in the Children's Studies Minor as well as students in other academic majors with a strong interest to serve children. The class activities include studying and discussing exclusive archival materials and applying ideas to present contexts. Offered spring semester. The class will be hosted at the Fred Rogers Institute. Three credits.

### FRC-376 CREATING CHANGE FOR CHILDREN

How do we change the world and make it a better place for children? This is the central question for this interdisciplinary seminar. We will examine the science and practice of creating and sustaining social change from across the disciplines of psychology, education, public health, media, and communication. This course is intended for students in the Children's Studies Minor as well as students in other academic majors with a strong interest to serve children. The class activities include learning and discussing ideas from different fields, examining case studies, and working in teams to create and critique social change concepts. The class will be hosted at the Fred Rogers Institute. Two credits.

### FRC-499 PROJECT IN CHILDREN'S STUDIES

This one-credit course will serve as a capstone experience for students completing the minor in Children's Studies. Students will work with the director to develop their own individualized project corresponding with their own interests. For instance, students may choose to complete a comprehensive research paper related to childhood. Another option may be completion of an internship experience working with children or with issues pertaining to children. Students may also propose their own idea for a capstone project to the program director. One credit.

# COMMUNICATION

David Safin, *Chairperson*

Melinda Farrington; Jessica Harvey; Annie Laurie Nichols

Adjunct Faculty: Jennifer Antkowiak; Jim Berger; Jared Bundy; Alexander Byers; George Fetkovich; John Rolin; Nathaniel Stoltz; Alexa Yaksich

Demand for communication professionals continues to increase with the need to produce entertainment and corporate and public service creative campaigns across a variety of media platforms.

A Bachelor of Arts in Communication from Saint Vincent College prepares graduates for creative communication and media production in a variety of professions. Our graduates have gone on to work in the fields of print and television journalism, video and television production, marketing, public relations, advertising, documentary film making, non-profit, special events, sports information, web content management, government affairs, social media, sales, fundraising, education, digital marketing, corporate communication, and many other fields.

Communication majors learn and practice the foundations of communicating ethically and effectively through written, oral, and visual communication. Majors learn to monitor, assess, navigate, and create communication in interpersonal settings, within organizations, in public situations, and for mass audiences.

Majors are required to take 30 credits in the communication core and then may choose from a variety of elective courses to further focus on tracks such as children and media, media production, visual communication, or public relations.

Faculty partner closely with students to help them discover both professional aptitudes and personal aspirations from selection of minor to internship and job opportunities.

## COMMUNICATION STUDENT LEARNING OUTCOMES

- Develop competencies in communication technologies.
- Perform theoretically grounded critiques of mass media artifacts that address diversity and incorporate global perspectives.
- Demonstrate effective public speaking skills.
- Analyze issues related to creating ethical messages for diverse audiences.
- Conduct and evaluate communication research.

## DIGITAL ART AND MEDIA MAJOR AND MINOR

The Digital Art and Media major is an interdisciplinary program developed by the Fine Arts and Communication faculty. The program grew out of the success of the graphic design major. Courses build practical skills balanced with the history and theory of digital art and media viewed from the liberal arts tradition. All students take a set of shared courses and then choose between two specialized concentrations - graphic design or video and animation. The Digital Art and Media minor serves students from other majors who have an interest in the material. *Program requirements and Fine Arts course descriptions are listed under the Fine Arts Department. Communication course descriptions are listed under the Department of Communication.*

## Requirements for a Bachelor of Arts Degree in Communication

(See core curriculum requirements.)

### Major Requirements (48 credits):

#### Communication Core (30 credits):

|  |  |     |
|--|--|-----|
| CA 100   | Introduction to Mass Media                   | 3   |
| CA 110   | Introduction to Organizational Communication | 3   |
| CA 120   | Public Presentation                          | 3   |
| CA 130   | Digital Video Production                     | 3   |
| CA 140   | Introduction to Interpersonal Communication  | 3   |
| CA 201   | Communication Research Methods               | 3   |
| CA 218   | Intercultural Communication                  | 3   |
| CA 230   | Writing for Media                            | 3   |
| CA 285   | Digital Layout and Design                    | 3   |
| CA 440   | Criticism of Media and Society               | 3   |
| <i>Choose six elective courses within the major (18 credits)</i> |  |     |
| CA 202   | The Sports Movie                             | 3   |
| CA 222   | Reporting/Broadcasting                       | 3   |
| CA 224   | Communication Ethics                         | 3   |
| CA 235   | Web Design                                   | 3   |
| CA 240   | Public Relations Strategies                  | 3   |
| CA 255   | Documentary Production                       | 3   |
| CA 271   | Special Topics in Media Studies              | 3   |
| CA 281   | Children, Adolescents, and Media             | 3   |
| CA 301   | Sports and Retail Branding and Design        | 3   |
| CA 302   | Athletic Communication                       | 3   |
| CA 305   | Advanced Video Editing                       | 3   |
| CA 307   | Media Literacy                               | 3   |
| CA 309   | Social Media Culture                         | 3   |
| CA 311   | Race, Gender, Class and Media                | 3   |
| CA 325   | Digital Deliberation and Remix               | 3   |
| CA 340   | Nonprofit Communication                      | 3   |
| CA 345   | Television Criticism                         | 3   |
| CA 351   | Media Effects                                | 3   |
| CA 355   | Advanced Public Relations                    | 3   |
| CA 365   | Communication Projects                       | 3   |
| CA 381   | Research on Children and the Media           | 3   |
| CA 550   | Communication Internship                     | 1-6 |
| CA 415   | Creative Campaigns                           | 3   |
| CA 435   | The Digital Media Professional               | 3   |

### Minor Requirements (18 credits):

|        |   |   |
|--------|---|---|
| CA 100 | Introduction to Mass Media  | 3 |
| CA 110 | Introduction to Organizational Communication                                    | 3 |
| CA 120 | Public Presentation   | 3 |
| CA 140 | Introduction to Interpersonal Communication and two 200-level courses or higher | 3 |

### Typical First-Year Schedule

#### Fall

|              |   |           |
|--------------|---|-----------|
| CA 100       | Introduction to Mass Media (First-Year Seminar) | 3         |
| CA 110       | Introduction to Organizational Communication    | 3         |
| or           |   |           |
| CA 130       | Introduction to Digital Media                   | 3         |
| Core Course  |   | 3         |
| Core Course  |   | 3         |
| <b>Total</b> |   | <b>15</b> |

|               |  |           |
|---------------|--|-----------|
| <b>Spring</b> |  |           |
| CA 120        | Public Presentation                          | 3         |
| CA 110        | Introduction to Organizational Communication | 3         |
| or            |  |           |
| CA 130        | Digital Video Production                     | 3         |
| Core Course   |  | 3         |
| Core Course   |  | 3         |
|               | <b>Total</b>                                 | <b>15</b> |

### Requirements for a Bachelor of Arts Degree in Sports and Media

A Bachelor of Arts in Sports and Media will prepare its graduates for creative communication and media production in the fields of athletic communication and sports information. The major is an interdisciplinary mix of courses meant to provide students with a foundation in communication and business supported by specialty courses in media production, publication layout, and web design. The program's aim is to provide the background necessary for a career in the fields of athletic communication and sports information.

#### SPORTS AND MEDIA STUDENT LEARNING OUTCOMES

- Develop competencies in the generation of sports content via disparate communication technologies (video production/editing, publication layout, web design, and social media).
- Perform theoretically grounded critiques of mass media artifacts that address diversity and incorporate global perspectives.
- Demonstrate effective public speaking skills.
- Analyze issues related to creating ethical messages for diverse audiences.

#### Major Requirements (48 Credits):

##### Required Communication Courses (30 Credits)

CA 100: Introduction to Mass Media  
 CA 110: Introduction to Organizational Communication  
 CA 120: Public Presentation  
 CA 130: Digital Video Production  
 CA 230: Writing for Media  
 CA 240: Public Relations Strategies  
 CA 285: Digital Layout & Design  
 CA 302: Athletic Communication  
 CA 550: Internship  
 One of the following:  
 CA 415: Creative Campaigns  
 CA 435: The Digital Media Professional

##### Required Non-Communication Courses (6 Credits)

BA211: Sports Media, Promotion, and Marketing  
 HI263: Play Ball

##### Elective Courses (12 Credits)

AR 330: Digital Photography/Post Production  
 BA 170: Organizational Behavior  
 BA 209: Sports Administration  
 CA 140: Introduction to Interpersonal Communication  
 CA 202: The Sports Movie  
 CA 218: Intercultural Communication  
 CA 222: Reporting/Broadcasting  
 CA 235: Web Design  
 CA 255: Documentary Production  
 CA 301: Sports and Retail Branding/Design  
 CA 305: Advanced Video Editing  
 CA 309: Social Media Culture

CA 311: Race, Gender, Class, & Media  
 CA 340: Non-Profit Communication  
 CA 344: Sports Analytics  
 CA 355: Advanced Public Relations

*Business course descriptions are listed under the Department of Business Administration. History course descriptions are listed under the Department of History.*

### COMMUNICATION COURSE DESCRIPTIONS

#### CA-00X COMMUNICATION EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

#### CA-100 INTRODUCTION TO MASS MEDIA

This course introduces students to theory, practice, analysis, and ethics of mass communication. Students learn about and discuss the influence and effects of mass media within American culture and the global marketplace. A combination of readings, written assignments, tests, and/or presentations provides students the opportunity to develop foundational knowledge and skills in the area of mass communication. Offered every semester. Periodically offered as a first-year seminar. Three credits.

#### CA-110 INTRODUCTION TO ORGANIZATIONAL COMMUNICATION

This course introduces students to theoretical approaches to communication within organizations, whether they be workplace, communities of worship, school clubs, or athletic teams. Topics examined include how we communicate through leadership, conflict, decision making, ethnic and cultural diversity, and gender. Students examine historic styles and approaches to institutional organization and management from the industrial revolution through post-modernity. Offered every semester. Three credits.

#### CA-120 PUBLIC PRESENTATION

Students learn to research, organize, and deliver public presentations with extemporaneous speaking technique. Students present informative, persuasive, group-persuasive, and impromptu speeches within a classroom setting. Students receive written and oral constructive critiques of their speeches based on clear evaluation criteria from their teacher and actively analyze and critique the speeches of their peers. Students learn how to amplify their speech with effective use of a variety of presentational aids. Offered every semester. Three credits.

#### CA-130 DIGITAL VIDEO PRODUCTION

This course provides students a broad introduction, both theoretical and practical, to the instruments and techniques used in modern visual communication, most notably digital video. Camera work, lighting, sound manipulation, and non-linear editing will be studied and utilized to create multiple short-form video projects for their portfolio. The skills learned in this introductory course provide a foundation for use in advanced courses and internships. Offered every semester. Three credits.

#### CA-140 INTRODUCTION TO INTERPERSONAL COMMUNICATION

This course introduces students to interpersonal communication theory and practice in a variety of relationships and settings.

Topics include perception, identity, non-verbal communication, conflict, the “darker side” of interpersonal relationships, and family communication. The course will provide students with a more critical understanding of interpersonal communication within their lives, as well as the lives of others. Offered every semester. Three credits.

#### **CA-201 COMMUNICATION RESEARCH METHODS**

This course is designed to introduce students to the investigative tools used by communication scholars and practitioners outside of academia. The class will focus on the concepts and methods by which communication research is designed, conducted, interpreted, and critically evaluated. Along with course readings and tests, students will work on several small-scale research projects and assignments. Offered every spring semester. Three credits.

#### **CA-202 THE SPORTS MOVIE**

Students will expand their understanding of the structural and narrative components that define the American sports movie as a genre of fictional/nonfictional film storytelling. Throughout the course, they will consider how this particular mode of production is both static and dynamic by screening films that defined and challenged the characteristics of the genre. Three credits.

#### **CA-218 INTERCULTURAL COMMUNICATION**

An exploration of the theories and practices of communicating across difference this course engages issues of what comprises culture, how to identify and navigate cultural norms, verbal and nonverbal variations in communication, and strategies for clear communication across language and cultural differences. Students will learn to identify their own cultural assumptions and will examine the role such assumptions play in communication. Special attention will be given to how to build connections across cultures through effective communication. Three credits.

#### **CA-222 REPORTING/BROADCASTING**

The class will focus on writing and reporting well-balanced, comprehensive, and visually compelling stories. Students will research, write, and report stories. Course objectives also include learning how to meet deadlines, learning to be a critical observer and listener, and learning how to consolidate and prioritize large volumes of information into meaningful, relevant, time-sensitive presentations. Prerequisites: CA 100 and CA 130. Three credits.

#### **CA-224 COMMUNICATION ETHICS**

Words matter: how we communicate through what we say, how we say it, the medium used to communicate and the situation in which we find ourselves all have an impact. Through readings on topics such as political communication, workplace communication, intersectionality, religious communication, and healthcare communication, for example, students explore discourse and dialogue as actions with ethical implication. Offered every fall. Three credits.

#### **CA-230 WRITING FOR MEDIA**

This course introduces students to a variety of media writing, as well as the building blocks of media writing such as audience, planning, revising, editing, headlines, keywords and style. Assignments may cover topics such as social media, web copy, advertising, interview, news scripts, and feature writing. Students read and discuss examples of media writing; workshop assignments; and learn the basics of editing, proof reading, and Associated Press Style. Offered every semester. Three credits.

#### **CA-235 WEB DESIGN**

This course will enable the student to utilize current industry software to develop and design websites that thoughtfully engage the web user. Students will learn the basic principles of design and will apply this knowledge when building their own websites. With their web project, students should be able to combine communicative, rhetorical, and visual knowledge with an understanding of navigation, content organization, and the common conventions of the web. Offered every semester. Three credits.

#### **CA-240 PUBLIC RELATIONS STRATEGIES**

Students build on the intellectual awareness, professional attitudes, and personal aspirations developed in 100-level communication courses and during internships. Case studies from business, non-profit, and governmental PR campaigns are reviewed for an understanding of the decision-making process within these entities. Research, writing, and presentation of a PR campaign in community, media, and government settings will be discussed. A final PR media kit is prepared by students to add to their portfolio documentation. The course provides a conceptual foundation for CA 340, CA 355 and CA 415. Prerequisites: CA 100. Offered every other fall. Three credits.

#### **CA-255 DOCUMENTARY PRODUCTION**

Students will examine camera, lighting, and interviewing techniques used by documentary filmmakers such as Ken Burns, Albert Maysles, D.A. Pennebaker, Errol Morris and Michael Moore in their acclaimed productions. Through readings and screenings, students will gain a greater understanding of how one can use a video camera to communicate a message and that quality is not based solely on technology but on the informed application of technology. Prerequisite: CA 130. Offered every other spring semester. Three credits.

#### **CA-271 SPECIAL TOPICS/MEDIA STUDIES**

This course offers students the unique opportunity for more advanced study of different topics related to the field of media studies. Topics may include, but are not limited to, television criticism, film studies, media ecology, video gaming, and media literacy. Topics and prerequisites will vary by semester. Three credits.

#### **CA-281 CHILDREN, ADOLESCENTS, AND MEDIA**

At a very early age, children are inundated with mediated messages that shape their developmental trajectory, relationships with others, and perceptions of the world. As media usage among this age group steadily increases, it is essential that students understand the role of media in the lives of children. This course is designed to introduce students to a variety of issues that relate to children and the media, including the history of children's media, developmental and individual differences of users, cognitive and behavioral media effects (e.g., fear responses, educational learning, body image, aggression), media content developed for children, public policy, and social concerns (e.g., media education). Students will also utilize the archives within the Fred Rogers Institute to learn about the valuable work of Fred Rogers, a pioneer in children's educational media. Offered every fall semester. Three credits.

#### **CA-285 DIGITAL LAYOUT AND DESIGN**

Students will learn the fundamentals of computer graphics, image correction and enhancement, and electronic print publication. In addition to understanding current software programs within the field, students will be taught the basics of layout and design. This

course will also include elements of marketing and advertising. Offered every semester. Three credits.

#### **CA-301 SPORTS AND RETAIL BRANDING AND DESIGN**

Design and execute a comprehensive branding and identity system for a sports team, retail or corporate enterprise that includes logo, print collateral, environmental graphics, packaging, and wearables using advanced methods and tools in the Adobe Creative Suite software package (InDesign, Illustrator, Photoshop). Prerequisite: CA 285 or AR 233. Offered every fall semester. Three credits.

#### **CA-302 ATHLETIC COMMUNICATION**

This course will provide students with a practical overview of the management and operation of the administrative office of athletic communication. Chief among the topics to be covered are the practices, regulations, and requirements set forth by the National Collegiate Athletic Association as they pertain to media coverage (industrial and social) and the production and dissemination of statistics spanning a variety of team and individual sports. Prerequisite: CA 230, CA 285. Three credits.

#### **CA-305 ADVANCED VIDEO EDITING**

In this course, students will generate media content using advanced digital video editing. Through readings and screenings, they will expand their grasp of the power of juxtaposing moving images, and will apply these practices through a variety of assignments. They will conclude the course with multiple projects to be included in their portfolio. Prerequisite: CA 130. Offered every other fall semester. Three credits.

#### **CA-307 MEDIA LITERACY**

Media literacy has been defined as “the ability to access, analyze, evaluate, create, and act using all forms of communication.” It can empower people to be critical and mindful media users, as well as engaged citizens. This course will introduce students to the broad field of media literacy, engage students in activities that promote mindful media use, and encourage students to embrace mindfulness as a practice and lens through which to better understand media literacy and media-related behaviors. Prerequisite: CA 100. Offered every other spring semester. Three credits.

#### **CA-309 SOCIAL MEDIA CULTURE**

This course will examine how social media has affected the way we communicate by studying topics such as ‘catfishing,’ digital cinema, file sharing, mash-ups, participatory culture, and viral videos. Students will also examine what effects this new type of communication has had on our culture. Working as part of a group, they will develop strategies for creating their own social media campaign. Prerequisites: CA 130. Offered every other spring semester. Three credits.

#### **CA-311 RACE, GENDER, CLASS, AND MEDIA**

This course explores the representations of race, gender, and class within media content as well as audience interpretations of these portrayals. Students will be introduced to the sociological and communicative lenses that scholars employ to examine these representations and the cultural influences that shape them. Additionally, students will be encouraged to consider the role of media literacy and activism in countering particular mediated representations and shaping our culture. Three credits.

#### **CA-325 DIGITAL DELIBERATION AND REMIX**

As the public sphere increasingly shifts to the digital, public

deliberation has taken up networked spaces. One of the key forms of digital deliberation is the creative remix of ideas, images, and perspectives to foster insight, challenge assumptions, build connections, and present a new point of view. This course engages digital deliberation and through topics such as fake news and citizen journalism; copyright, appropriation, remix, and parody; the economics of attention; collaborative creation and community decision-making; and how to productively argue about things on the internet. Students in this course will create communication for a variety of social media platforms, engage in digital discussions and collaborative problem-solving, and create visual remixes to creatively weigh in on a social issue. Prerequisite: CA 285. Three credits.

#### **CA-340 NON-PROFIT COMMUNICATION**

This course gives students the opportunity to explore public relations and communication in the non-profit arena. Reading materials cover the history of philanthropy in the United States, non-profit marketing, fundraising, understanding the nature of a 501(c)(3), and grant writing. Projects typically include working with a non-profit client to provide them with plans for a special event, a social media campaign, web content or media release, and a grant proposal. When possible, guest speakers from non-profit foundations and creative agencies are scheduled so that students can network and learn about careers in the non-profit realm. Prerequisites: CA 230. Offered every other spring semester. Three credits.

#### **CA-344 SPORTS ANALYTICS**

This course examines sports analytics and their different contexts. We explore the utility of analytics both in general and in particular sports and contexts, discuss the principles behind analytics, and examine how different metrics offer different interpretations of sports phenomena. Best practices for using analytics to answer sports research questions and communicate analytical information are discussed and practiced throughout. Three credits.

#### **CA-345 TELEVISION CRITICISM**

This course will provide students with a foundational approach to a variety of forms of television criticism. Through a combination of screenings and readings, numerous video texts spanning the history of television as a medium will be deconstructed and analyzed from multiple perspectives. As a result, students will gain a greater understanding of what distinguishes television from other mass media. Prerequisites: CA 100. Offered every other fall semester. Three credits.

#### **CA-350 INDEPENDENT STUDY - COMMUNICATION**

Students engage in a research project of particular interest to the student. Advisor and faculty approval is necessary. Juniors and seniors only. Variable credit.

#### **CA-351 MEDIA EFFECTS**

This course is designed to introduce students to media effects theories and research. Throughout the semester we will engage in readings, activities, and assignments that focus on the application of media effect theories and concepts. The goals of this course are for students to better understand the role of media in society, as well as the relationship between various media and their audience. Prerequisite: CA 100. Three credits.

#### **CA-355 ADVANCED PUBLIC RELATIONS**

Students reinforce concepts and skills from CA 240 by planning and executing a special event as well as the public relations

campaign to promote it. Students will also be introduced to crisis communication, spokesperson training, campaign evaluation, and other advanced public relations concepts. Students will create and distribute promotional materials, media releases, social media posts, and possibly earn real media coverage for the event. Prerequisite: CA 240. Offered every other spring semester. Three credits.

#### **CA-365 COMMUNICATION PROJECTS**

This course is designed for students who are interested in working on research projects that investigate some type of communication phenomena. Working in small groups under the guidance of the course instructor, students will choose a topic of choice, design a research project, and collect and analyze their data. Students might choose to use surveys, interviews, ethnography, focus groups, or content analysis to explore their topic. At the end of the semester, students will be encouraged to submit their project to the Undergraduate division of the Eastern Communication Association national conference and the SVC Undergraduate Research Conference. Prerequisite: CA 201. Three credits.

#### **CA-381 RESEARCH ON CHILDREN AND MEDIA**

This seminar focuses on research in the area of children and the media and is designed to provide students with an in-depth understanding of children's media use, media content directed toward children, and ways that the media affect youth. Students will also learn different methods for conducting research and program assessment in this area. Course readings include foundational studies and texts that have influenced the field of children and media, as well as readings related to research methodology. Students will be investigating topics of interest through independent research projects throughout the semester. Students will also utilize the archives within the Fred Rogers Institute as content for a group research project. Prerequisite: CA 281. Three credits.

#### **CA-415 CREATIVE CAMPAIGNS**

Students utilize theory and concepts learned in previous courses to produce a complete Integrated Marketing Communication campaign. Students develop tools for performing primary and secondary research, as well as market, product, and company analyses. Students develop social media, media relations and advertising plans and assessment criteria for their campaigns. Prerequisites: CA 201 and CA 230. CA 285 is suggested, though not required. Seniors only or juniors with permission of instructor. Offered spring semester. Three credits.

#### **CA-435 THE DIGITAL MEDIA PROFESSIONAL**

This seminar-style course will allow students to prepare for a future in media. They will create a portfolio or demo reel using personal projects created for previous classes, strengthen their prospects for careers and graduate school, and work as a team to create a final project for a group or organization on campus. Prerequisites: CA 130 and CA 285. CA 301 and CA 305 are suggested. Offered spring semester. Seniors only or juniors with permission of instructor. Three credits.

#### **CA-440 CRITICISM OF MEDIA AND SOCIETY**

This upper-level seminar for all communication majors serves to enhance students' critical, ethical, and communicative response to the maelstrom of media images and content that continuously confronts us throughout our daily lives. Students employ prominent contemporary rhetorical perspectives to evaluate a variety of mass media (including television, film, novels, advertising, internet, etc.)

through in-class presentations, discussions, written assignments, final examination, and a series of critical essays. These activities enrich students' abilities to understand the form, content, and context(s) of any communication, and subsequently, to become more effective and ethical communication professionals. CA juniors and seniors only. Three credits.

#### **CA-550 COMMUNICATION INTERNSHIP**

Students work in a supervised and evaluated internship enabling communication majors to enrich their academic experience with involvement in an appropriate career organization or facility. Variable credit.

# COMPUTING AND INFORMATION SYSTEMS

William P. Birmingham, *Chairperson*  
David E. Carlson, O.S.B.; Stephen Jodis (Dean, Boyer School);  
Anthony G. Serapiglia

Professor Emeritus: Cynthia J. Martincic; Harry L. Morrison

Computing and Information Systems (CIS) is concerned with all aspects of computers and information systems. A successful CIS graduate will earn a bachelor of science degree in one of the following majors: Computer Science, Information Systems, or Cybersecurity. The curriculum is based on the guidelines of prominent professional organizations and combines theory with current in-demand technical skills to prepare graduates for continual learning throughout their careers in this fast-paced field. The three CIS majors are designed to prepare the student for employment in a number of positions such as software developer, systems analyst, IT professional, or security analyst or to prepare the student for further studies in graduate school. Real-world projects and working in teams are strongly emphasized. By the end of the sophomore year, CIS majors typically have successfully completed several CIS courses, are proficient in at least one object-oriented programming language, and are ready for internship positions. By the end of the senior year, CIS majors have completed a broad range of CIS course work that may include database management, data structures, operating systems, networking, cybersecurity, systems analysis, artificial intelligence, game design, and software engineering. The senior capstone project demonstrates the students' ability to solve problems in teams and to learn new technologies and skills on their own. Because technology contributes meaningfully to almost all aspects of science and society, non-majors may be interested in a CIS minor. The three CIS minors are 18 credits each and reflect the three CIS majors of Computer Science, Information Systems, and Cybersecurity.

The National Security Agency (NSA) and Department of Homeland Security (DHS) have named Saint Vincent College a Center of Academic Excellence (CAE) in Cyber Defense Education for its bachelor of science program in cybersecurity.

## COMPUTING AND INFORMATION SYSTEMS PROGRAM OBJECTIVES

Within two to five years of graduation, graduates of the Computing and Information Systems Programs will:

- Practice the disciplines of Computer Science, Information Systems, or Cybersecurity in industry or graduate school by employing aspects of their broad knowledge of the field in problem-solving and use of technical skills.
- Conduct themselves in a professional, ethical, and responsible manner with respect and awareness for security, social issues, and responsibilities inherent in the field.

## COMPUTING AND INFORMATION SYSTEMS STUDENT LEARNING OUTCOMES FOR ALL MAJORS

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles guided by the Benedictine Tradition.

5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

### Additional student outcomes for the Computer Science Major:

6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

### Additional student outcomes for the Information Systems Major:

6. Support the delivery, use, and management of information systems within an information systems environment.

### Additional student outcomes for the Cybersecurity Systems Major:

6. Apply security principles to maintain operations in the presence of risks and threats.

## COMPUTING AND INFORMATION SYSTEMS REQUIREMENTS FOR ALL MAJORS

All Computing and Information Systems majors must fulfill the core curriculum requirements as well as the requirements for one of three majors: Computer Science, Information Systems or Cybersecurity. A minor in another discipline such as Mathematics, Business, Communication, Graphic Design or Criminology, Law and Society is a useful complement to the majors.

### Requirements for a Bachelor of Science Degree in Computer Science

#### Major Requirements:

The student must complete the requirements listed in the following categories:

#### 1) CIS Core Courses:

|        |  |     |
|--------|--|-----|
| CS 102 | Fundamentals of IT and Computing*            | 3-4 |
| CS 110 | C++ Programming I                            | 3   |
| CS 111 | C++ Programming II                           | 3   |
| CS 170 | Discrete Structures                          | 3   |
| CS 171 | Introduction to Computability                | 3   |
| CS 221 | Data Structures                              | 3   |
| CS 225 | Cybersecurity                                | 3   |
| CS 292 | Engineering and Computing Ethics             | 2   |
| CS 310 | Programming Languages                        | 3   |
| CS 312 | Introduction to Algorithms                   | 3   |
| CS 321 | Data Communication and Computer Networks     | 3   |
| CS 330 | Operating Systems                            | 3   |
| CS 335 | Computer Organization                        | 3   |
| CS 350 | Database Concepts and Information Structures | 3   |
| CS 355 | Software Engineering                         | 3   |
| CS 357 | Computing Science Project I                  | 1   |
| CS 358 | Computing Science Project II                 | 2   |

#### 2) CIS Electives (9 credits):

Choose from the following: CS 214, CS 250, CS 255, CS 270, CS 305, CS 315, CS 322, CS 325, CS 365, CS 366, CS 367, CS 375

#### 3) CIS Mathematics Requirement (14 credits):

|  |                                     |   |
|--|-------------------------------------|---|
| MA 111, 112  | Calculus I and II                   | 8 |
| or   |                                     |   |
| MA 109, 110  | Calculus with Applications I and II | 8 |
| <i>Either choice gives an 8-credit sequence, but 4 credits can be used to fulfill the core curriculum mathematics requirement.</i> |                                     |   |
| MA 241   | Statistics I                        | 3 |
| or   |                                     |   |
| MA 311   | Probability and Structures          | 3 |

MA 251 Linear Algebra 3  
**4) Science Requirements (8 credits):**  
 Any of the following lecture and lab totaling 8 credits: CH 101, CH 103, CH 102, CH 104, PH 111, PH 113, PH 112, PH 114, BL 150, BL 151, BL 152, BL 153

**Requirements for a Bachelor of Science Degree in Information Systems**

**Major Requirements:**

The student must complete the requirements listed in the following categories:

**1) CIS Core Courses:**

|        |  |     |
|--------|--|-----|
| CS 102 | Fundamentals of IT and Computing*            | 3-4 |
| CS 110 | C++ Programming I                            | 3   |
| CS 111 | C++ Programming II                           | 3   |
| CS 170 | Discrete Structures                          | 3   |
| CS 221 | Data Structures                              | 3   |
| CS 225 | Cybersecurity                                | 3   |
| CS 265 | Information Systems Management               | 3   |
| CS 292 | Engineering Computer Ethics                  | 2   |
| CS 321 | Data Communications and Computer Networks    | 3   |
| CS 322 | Advanced Networking                          | 3   |
| CS 350 | Database Concepts and Information Structures | 3   |
| CS 351 | Information Systems Analysis and Design      | 3   |
| or     |  |     |
| CS 355 | Software Engineering                         | 3   |
| CS 357 | Computing Science Project I                  | 1   |
| CS 358 | Computing Science Project II                 | 2   |

**2) CIS Electives (9 credits):**

Choose from the following: CS 205, CS 214, CS 250, CS 255, CS 270, CS 305, CS 315, CS 330, CS 335, CS 365, CS 366, CS 367, CS 375

**3) CIS Mathematics Requirement (7 credits):**

|        |                              |   |
|--------|------------------------------|---|
| MA 111 | Calculus I                   | 4 |
| or     |                              |   |
| MA 109 | Calculus with Applications I | 4 |
| MA 241 | Statistics I                 | 3 |
| or     |                              |   |
| MA 311 | Probability and Statistics   | 3 |

**4) Required Social Science Courses (6 credits):**

This major also requires 6 credits chosen from business and/or economics. These credits can be included under the core curriculum social science requirement.

**5). Science Requirements (8 credits):**

Any lecture and lab totaling 8 credits from the following disciplines: chemistry (CH), physics (PH), biology (BL), natural science (NSCI).

**Requirements for a Bachelor of Science Degree in Cybersecurity**

**Major Requirements:**

The student must complete the requirements listed in the following categories:

**1) CIS Core Courses:**

|        |                                   |     |
|--------|-----------------------------------|-----|
| CS 102 | Fundamentals of IT and Computing* | 3-4 |
| CS 110 | C++ Programming I                 | 3   |
| CS 111 | C++ Programming II                | 3   |
| CS 170 | Discrete Structures               | 3   |
| CS 221 | Data Structures                   | 3   |

|        |  |   |
|--------|--|---|
| CS 225 | Cybersecurity                                | 3 |
| CS 265 | Information Systems Management               | 3 |
| CS 292 | Engineering Computer Ethics                  | 2 |
| CS 310 | Programming Languages                        | 3 |
| CS 321 | Data Communications and Computer Networks    | 3 |
| CS 322 | Advanced Networking                          | 3 |
| CS 325 | Advanced Topics in Cybersecurity             | 3 |
| CS 330 | Operating Systems                            | 3 |
| CS 335 | Computer Organization                        | 3 |
| CS 350 | Database Concepts and Information Structures | 3 |
| CS 351 | Information Systems Analysis and Design      | 3 |
| or     |  |   |
| CS 355 | Software Engineering                         | 3 |
| CS 357 | Computing Science Project I                  | 1 |
| CS 358 | Computing Science Project II                 | 2 |
| CS 375 | Applied Cryptography                         | 3 |

**2) CIS Electives (6 credits):**

Choose from the following: CS 205, CS 214, CS 250, CS 255, CS 270, CS 305, CS 315, CS 365, CS 366, CS 367

**3) CIS Mathematics Requirement (7 credits):**

|        |                              |   |
|--------|------------------------------|---|
| MA 111 | Calculus I                   | 4 |
| or     |                              |   |
| MA 109 | Calculus with Applications I | 4 |
| MA 241 | Statistics I                 | 3 |
| or     |                              |   |
| MA 311 | Probability and Statistics   | 3 |

**4). Science Requirements (8 credits):**

Any lecture and lab totaling 8 credits from the following disciplines: chemistry (CH), physics (PH), biology (BL), natural science (NSCI).

**Typical First-Year Schedule**

(Actual schedule may vary based on a student's major, needs and interests.)

**Fall Semester**

|           |                                  |   |
|-----------|----------------------------------|---|
| CS 102    | Fundamentals of IT and Computing | 3 |
| CS 110    | C++ Programming                  | 3 |
| CORE 1400 | Listening Seminar                | 3 |
| MA 109    | Calculus with Applications I     | 4 |
| or        |                                  |   |
| MA 111    | Calculus I                       | 4 |
|           | Core Curriculum Course           | 3 |

*\*All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.*

**Spring Semester**

|           |   |     |
|-----------|---|-----|
| CS 111    | C++ Programming II  | 3   |
| MA 110    | Calculus with Applications II or MA 112 Analytical Calculus II or CS course | 3-4 |
| CORE 1500 | Core Writing  | 3   |
|           | Core Curriculum Course  | 3   |
|           | Core Curriculum Course or CIS Course  | 3   |

**Computer Science Minor (18 credits):**

|        |                                  |   |
|--------|----------------------------------|---|
| CS 102 | Fundamentals of IT and Computing | 3 |
| CS 110 | C++ Programming I                | 3 |
| CS 111 | C++ Programming II               | 3 |
| CS 221 | Data Structures                  | 3 |



Six additional credits in CIS courses from the following list are required (CS 170, CS 171, any 200 or higher. At least one must be 300 or higher). Students should consult with the CIS faculty for assistance in planning the courses for the Computer Science minor.

**Information Systems Minor (18 credits):**

|        |  |   |
|--------|--|---|
| CS 102 | Fundamentals of IT and Computing         | 3 |
| CS 110 | C++ Programming I                        | 3 |
| CS 225 | Cybersecurity                            | 3 |
| CS 265 | Information Systems Management           | 3 |
| CS 321 | Data Communication and Computer Networks | 3 |

Three additional credits in CIS courses at the 200 level or above are required. Students should consult with the CIS faculty for assistance in planning the courses for the Information Systems minor.

**Cybersecurity Minor (18 credits):**

|        |  |   |
|--------|--|---|
| CS 102 | Fundamentals of IT and Computing         | 3 |
| CS 110 | C++ Programming I                        | 3 |
| CS 321 | Data Communication and Computer Networks | 3 |
| CS 225 | Cybersecurity                            | 3 |
| CS 325 | Advanced Topics in Cybersecurity         | 3 |

Three additional credits in CIS courses at the 200 level or above are required. Students should consult with the CIS faculty for assistance in planning the courses for the Cybersecurity minor.

**COMPUTING AND INFORMATION SYSTEMS COURSE DESCRIPTIONS**

**CS-00X COMPUTING EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

**CS-102 FUNDAMENTALS OF IT AND COMPUTING**

This course is for the student who wishes to be fluent in information technology (IT) and computer concepts. It is an introduction to the wide range of concepts, techniques, and applications of computer and network technologies. Emphasis is on the possibilities and limitations of Computer Science/Information Systems/Cyber Security in personal, commercial, and organizational activities. Topics include history of computing, computer types, computer structure and operation, computer languages, human/computer interaction, program development, computer applications, basic networking, security, and computers in society. Offered every semester. Periodically offered as a first-year seminar. Three credits.

**CS-110 C++ PROGRAMMING I**

An introduction to problem-solving and computer programming. Topics include algorithms, program structure, input/output, modularity and parameters, control structures, data abstraction, arrays, text files, and structured techniques. Three credits.

**CS-111 C++ PROGRAMMING II**

A study of advanced programming techniques and applications continuing from the point where CS 110 ended. Elementary data structures and associated algorithms are examined. Topics covered include arrays, strings, file processing, classes, linked lists, and recursion. Prerequisite: CS 110. Three credits.

**CS-170 DISCRETE STRUCTURES**

This course is an introduction to the topics in discrete mathematics that are of particular use in computing. Discrete mathematics is especially concerned with counting techniques and finite or infinite sets of integers (discrete numbers), instead of a continuous range

of numbers (such as the real numbers used in calculus). Topics to be covered include logic, sets, functions, simple proof techniques, algorithms, running time analysis, basics of number theory, RSA encryption, graphs and trees, finite state machines, parsing, and grammars. Prerequisite: CS 110. Three credits.

**CS-171 INTRODUCTION TO COMPUTABILITY**

This course emphasizes the mathematical and theoretical foundations of computer science. The primary topics are computability theory and Turing machines, complexity theory (including the classes P, NP, NP-complete, and NP hard), grammars and parsing, push-down automata, and running time analysis (especially using recurrence relations and generating functions). Important fundamental questions will be answered, such as whether all functions are computable and the existence of unsolvable problems. Also included is an introduction to proofs of program correctness and some running time analysis for algorithms to solve the traveling salesperson problem. Prerequisite: CS 170. Three credits.

**CS-190 PROGRAMMING LANGUAGE LAB**

A laboratory that covers an introduction to the Python programming language including fundamental programming techniques including syntax, control statements, and libraries used in data science and data analytics. One credit.

**CS-205 WEBSITE DESIGN AND PROGRAMMING**

This introduction to web development and web programming is intended for both CIS majors and non-majors. Topics include basic aspects of good web design and introductions to technologies that add functionality such as HTML 5, cascading style sheets, JavaScript, the document object model, XML, PHP, Ajax, and the MySQL database. Prerequisite: CS 111. Three credits.

**CS-214 INTRODUCTION TO MOBILE APPLICATION DEVELOPMENT**

This course will cover the basics of developing applications for mobile platforms such as the Apple iOS or Android devices. Differences between mobile and desktop computing will be discussed. Programming languages for the development of mobile software will be introduced along with integrated development environments such as Xcode for iOS and Eclipse for Android. Students will complete projects in small groups. Offered on an irregular basis. Prerequisite: CS 221. Three credits.

**CS-221 DATA STRUCTURES**

The study of data structures and associated algorithms is developed in mostly an object-oriented fashion. Various implementations of data structures and the efficiency of the associated algorithms are discussed. Topics to be covered include stacks, queues, keyed tables, recursion, linked lists, binary search trees, sorting, searching, hash tables, graphs and their traversals, heaps and B-trees. Prerequisite: CS 111. Three credits.

**CS-225 CYBERSECURITY**

This course examines both the theory and practices that serve as the foundations of cybersecurity. Utilizing the CISSP Common Body of Knowledge as a foundation, fundamentals of access control, network security, risk management, cryptography, business continuity/disaster planning, environmental security, software development security, and security architecture and design are introduced. Prerequisite: CS 102. Three credits.

**CS-226 MOBILE FORENSICS**

This course covers areas of mobile forensics, including topics from the legal and technical aspects of the discipline. Software-based

forensics tools will be utilized to examine mobile communication and computing devices. Removable storage mediums will also be addressed. A focus will be placed on recovering data that could be used to identify users and their actions. Supporting topics will also cover the basics of the investigative process, issues regarding privacy, incident response policies and procedures, evidence gathering, exhibit handling, and differences between private and criminal investigations. The course will also cover the essentials of mobile phone networks and differences with traditional data/communication networks. Prerequisite: CS 225. Three credits.

#### **CS-250 USER INTERFACE DESIGN**

Good decisions involving the design of a user interface can lead to programs that are easier for users to execute and ultimately give its end user a greater sense of satisfaction. This course will discuss the many issues involving such human-computer interaction. A group project involving the design or re-design of a site or application will be completed. Prerequisite: CS 111. Three credits.

#### **CS-255 INTRODUCTION TO ARTIFICIAL INTELLIGENCE**

This course will present overviews of the roots of artificial intelligence, predicate calculus, search techniques, knowledge representation, and knowledge-based problem-solving. In addition to other assignments, students will be required to complete projects using languages and techniques which will be introduced during the course. Prerequisites: CS 170 and CS 221. Three credits.

#### **CS-265 INFORMATION SYSTEMS MANAGEMENT**

This course provides an introduction to management information systems, e-commerce, planning, and decision support systems explaining how information is used in organizations, the role of information technology professionals, and how information systems are used to an advantage in business settings. Social and ethical issues related to the design, implementation, and use of information systems will be addressed. Basic information technology project management skills will be covered as well as the issues and challenges involved in managing an information services department and navigating organizational structures in the corporate world. Prerequisite: CS 102. Three credits.

#### **CS-270 INTRODUCTION TO NUMERICAL COMPUTATION**

An introduction to the algorithms of scientific computation, and their application to problems in engineering, algebra, and calculus. Topics covered include number representation, error analysis, programming techniques, function evaluation, solutions of nonlinear equations, solutions of linear systems, numerical integration, eigenvalues/eigenvectors, and solutions of differential equations. Prior programming experience is not required. Prerequisite: MA 109 or MA 111. Three credits.

#### **CS-292 ENGINEERING AND COMPUTER ETHICS**

Study of ethical issues in the fields of engineering and computing: Topics include professional responsibility to clients and employers, whistle-blowing, codes of ethics, legal issues that relate to privacy, intellectual property rights, and cybercrime. Prerequisite: CS 110 or higher. Two credits.

#### **CS-305 WEB TECHNOLOGIES**

This course focuses on more complex web technologies than are covered in CS 205. The majority of the course involves building a significant web application. Prerequisite: CS 221. Three credits.

#### **CS-310 PROGRAMMING LANGUAGES**

This course examines the features, implementation, and design of programming languages. Various high-level programming languages

representing different programming paradigms will be covered. Programming language translation and runtime features, such as storage allocation, will be among the topics that are considered. Prerequisites: CS 170 and CS 335. Three credits.

#### **CS-312 INTRODUCTION TO ALGORITHMS**

This course covers the design, operation, and running time analysis of a wide array of algorithms. This includes the study of algorithms that follow these paradigms: divide-and-conquer, dynamic programming, randomized algorithms, and greedy algorithms. Algorithms examined include many for searching and sorting; insertions, lookups, and deletions in various data structures and common graph algorithms. Prerequisite: CS 221 and CS 171. Three credits.

#### **CS-315 SERVER-SIDE PROGRAMMING**

This course concentrates on designing, writing, installing, and configuring software for Linux and Windows servers. Possible languages to be used include C++, PowerShell, Node.js, and bash. Server-based software projects often provide a service that many users can access simultaneously, often over the network. Also covered is the use of git and GitHub in managing projects and installing software. Prerequisite: CS 221. Three credits.

#### **CS-321 DATA COMMUNICATIONS AND COMPUTER NETWORKS**

This course covers the major areas of data communications and networking. It uses the OSI layered approach and focuses especially on the TCP/IP protocols and the internet. LAN technologies and the configuration of routers and switches are also included. Prerequisite: CS 225. Three credits.

#### **CS-322 ADVANCED NETWORKING**

This course will address computer networking beyond the OSI model framework. Current industry techniques and technologies are explored in areas of voice, mobile, wireless, and remote technologies. Issues in system security, performance, and maintenance will also be examined. Current research and evolving trends will be discussed to highlight the ever-changing nature of the field and to identify the skills necessary in evaluating new technologies. Students will be expected to build functioning networks during hands-on activities beginning with basic wiring through router and VPN configurations. Prerequisite: CS 321. Three credits.

#### **CS-325 ADVANCED TOPICS IN CYBERSECURITY**

This course explores advanced topics in cybersecurity such as computer forensics, malware analysis, secure coding, and penetration testing of web applications and networks. Building upon the theoretical foundations of CS225, students will participate in multiple lab and practical exercises to gain experience with current field techniques. The course requires a basic knowledge of cybersecurity issues, networking, and programming background. Prerequisite: CS 225. Three credits.

#### **CS-326 ETHICAL HACKING & PENETRATION TESTING**

This course prepares students to conduct successful penetration testing and ethical hacking projects. Students will learn how to perform detailed planning and reconnaissance, exploit target systems to gain and maintain access, maintain access, and report assessments of system risk with remediation recommendations. Exercises against target networks will be conducted in hands-on labs. Students will learn a variety of methods to safeguard infrastructure, prevent attacks, and perform validation of firewalls, operating systems, and networks. Three credits.

### **CS-330 OPERATING SYSTEMS**

This course covers basic computer hardware, processes, CPU scheduling, virtual memory and main memory management, caching, interrupts, processes and threads, system calls, synchronization, I/O, deadlock, disk scheduling, real time scheduling, operating systems security, file systems, interprocess communications, multiprocessor systems, storage management, virtualization, the user interface, and performance. In addition, it uses Linux as a case study, emphasizing system administration tasks, Linux utilities, pipes, and bash scripts. Prerequisite: CS 335. Three credits.

### **CS-335 COMPUTER ORGANIZATION**

This course introduces fundamental concepts of how computers process instructions and data. Hardware organization, instruction and addressing-mode processing, computer arithmetic, and translation of high-level language constructs to assembly code are discussed. Prerequisite: CS-221. Three credits.

### **CS-350 DATABASE CONCEPTS AND INFORMATION STRUCTURES**

This is a first course in modeling complex organizations of data. It includes a review of logical file structures and access methods. Information structures and databases are studied, with detailed work in personal and enterprise database systems. Prerequisite: CS 221. Three credits.

### **CS-351 INFORMATION SYSTEMS ANALYSIS AND DESIGN**

An investigation of the discipline of systems analysis in relation to the information-system life cycle. Structured and object-oriented techniques of analysis and design applicable to current system documentation and the development of general systems solutions are presented. Topics include process and data flows, I/O designs, and systems modeling. Problem-solving and communication skills employed in the transition from analysis to design are stressed. Students who take this course are not eligible to take CS-355. Cannot substitute CS 355 Software Engineering. Prerequisite: CS 221. Three credits.

### **CS-355 SOFTWARE ENGINEERING**

This course covers methods for software design and implementation, and support tools such as code repositories and project management (e.g., Jira). The course includes instruction in project management, team work, and written and oral communications skills. Students work in teams to create and deploy a software system. Cannot substitute for CS-351 Information Systems Analysis and Design. Prerequisite: CS 221. Three credits.

### **CS-357 COMPUTING SCIENCE PROJECT I**

Using principles and techniques developed in CS 351 Systems Analysis and Design or CS 355 Software Engineering, a capstone senior project is researched, designed, documented, implemented, and tested over two semesters. Projects are done in teams. Projects may be done for actual clients. Prerequisite: CS 351 or CS 355. One credit.

### **CS-358 COMPUTING SCIENCE PROJECT II**

Using a design developed in CS 357 Computing Science Project I, a software system is implemented and tested. Projects are done in teams. Prerequisite: CS 357. Two credits.

### **CS-365 COMPUTER GAME DESIGN AND DEVELOPMENT**

This course covers concepts and methods for the design and development of computer games. Topics include: graphics and animation, sprites, software design, game design, user interfaces, game development environments. Three credits.

### **CS-366 ADVANCED COMPUTER GAME DESIGN AND DEVELOPMENT**

This course is a continuation of CS 365 and is focused on the development of 3D games and other advanced game-programming techniques. Students design and implement several games during the semester. Prerequisite: CS-365. Three credits.

### **CS-367 MULTIPLAYER-NETWORKED GAMES**

This course is a continuation of CS-365 and is focused on the development of multiplayer, networked games, with emphasis on both hardware and software design issues. The course will explore sophisticated programming techniques and advanced algorithms. Students design and iteratively improve a game during the semester. Prerequisite: CS-365. Three credits

### **CS-375 APPLIED CRYPTOGRAPHY**

This course presents sufficient number theory and finite field algebra to describe common cryptographic systems. Course topics include the German Enigma machine, DES, AES, the RSA cryptosystem, discrete logarithms, the ElGamal cryptosystem, elliptic curve cryptography, quantum cryptography, and lattice-based cryptography. Students will use computer software to solve cryptography problems and will write their own software to handle some types of cryptography, do cryptanalysis, etc. using C++ and the bigint package in Linux. Common applications of cryptography such as key distribution, digital signatures, and cryptocurrencies will also be studied, as well as some of the methods of attacking cryptosystems. Prerequisites: CS-170 and CS-221. Three credits.

### **CS-450 INDEPENDENT STUDY—COMPUTING**

An independent study may be possible by arrangement with an individual faculty member. Course may be repeated with a different topic. Variable credit.

### **CS-550 COMPUTING INTERNSHIP**

An internship involves practical work experience, typically with a local business. Course may be repeated. Variable credit. Credit cannot be applied to CIS electives. May be done for no credit.

# CRIMINOLOGY, LAW AND SOCIETY

Eric Kocian, *Chairperson*

Bruce A. Antkowiak; Kayla Jachimowski;

Adjunct Faculty: Aaron Allen; Paul Burkey; Adam Cogan; Jonathan Cooper; Beth Latich; Anthony Mucha; Wayne McGrew; Mark Mortimer; Greg Norton; Paige Parsley; Michael Taylor; Elizabeth Ventura; James Wilson; Mark Zebracki

The Criminology Department at Saint Vincent College is dedicated to providing students with a rigorous liberal arts curriculum that will prepare them for a wide variety of educational and career options upon their graduation.

The curriculum of the Department insists that the students become familiar with both the theory and the practice of the criminal law and the larger social, economic, and psychological forces that affect decision-making in the criminal justice system at the state and federal level. Since 2011 when the Department was formed, its graduates have succeeded in law schools and graduate schools in Criminology and national security studies. Other graduates have gone directly into positions in the criminal justice system in organizations such as the Pennsylvania State Police, various probation and parole positions, juvenile counseling careers and related law enforcement posts.

The Department recognizes that every person working within the criminal justice system in the coming decades must appreciate the broader dimension of issues impacting the system and, by that appreciation, to utilize his or her depth of knowledge to effect the changes needed in order to produce for society a just and effective process within the framework of the Constitution.

Students in this major are expected to work at a master's level of proficiency by the time of their senior year. A master's program is an option for qualified students.

Students in the major have enjoyed a wide variety of internships with legal, judicial and law enforcement organizations. The Department encourages students to undertake these internships at a point at which they may relate the practicalities of those internships to the academic foundation their course work has afforded them.

The Department also oversees four minors, one under the general umbrella of forensics and another in global security, and allows for a concentration in legal studies.

The Forensics minor allows a student to concentrate in natural sciences, computer security or financial investigations. The minor allows students to appreciate the contributions that experts in these fields can make to the efforts of law enforcement to solve crimes by properly identifying the perpetrators regardless of how sophisticated the offenses may be.

The Global Security minor seeks to give students a true liberal arts perspective on the critical decision-making done by the intelligence community in matters that often define our national character and values.

Finally, the major gives students the option to concentrate on Legal Studies, taking advantage of many outstanding courses on various aspects of the law taught by the department and related departments in the school. Those who undertake this concentration will be significantly advanced in their efforts to obtain a law degree and become participating members of the justice system at that critical level. A legal studies minor is also available.

Throughout all aspects of the Criminology curriculum, the ethical dimensions of the issues professionals face are emphasized. A concentrated effort is also made to improve the communication skills of each student so that he or she may write and advocate effectively in positions she or he will undertake in a system which

is based on an adversarial model. The Department welcomes any student willing to accept the challenge of this study with the hope of someday becoming a champion of justice.

## CRIMINOLOGY STUDENT LEARNING OUTCOMES

The Student Learning Objectives of the major are:

**1. Administration of Justice** - Differentiate among the components of the criminal justice system, contrasting the role of legislatures, courts, police, and system administrators, explaining the different processes used for the adjudication of juveniles as compared with adult offenders.

**2. Corrections** - Explain current correction practices in terms of their historical antecedents and the legal and political influences which affect them; relate incarceration to alternative means of treatment of offenders in community-based mental health and other venues.

**3. Criminological Theories** - Identify the major criminological theories, apply them to specific types of crimes and illustrate how those theories explain the interaction between offender and victim behavior in each model.

**4. Law Adjudication** - Analyze the structure of criminal law, its Constitutional basis, the relative burdens of proof, the importance of elemental analysis of criminal statutes, and demonstrate the intertwining of Constitutional criminal procedure in the decision-making process of the courts at the focal point of the system.

**5. Research and Analytical Methods** - Contrast quantitative and qualitative methodology and synthesize current research to inform decision-making with respect to best practices in criminology and the criminal justice system.

**6. Development of Skills** - Generate the capacity to critically analyze different points of view, create effective arguments that are empirically supported, express those arguments in clear and concise terms, apply modern technological skills in aid of such reasoning and analysis, and demonstrate a sensitivity to the ethical issues that underlie each phase of the criminal process.

## Requirements for Bachelor of Arts degree in Criminology, Law, and Society

### B.A. Criminology, Law, and Society Requirements: (48 credits)

|           |  |   |
|-----------|--|---|
| CLS 101   | Introduction to Criminology                        | 3 |
| CLS 160   | Research Writing and Advocacy <sup>1</sup>         | 3 |
| CLS 215   | Juvenile Justice                                   | 3 |
| CLS 227   | Criminal Law and Process                           | 3 |
| CLS 230   | Constitutional Criminal Procedure                  | 3 |
| CLS 245   | Corrections, Probation, and Parole                 | 3 |
| CLS 315   | Criminological Statistics <sup>2</sup>             | 3 |
| CLS 356   | Quantitative Research Methods                      | 3 |
| CLS 504   | Ethical Decisions and Dilemmas in Criminal Justice | 3 |
| CLS 510   | Criminological Theories                            | 3 |
| CLS 590   | Capstone Project                                   | 3 |
| CORE 1201 | American Regime                                    | 3 |

<sup>1</sup> This is a required course for all freshman students beginning 2018 and must be completed by the end of their sophomore year.

<sup>2</sup> PY 203 or BA 350 may be substituted but majors are strongly encouraged to take Criminological Statistics.

Five of the following (15 credits)

|         |                          |   |
|---------|--------------------------|---|
| CLS 155 | American Judicial System | 3 |
| CLS 205 | Criminal Trial Evidence  | 3 |

|         |  |   |
|---------|--|---|
| CLS 210 | Civil Rights Law                                 | 3 |
| CLS 220 | Criminology of Race                              | 3 |
| CLS 235 | Etiology of Mass Violence                        | 3 |
| CLS 250 | The Police: A History                            | 3 |
| CLS 266 | The Death Penalty                                | 3 |
| CLS 269 | Agency Management                                | 3 |
| CLS 270 | 21st-Century Issues in Criminology               | 3 |
| CLS 275 | Patterns of Criminal Behavior                    | 3 |
| CLS 280 | Specialty Courts                                 | 3 |
| CLS 290 | Mental Illness and the Criminal Process          | 3 |
| CLS 305 | Violence and Victimology                         | 3 |
| CLS 310 | School Violence/Origins and Strategies           | 3 |
| CLS 316 | Strategic/Tactical Leadership                    | 3 |
| CLS 320 | White Collar Crime                               | 3 |
| CLS 325 | Crime Rates in America                           | 3 |
| CLS 340 | Principles of Homeland Security                  | 3 |
| CLS 344 | Financing Criminal Organizations                 | 3 |
| CLS 350 | Criminology Independent Study                    | 3 |
| CLS 355 | Sentencing                                       | 3 |
| CLS 360 | Prediction and Prevention<br>of Criminal Conduct | 3 |
| CLS 361 | Urban Street Gang Prosecution                    | 3 |
| CLS 367 | Gender and Crime                                 | 3 |
| CLS 375 | International Criminal Law                       | 3 |
| CLS 376 | Federal Criminal Law                             | 3 |
| CLS 377 | Addiction and Crime                              | 3 |
| CLS 380 | Criminology of Firearms                          | 3 |
| CLS 385 | Organized Crime in America                       | 3 |
| CLS 399 | Criminal Analytics                               | 3 |
| CLS 400 | Race and Justice                                 | 3 |
| CLS 415 | International Criminal Systems                   | 3 |
| CLS 420 | Criminology of Hate                              | 3 |
| CLS 425 | Survey of Cybercrime                             | 3 |
| CLS 430 | Public Sector Management                         | 3 |
| CLS 440 | Constitutional Litigation and Analysis           | 3 |
| CLS 485 | Crime Mapping - GIS                              | 3 |
| CLS 550 | Internship                                       | 3 |
| PS 341  | Global Terrorism                                 | 3 |
| SO 200  | Race and Ethnicity                               | 3 |
| SO 204  | Deviance   | 3 |
| SO 235  | Inequality and Social Problems                   | 3 |

Internships with various social service/criminal justice agencies are available for qualified students.

#### Concentration: Legal Studies

Many students adopting the CLS major are interested in pursuing a career in law school. If this is the case, a student may, at the end of his or her freshman year, declare a concentration in legal studies within the CLS major. To satisfy the requirements of the concentration, the student must take four of the following CLS courses in addition to the core requirements of the CLS major. These courses may be used to satisfy the 12 credits of CLS electives required of each major. While students may take this concentration, they are strongly encouraged to take the Legal Studies minor otherwise set forth in this Bulletin.

|         |                                  |
|---------|----------------------------------|
| CLS 150 | Criminal Trial Evidence          |
| CLS 320 | White Collar Crime               |
| CLS 344 | Financing Criminal Organizations |
| CLS 355 | Sentencing                       |
| CLS 375 | International Criminal Law       |
| CLS 376 | Federal Criminal Law             |
| CLS 440 | Advanced Constitutional Law      |

#### Additional recommended courses:

|            |                             |
|------------|-----------------------------|
| PS 339,369 | Constitutional Law I and II |
| PS 375     | International Law           |
| GCLS 660   | Professional Seminar        |
| PS 390     | Environmental Law           |
| BA 340     | Business Law                |
| EL 108     | Technical Writing           |
| EL 109     | Business Communications     |

#### Requirements for a Minor in Criminology, Law, and Society (18 credits):

Required courses:

|         |   |   |
|---------|---|---|
| CLS 101 | Introduction to Criminology                           | 3 |
| CLS 215 | Juvenile Justice                                      | 3 |
| CLS 227 | Criminal Law and Process                              | 3 |
| CLS 504 | Ethical Decisions and Dilemmas<br>in Criminal Justice | 3 |

One of the following courses:

|         |  |   |
|---------|--|---|
| CLS 275 | Patterns of Criminal Behavior                    | 3 |
| CLS 360 | Prediction and Prevention of<br>Criminal Conduct | 3 |
| SO 240  | Deviance   | 3 |

One of the following electives:

|         |                                   |   |
|---------|-----------------------------------|---|
| CLS 230 | Constitutional Criminal Procedure | 3 |
|         | Any 300 or 400 level CLS course   | 3 |

#### Requirements for a Minor in Forensic Studies - Natural Science (18 credits):

The following courses are required:

|           |                          |   |
|-----------|--------------------------|---|
| CLS 205   | Criminal Trial Evidence  | 3 |
| CLS 227   | Criminal Law and Process | 3 |
| NSCI 300* | Criminalistics           | 3 |

Choose 3 credits (selected course may not count for major or core):

|         |                                   |   |
|---------|-----------------------------------|---|
| CLS 230 | Constitutional Criminal Procedure | 3 |
| CLS 305 | Violence and Victimology          | 3 |
| CLS 340 | Principles of Homeland Security   | 3 |
| CLS 377 | Addiction and Crime               | 3 |

Choose 6 or 7 credits from the following (selected courses may not count for major or core; one lecture/lab combination required; NSCI courses are not recommended for physics, chemistry, biology, or biochemistry majors):

|              |  |   |
|--------------|--|---|
| NSCI 130/131 | Introduction to Physics and Lab        | 4 |
| NSCI 210/211 | Chemistry of Crime and Lab             | 4 |
| NSCI 200     | All About Drugs                        | 4 |
| NSCI 260     | Biotechnology: How Do They Do It?      | 4 |
| NSCI 235     | Human Biology and Laboratory           | 4 |
| NSCI 230/231 | Genes, Cells and Computers and Lab     | 4 |
| NSCI 290/291 | Criminalistics and Lab                 | 4 |
| BL 214/215** | Molecular Genetics and Lab             | 4 |
| CH 252/253   | Nucleic Acids and Membranes<br>and Lab | 4 |
| CH 216/218** | Quantitative Analysis and Lab          | 4 |
| BL 216/217** | Biotechnology and Lab                  | 4 |
| BL 150/151   | General Biology I and Lab              | 4 |
| ES 220       | Introduction to GIS                    | 3 |
| CH 245**     | Chemical and Forensic Analysis         | 2 |

\* Does not count toward core.

\*\* These courses have prerequisites that are not part of the minor.

### Requirements for a Minor in Forensic Studies - Cybersecurity (18 credits):

Choose two of the following CLS courses:\*\*

|         |                                   |   |
|---------|-----------------------------------|---|
| CLS 205 | Criminal Trial Evidence           | 3 |
| CLS 227 | Criminal Law and Process          | 3 |
| CLS 230 | Constitutional Criminal Procedure | 3 |
| CLS 320 | White Collar Crime                | 3 |

The following four CS courses:

|        |   |   |
|--------|---|---|
| CS 102 | Fundamentals of IT and Computing            | 3 |
| CS 225 | Computer Security                           | 3 |
| CS 321 | Data Communication and<br>Computer Networks | 3 |
| CS 325 | Advanced Topics in Security                 | 3 |

\*\*CS Majors must take three of these four CLS courses. CLS Majors must take CLS 205 and CLS 320 for the minor, and cannot use these courses to count toward the major (CLS students must choose two other courses for their CLS major electives).

### Requirements for a Minor in Forensic Studies - Financial Investigations (18 credits):

Choose two of the following CLS courses:

|         |                          |   |
|---------|--------------------------|---|
| CLS 227 | Criminal Law and Process | 3 |
| CLS 320 | White Collar Crime       | 3 |
| CLS 376 | Federal Criminal Law     | 3 |

The following four Business Administration courses:\*\*

|           |                            |   |
|-----------|----------------------------|---|
| BA 200*** | Intermediate Accounting I  | 3 |
| BA 201    | Intermediate Accounting II | 3 |
| BA 405    | Auditing                   | 3 |
| BA 406    | Forensic Auditing          | 3 |

\* Accounting majors must take all three CLS courses listed. CLS majors must take 320 and 376 and choose one other course from CLS electives to count toward the CLS major.

\*\* Students must choose between an accounting minor or a Forensic Studies – Financial Investigations minor. They cannot have both appear on their transcript.

\*\*\* Prerequisites: BA 100, BA 101

### Requirements for a Minor in Global Security

The course of study leading to the award of a minor will require the student to successfully complete a series of upper level courses totaling 18 credits.

The student will select three courses from each of the two groups of courses below. The courses in Group A provide an important philosophical, theological, and historical context for issues involving global security. The courses in Group B address contemporary, policy-based considerations affecting the formulation of strategies for global security in the current context.

A student required to take any of these courses to fulfill a requirement for their major may not also count the course toward completion of the minor. No more than two courses may be taken from any one major field.

#### Group A:

|        |                                  |   |
|--------|----------------------------------|---|
| HI 209 | Issues in Contemporary East Asia | 3 |
| HI 228 | 20th-Century America             | 3 |
| HI 233 | History of Latin America         | 3 |
| HI 280 | Islamic Civilization I           | 3 |
| HI 281 | Islamic Civilization II          | 3 |
| PL 215 | Ethics                           | 3 |
| PL 271 | Catholic Political Thought       | 3 |
| PL 303 | Eastern Thought                  | 3 |
| TH 255 | Religion and Politics            | 3 |
| TH 380 | World Religions                  | 3 |

#### Group B:

|                       |  |   |
|-----------------------|--|---|
| PS 242                | International Politics                         | 3 |
| PS 343                | Comparative Politics                           | 3 |
| PS 375                | International Law                              | 3 |
| PS 341                | Global Terrorism                               | 3 |
| CLS 320               | White Collar Crime                             | 3 |
| CLS 340               | Homeland Security                              | 3 |
| CLS 375               |  |   |
| /GCLS 660             | International Criminal Law                     | 3 |
| CLS 376               | Federal Criminal Law                           | 3 |
| CLS 344               |  |   |
| /GCLS 675             | Financing of Criminal Organizations            | 3 |
| One of the following: |  |   |
| CS 225                | Cybersecurity                                  | 3 |
| CS 321                | Data Communications<br>and Networking Security | 3 |
| CS 325                | Advanced Topics in Cybersecurity               | 3 |

### Teacher Preparation

Criminology, Law, and Society majors interested in obtaining a teaching certificate should consult the requirements of the Education Department of Saint Vincent College in the *Bulletin*.

### Typical First-Year Schedule Criminology, Law, and Society\*

#### Fall Semester\*

|           |  |             |
|-----------|--|-------------|
| CLS 101   | Introduction to Criminology                          | 3           |
| CORE 1500 | Core Writing   |             |
| or        |  |             |
| CORE 1400 | Listening Seminar<br>Core Course                     | 3<br>3 or 4 |
| SO 101    | Introduction to Sociology                            |             |
| or        |  |             |
| PY 100    | Introduction to Psychological Science<br>Core Course | 3<br>3 or 4 |

#### Spring Semester

|           |                                       |             |
|-----------|---------------------------------------|-------------|
| CLS       | Elective                              | 3           |
| CORE 1500 | Core Writing                          |             |
| or        |                                       |             |
| CORE 1400 | Listening Seminar<br>Core Course      | 3<br>3 or 4 |
| SO 101    | Introduction to Sociology or          |             |
| PY 100    | Introduction to Psychological Science | 3           |

\* Actual schedule will depend on student's prior preparation and course availability

### CRIMINOLOGY, LAW, AND SOCIETY COURSE DESCRIPTIONS

#### CLS-00X CRIMINOLOGY EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

#### CLS-101 INTRODUCTION TO CRIMINOLOGY

Study of the contemporary criminal justice system, major systems of social control, and their policies and practices; victimology; juvenile justice; comparative criminal justice of the field. Offered every semester. Periodically offered as a first-year seminar. Three credits.

#### CLS-155 AMERICAN JUDICIAL SYSTEM

This course examines the historical background, the traditions, and the legal principles that underlie the Courts as an integral component of the American System of Criminal Justice. Both differences and

similarities inherent within the State and Federal Court processes will be analyzed, and the procedures through which the Criminal Courts uphold the basic rights and liberties of all U.S. citizens, both victims and the accused, will be explored. The dynamics of the judiciary will be considered through the examination of the critical foundations of the judicial process. A primary focus will be placed upon understanding the respective roles played by the Judges, Prosecuting Attorneys, Defense Counsel, Police and Probation Officers, and other Court-related personnel in the criminal court process. Three credits.

#### **CLS-160 RESEARCH WRITING AND ADVOCACY**

This course introduces students to the skills necessary in any field of Criminology. Effective research is a necessary skill of anyone who seeks to improve any aspect of the Criminal System and make it a more effective instrument of justice. Writing skills in this area are critical since decision makers most often rely upon well-constructed, authoritative, and concise reports to guide policy decisions in these critical areas. And in virtually every area of Criminology, individuals ultimately become advocates either for individuals or for important policy initiatives. Thus, understanding the art of advocacy is critical. This course will assist you in developing skills in all of these areas. Beginning Fall 2018, this course must be completed by the end of sophomore year. Three credits.

#### **CLS-175 SPECIAL TOPICS**

This course will focus on the investigation and prosecution of a specific genre of crime, such as capital murder, child molestation, narcotics trafficking, or fraud. Legal, tactical, and ethical issues in each will be explored in-depth. Scheduling of this course may be at various times with approval of the Director. Three credits.

#### **CLS-205 CRIMINAL TRIAL EVIDENCE**

Evidence uncovered by the finest detective or the most sophisticated CSI will be of little use to a prosecutor if it is not admissible in the trial of a criminal case or does not satisfy the burden of proof the law imposes. This course explores the basics of the language of a criminal trial: the rules and principles of evidence. What is "relevant?" When will "relevant" evidence be excluded by the rules of hearsay or the defendant's right to confront witnesses? The nature and permissible scope of expert testimony will be an important aspect of the course. How does forensic science translate into court testimony? What other subjects of expert testimony do/should courts recognize? Finally, what is the meaning of "proof beyond a reasonable doubt?" Why are jury verdicts in some celebrated cases only understandable by reference to this basic principle of the criminal process? Students will engage in trial simulations to illustrate various points of the course material. Three credits.

#### **CLS-210 CIVIL RIGHTS LAW**

The criminal courts are not the exclusive place in which issues regarding search and seizure, the use of excessive force, or the criminal responsibility of individuals are litigated. Under the Civil Rights Laws of the United States, private individuals are given the opportunity to bring civil actions in an effort to protect the exercise of their constitutional rights. These suits can affect the criminal justice system both directly and indirectly and are an integral part of the landscape for law enforcement activities on both the state and federal level. This course will examine the civil rights laws of the United States, how they intertwine with the criminal justice system, and provide the students with an expanded understanding of the different ways in which the legal system of the United States treats these critical constitutional issues. Three credits.

#### **CLS-215 JUVENILE JUSTICE**

Study of causative factors of juvenile delinquency and the treatment of juvenile offenders. Specific topics include gang subcultures, peer pressure, juvenile offenses, and the juvenile justice system. Three credits.

#### **CLS-220 THE CRIMINOLOGY OF RACE**

This course utilizes theoretical and empirical readings to examine race, crime, and criminal justice. While it examines racial and ethnic relations in society, it focuses on ways in which race may affect decisions to commit crime, policing and minority communities, and the disparities in the justice system. Further, the course will address issues in court proceedings, sentencing, and corrections. By evaluating research and discussing modern controversial issues, students will have the opportunity to create informed decisions, identify areas most profoundly affected by racial inequities, and outline solutions and practices designed to emphasize equality and justice. Offered every semester. Periodically offered as an honors course. Three credits.

#### **CLS-225 CRIMINOLOGY OF SEXUAL ASSAULT**

This course will allow the student to gain a qualified understanding of the various types of sexual violence and the legal definitions of Sexual Assault, Rape, and other forms of sexual violence; how the numerous types of criminal offenses relative to Sexual Assault are graded under the Pennsylvania Consolidated Statutes, Title 18 of the Pennsylvania Crimes Code; and the Statute of Limitations on reporting cases of sexual violence. The course will continue in providing the student with an updated familiarity about the Pennsylvania Consolidated Statutes, Title 18, Section 505 – Use of Force in Self-Protection. The student will gain a complete and thorough understanding, including legal consequences, on when, how, and why certain levels of force are allowed under the law for self-protection. Finally, the course will explain and discuss solutions for overcoming Sexual Violence, providing Self-Protection possibilities, and Legal Issues concerning Sexual Violence. Several texts will be utilized in forming a decision on the relative prevalence of sexual violence in society, especially on College campuses across the nation. Three credits.

#### **CLS-227 CRIMINAL LAW AND PROCESS**

The primary objective of this course is to present to the student basic principles and methods of the American Criminal Justice System. It will discuss aspects of crime, means of social control, law enforcement, and the operation of criminal courts. (Formerly PS 227) Three credits.

#### **CLS-230 CONSTITUTIONAL CRIMINAL PROCEDURE**

This course will engage the student in a critical analysis of the limitations imposed on the gathering and presentation of evidence in criminal cases that are imposed by 4th, 5th, and 6th Amendments to the United States Constitution and parallel provisions of the State Constitution. It will involve an exploration of the origins and evolution of the exclusionary rule and the particular grounds for exclusion mandated by application of those Constitutional principles. The course will also seek to give the student a practical perspective on the overall process of a criminal case from pre-trial litigation through final appeal, including the process under which the law permits the government to seek the imposition of the death penalty and the limitations imposed upon that by the 8th Amendment. Three credits.

#### **CLS-235 ETIOLOGY OF MASS VIOLENCE**

This course is designed to examine a variety of forms of mass violence, including serial, rampage, and spree murders. The course

material will also discuss familicide, genocide, terrorist attacks, and systemic victimization. Rooted in theory, this class aims to understand personal, societal, and cultural factors that contribute to mass violence. In addition, the social and policy responses to mass violence and public response to such events will be covered. In order to understand mass violence in a criminal justice context, it also becomes necessary to study rates of occurrence, historical events, and prior research (including methodology and limitations). While the course focuses on mass violence in the United States, other international mass violence cases will be discussed briefly. Three credits.

#### **CLS-240 CULTURE AND CRIME**

This three-credit course examines the ways in which the presentation of crime through popular culture, including film, television, and music may influence public opinion. By exploring and evaluating the portrayal of both fictitious and actual crimes, students will have the opportunity to identify in which attitudes about crime, offending, and victimization may be influenced by media and cultural depictions of deviance. Three credits.

#### **CLS-245 CORRECTIONS, PROBATION, AND PAROLE**

Study of the history, theory, practice and legal environment of incarceration, diversion, community-based correction, and treatment of offenders. Three credits.

#### **CLS-250 THE POLICE: A HISTORY**

This course describes historical events that shaped practices in policing that exist in American jurisdictions today. It is designed to show how police interaction and public opinion changed policing strategies. This course will also show how changes in Supreme Court rulings on criminal procedure changed the type of investigative work performed by police agencies. Three credits.

#### **CLS-266 THE DEATH PENALTY**

This course is meant to give the students an in-depth insight into the phenomenon of capital punishment throughout history and as it is specifically applied today in the United States. The material will be presented from three distinct approaches: the sociological/criminological background and theory of the death penalty, the penological dimension of the carrying out of executions by prison officials and the differing challenges that present from administering life sentences without parole, and the legal framework in which the death penalty may be applied as determined by the courts and legislature. The course will be team taught by the faculty of the CLS Program whose specialized interests correspond to the perspectives the course will present. Course materials will be distributed online. Extensive class discussion is anticipated. Three credits.

#### **CLS-269 AGENCY MANAGEMENT**

An analysis of the administration and management of organizations to include their structure and environment, problems of communication, motivation of personnel, leadership, personnel supervision, organizational conflict, decision-making, organizational effectiveness, and changes and innovation in administration and management. Three credits.

#### **CLS-270 21st-CENTURY ISSUES IN CRIMINOLOGY**

Criminology is a discipline that covers a wide variety of societal areas intertwined with the criminal justice system. Those areas include the kinds of human conduct that should be criminalized, the policy considerations in the enforcement of criminal laws, limits on how the investigation of those crimes should take place, terrorism, violence, and victimization, police accountability,

race relations, mental health, homeland security, narcotics trafficking and addiction, the impact of new technologies, gangs and organized criminal activity, mass violence, and a multitude of other issues. This course will explore a range of these topics, giving the student the opportunity to perceive the vastness and intricacy of the problems facing those who try to achieve a just system consistent with the protection of the innocent and the fair treatment of all who are affected when criminal activity occurs. The course is of particular value to students in the early stages of their work in criminology so as to give them a perspective on these larger topics enabling them to focus their research efforts as they progress through the curriculum. Three credits.

#### **CLS-275 PATTERNS OF CRIMINAL BEHAVIOR**

The course is meant to correlate the basic principles of psychology with conduct manifesting itself in criminal violations. A full understanding of the various pathologies contributing to the diagnosis of behavior commonly reflected in criminal conduct will be developed. Techniques for assessing such behavior and the standards for characterizing it are to be studied as a preliminary to the sort of psychological profiling to be discussed in more advanced courses. Three credits.

#### **CLS-280 SPECIALITY COURTS**

Incarceration is a temporary and expensive solution to deal with the problem of crime. However, the average incarcerated individual will eventually be released back into the community. Throughout this course we explore the various specialty courts (DUI, Mental Health, Drug, etc.) designed to significantly reduce recidivism, their origin, how they operate, and their overall effectiveness and cost saving value to the community. Three credits.

#### **CLS-290 MENTAL ILLNESS AND THE CRIMINAL PROCESS**

This course provides an overview of mentally disordered individuals' involvement in the criminal justice system and a historical perspective on how we have arrived at this point. Topics include the development of mental health practice and policies within the scope of the three main components of the criminal justice system, policing interventions, the insanity defense, violence and mental illness, and diversion strategies. Three credits.

#### **CLS-303 EMPIRICAL ANALYSIS OF FAITH, FAMILY, AND LIFE**

This course examines the social science research and policies pertaining to the sanctity of life. Likely topics include analyses of the effects of abortion on women and families, discipline and behavior modification strategies for children, rehabilitative interventions for addiction, discussions on the death penalty, end of life decisions when caring of the sick and elderly, and related issues. Specifically, these topics will be empirically analyzed through social scientific research, providing a basis for charitable discussion of broader implications about sanctity of life in students' lives in our nation's public policies. Three credits.

#### **CLS-305 VIOLENCE AND VICTIMOLOGY**

The course introduces the leading theories and research in the area of violent criminal behavior and victimization. A special emphasis is on violent patterns and victimization over time, victim-offender relationships, and the experience of victims in the criminal justice system. Addresses major violent crimes such as murder, rape, robbery, assault, and serial killing. Three credits.

#### **CLS-310 SCHOOL VIOLENCE/ORIGINS AND STRATEGIES**

This course is designed to provide students with an overview of the theory, practices, problems, and evaluations of issues surrounding



youth and school violence. With a foundation in psychological and developmental theory moving to practical application and analysis, the course aims to outline the major causes of and responses to violence in schools. More importantly, the course examines both small- and large-scale school violence and their effects on students, teachers, and the school community. Students will engage in active discussions and create evidence-based practice and strategies that can be applied to real-world scenarios. Three credits.

#### **CLS-315 CRIMINOLOGICAL STATISTICS**

This course is designed to introduce students to principles of quantitative strategies in criminology. Using statistical software, students will engage in basic data analysis, including univariate and bivariate measures, correlation, t-tests, analysis of variance, regression, and related measures. Emphasis will be placed on how to use, interpret, and understand some of the techniques used by social science researchers and practitioners within the criminal justice system. Three credits.

#### **CLS-316 STRATEGIC/TACTICAL LEADERSHIP**

This course will focus on developing leadership and supervision skills utilizing the military leadership theories of Sun Tzu, Antoine Jomini, and the U.S. Army Field Manual 3-0, C1 (USAFM). Students are exposed to 25 centuries of military thought. While military leadership is highlighted, the principles developed in this course are directly applicable to the practice of law, implementation of government policy, and business organizations. This course will focus on planning, strategy, tactics, and operational aspects of leadership in government, law, and business. Eight military leadership principles are common among Sun Tzu, Antoine Jomini, and the USAFM, and these shared constructs form the basis for which leadership theory will be explored. Ethical dilemmas, current events, battles, and business/higher education scenarios will be used to help students understand and improve their leadership skills. Three credits.

#### **CLS-320 WHITE COLLAR CRIME**

This course considers crimes committed by corporations as well as white-collar criminals: how such crimes are defined; who commits or is victimized by them; which moral, ethical, legal, and social contexts promote them; and how society responds. Procedural and policy considerations in the investigation and enforcement of relevant statutes will also be covered, including the concept of legal privilege, the role of the grand jury and other pretrial processes, evidentiary questions, litigation strategies, and potential sanctions and other punishments. Prerequisite: CLS 101. Three credits.

#### **CLS-325 CRIME RATES IN AMERICA**

The course will focus on understanding the trends and implications of the varying crime rates experienced in America in recent history and the policy implications as such rates are projected into the future. What caused the steep increase in crime in the 1980s? Why did crime rates plummet in the mid 1990s? Where do the rates project in the upcoming decade? The presentations will involve a number of etiological and system-oriented discussions that would include an element of international criminology, and would likely rely on the books *The Great American Crime Decline*, *The New Criminal Justice*, and *Understanding Crime Statistics*. Three credits.

#### **CLS-327 JUVENILE JUSTICE ADMINISTRATION**

This course is meant to build upon the Juvenile Justice Course and give the students an appreciation of the complexity of the juvenile justice system and the challenges it presents to those who administer the distinct adjudication system which handles juvenile cases and the programs established in the various jurisdictions to treat juveniles adjudicated by the judicial system. Three credits.

#### **CLS-335 MEDIA AND CRIME**

Media and Crime examines the portrayal of crime and criminal justice in the media, including in online streaming, television, film, newspapers, music, video games, etc. Special attention is given both to *what* sorts of crime and criminal justice activities are being presented and *how* they are portrayed. Finally, the class discusses the influence that media have on criminal justice policy and perceptions of crime and justice among the population. Class material will include consuming media in and outside of class and discussing it according to assigned readings. Three credits.

#### **CLS-340 PRINCIPLES OF HOMELAND SECURITY**

Students will gain an understanding of homeland security by analyzing the various security principles and policies that establish a foundation upon which to organize U.S. security efforts as a nation. Students will study how the national strategy aligns and focuses homeland security functions within critical areas such as: (1) intelligence and warning, border and transportation security, domestic terrorism; (2) protecting critical infrastructure and defending against catastrophic terrorism; and (3) emergency preparedness and consequence management. The first area focuses primarily on preventing terrorist attacks, the second area on reducing the nation's vulnerabilities, and the third on minimizing the damage and recovery from the aftermath of terrorist attacks. Prerequisite: CLS 101. Three credits.

#### **CLS-344 FINANCING CRIMINAL ORGANIZATIONS**

Large scale international criminal organizations require financing in the same way as any substantial legitimate business activity. This course is designed to analyze the ways in which large scale criminal organizations finance themselves, try to hide their sources of income and assets, and convert those assets into the means through which they continue to carry out their criminal activities. Consideration of law enforcement strategies to interdict and disrupt those financing channels will be considered. Three credits.

#### **CLS-350 CRIMINOLOGY INDEPENDENT STUDY**

Independent investigation and research into a special topic for selected students. Topics are determined by both student and professor. Prerequisite: permission of faculty member and departmental chair. May be repeated. Variable credit.

#### **CLS-355 SENTENCING**

A true understanding of the criminal justice system requires the recognition that the vast majority of cases that enter the system are resolved without a trial. A huge percentage of the cases are either diverted into alternative, rehabilitative programs or are the subject of guilty pleas and the imposition of a sentence. The matter of sentencing is thus a focal point for much of the theory and practice of the criminal law. This course will discuss the process of sentencing, the various goals that sentencing is supposed to achieve, the interplay between courts and legislatures in the sentencing process, and the various schemes that federal and state systems use to achieve some predictability and consistency in the sentencing process. Consideration will be given to the phenomenon of mandatory minimum sentencing as well as the guideline schemes that are used in various jurisdictions to direct (and sometimes constrain) the traditional discretion of the trial judge in fixing a just sentence. Three credits.

#### **CLS-356 QUANTITATIVE RESEARCH METHODS**

This course is an overview of research methodology in the social sciences. The general subject areas include research design, sampling, quantitative and qualitative methods, ethical issues, and computer-assisted analysis of results using SPSS. The emphasis will be on quantitative methods. Occasional offering. Three credits.

### **CLS-360 PREDICTION AND PREVENTION OF CRIMINAL CONDUCT**

This course presents an analysis of high-profile criminals and showcases the empirical and theoretical data to support theories of criminality. Criminal behavior will be viewed through biological, psychological, social, and environmental perspectives. Violence and criminal behavior will be viewed on a developmental continuum. Contemporary issues will be discussed highlighting recent current criminal events that include competence, eyewitness testimony, criminal profiling, jury selection, false memory, and interrogation strategies. Students will be provided with the tools necessary to understand assessment procedures, determine preventative factors, and current treatment models that may help mitigate the causes and outcomes of crime and violence. Three credits.

### **CLS-361 URBAN STREET GANG PROSECUTION**

An examination of the complex sociological, psychological, and criminological dimensions of criminal street gangs, gang membership, and the problems of law enforcement in prosecuting these entities. This course will cover a wide spectrum of topics that interrelate to this complex issue in law enforcement. Three credits.

### **CLS-367 GENDER AND CRIME**

This course will examine the notions of gender identity and development, social constructs of gender, and the ways in which femininities and masculinities may influence victimization and offending. Rooted in criminological theory, including modern feminist theories, the course will evaluate empirical research to examine the function of gender in the criminal justice system, media representation of male and female offenders, and gendered experiences as criminal justice professionals. Three credits.

### **CLS-375 INTERNATIONAL CRIMINAL LAW**

This course will focus on the structures used for the prosecution of international criminals in multinational venues. Examination of international law as it impacts the substantive definition of crimes as well as the political and social dynamics of this expanding area of law will be developed. Occasional offering. Three credits.

### **CLS-376 FEDERAL CRIMINAL LAW**

An examination of the principle statutes utilized by the federal government to prosecute individuals for a wide variety of criminal activities focusing on organized crime prosecutions. Discussion of the Hobbs Act, the RICO Act and money laundering statutes and mail fraud and wire fraud will all be considered. Three credits.

### **CLS-377 ADDICTION AND CRIME**

Examines the social issues and problems of alcohol and drug misuse in American society. Legal and illegal substances are considered, as are the causes of substance abuse and alternatives. The factors and theoretical perspectives of alcohol and drug abuse in America are discussed as well as the legal systems present in society and the impact these systems have on alcohol and drug use/abuse. Three credits.

### **CLS-380 CRIMINOLOGY OF FIREARMS**

Examines the historical, societal, and legal aspects of firearms in American society. The Constitution and legal precedents are considered, as are changes in regulation over time. Questions concerning private ownership and crime rate trends will be discussed along with the factors and theoretical perspectives of gun violence in America. Three credits.

### **CLS-385 ORGANIZED CRIME IN AMERICA**

This course will examine the origins and growth of organized crime in America. The major focus of the course will be on the traditional five (5) organized crime families of New York. However, we will also

examine other types of organized crime including the so-called "Irish Mob" and organized crime groups associated with the former Soviet Union. Students will develop a comprehensive understanding of the structure, culture, and street rules of these criminal enterprises. Additional topics will also include the tools and methods used by the Federal Bureau of Investigation to investigate and prosecute organized crime members. Three credits.

### **CLS-390 PRE-CAPSTONE**

To assist students in preparing for the preparation and presentation of their Capstone Project, the Department offers this team-taught course to provide specific direction on the substance of the work that would be deemed acceptable for a Capstone Project. Four specific areas will be covered. First, a review of research methods with be provided to assist the students in making certain that they provide an adequate basis of authority for the position their Capstone paper presents. Second, a review of statistic will permit the students to understand how to effectively analyze and present statistical data their research uncovers in order to support the argument set forth in their presentation. Third, a review of the theories of the discipline will make sure that the students understand that the appropriate presentation of any proposal allows theory to drive research and then policy. Finally, the students will receive overall instruction on how to effectively set forth their Capstone presentation and how to prepare an effective PowerPoint that will allow them to engage the audience to whom they will present their analysis and conclusions. While this course is primarily directed to Criminology majors, it would prove valuable to anyone preparing a Capstone presentation in a number of academic disciplines. One credit.

### **CLS-399 CRIMINAL ANALYTICS**

The difference between an average criminal investigator and a great one is profound. The great ones must see a field wider than just the horizon of an arrest and perceive issues far more numerous and complex than simply where fingerprints might be found. They must appreciate what insight the hard sciences may afford them, what the cyber-world may yield as fruitful evidence, and what the forensic accountant might help them uncover. They must also know the limits of such specialties. Even more so, they must glean the culture and social mores of the environment in which the investigation is to take place and appreciate the nature of the people who may come to fill the roles of victim, witness, and suspect. They are like great field generals, understanding their own resources and of those who oppose them, the need for direction without the burden of rigidity when the original direction is shown to be ineffective and, ultimately, never losing sight of their central mission. That mission is to find the truth but, even more critically, to achieve justice in a way which serves the noblest principles of their profession. Three credits.

### **CLS-400 RACE AND JUSTICE**

Race and Justice offers a more comprehensive examination of the modern political issues in the discourse on race and the criminal justice system. In this discussion-based course, students will be expected to read and evaluate a variety of arguments and perspectives while using research and policy recommendations to identify clear paths to progress, equity, and social change. Graduate students enrolled in the course will have increased reading and writing expectations relative to undergraduate students, but all students will be exposed to the most influential current texts in race and criminology. Three credits.

### **CLS-415 INTERNATIONAL CRIMINAL SYSTEM**

This course will be conducted largely as a seminar in which the students will focus on the criminal system of a given country, explore it thoroughly, and present it in the contrast to the comparable systems

in the United States. All phases of the criminal system in these countries will be explored including the determination of what is made criminal, the kinds of investigation use, the forms of adjudication, and the forms of sanction and punishment. General course work will discuss the different systems of law used in various countries to contrast them with the system developed in the United States. Three credits.

#### **CLS-420 CRIMINOLOGY OF HATE**

This course will explore the phenomenon of hate crimes and the law's response to them. Consideration will be given of the legislative changes made to deal with hate crime scenarios and how the courts and law enforcement seek to respond to them. A discussion of the psychological basis for hate crimes will also be entertained. Three credits.

#### **CLS-425 SURVEY OF CYBERCRIME**

The phenomenon of cybercrime has created serious challenges both for those in the cybersecurity field and the criminal justice system. This course will analyze how crimes of various types and potential national security threats are or may be committed by use of the internet and/or other cybertechnologies. Ethical considerations in the use of such technology as a weapon to combat crime and terrorism will also be discussed, along with the statutory framework under which prosecutions of such crimes may take place. Three credits.

#### **CLS-430 PUBLIC SECTOR MANAGEMENT**

This course will provide an extended discussion of management techniques for government agencies and programs. It will concentrate on formulation of a mission for the agency, organize strategies to accomplish that mission and budgetary and political dimensions that would affect the capacity of the managers to carry out the mission. Three credits.

#### **CLS-440 CONSTITUTIONAL LITIGATION AND ANALYSIS**

The course will focus on the art of litigating Constitutional issues. Selected topics in Constitutional Law (such as Equal Protection, Substantive Due Process, Free Speech, Establishment Clause, Commerce Clause) will be discussed from the perspective of forming effective arguments on both sides of a given problem. The topics will be developed in depth with a view to giving the student an appreciation of the nuances in each area. There will be a heavy emphasis on legal reasoning, analysis, and argumentation. The course will conclude with the preparation of a brief and the presentation of oral argument to a panel of judges. A semester of Constitutional Law or some equivalent prior course work is necessary. Formerly titled Advanced Constitutional Law. Three credits.

#### **CLS-485 CRIME MAPPING – GIS**

This course will introduce students to the uses of geographic information systems (GIS) in the criminal justice field. Students will learn how to create crime maps and analyze spatial aspects of criminal activities. Students will learn to evaluate police beats and complete predictive analysis based off of criminal hot spots. Students will learn the processes of taking police reports from officers in the field and integrating them into an information system that allows officers, supervisors, and the public to access the data and perform their own analysis. Three credits.

#### **CLS-504 ETHICAL DECISIONS AND DILEMMAS IN CRIMINAL JUSTICE**

This course examines the major ethical dilemmas that confront criminal justice professionals throughout their careers. Students are exposed to the philosophical principles of ethical decision making.

Students also examine issues-based, practical approaches to ethical issues found in all three branches of the criminal justice system - police, courts, and corrections. Policy issues are reviewed and students are encouraged to engage in discussions of key topics in professional ethics and the delicate balance between law and justice. Students enrolled in this course will begin to think about the impact and importance of ethical decision-making by criminal justice professionals. Three credits.

#### **CLS-510 CRIMINOLOGICAL THEORIES**

This course focuses on the study of crimes, criminals, causes of criminal behavior, and victimization issues. Students explore how the classical, psychological, sociological, economic, biological, and political theories of crime explain criminal behavior, and the impact of these theories on the work of the criminal justice system. Prerequisite: CLS 101. Three credits.

#### **CLS-550 CRIMINOLOGY INTERNSHIP**

Students may arrange to receive credit for employment experience in various non-college settings. It is also possible to have paid or unpaid professional work entered into the transcript as "no credit." Prerequisite: permission of the departmental coordinator. May be repeated. Variable credit.

#### **CLS-590 CLS CAPSTONE**

This is the capstone course for justice studies students. It will focus on the integration of information learned from different courses with special focus on criminal law and legal issues, theories of crime, juvenile delinquency, law enforcement, corrections, ethics, forensic science, and research methods. This course will be offered to justice studies students in their final semester in which they receive their degrees. Prerequisite: Student must be in the last semester of their Criminology, Law, and Society course work, or receive permission of instructor. Three credits.

# DATA SCIENCE

Caryl L. Fish, *Chairperson (Until December 2021)*;  
Daniele Arcara, *Chairperson (January 2022)*

William Birmingham; David Carlson, O.S.B.; Sarah Dumnich;  
Stephen Jodis; Anthony Serapiglia; Jennifer White

Advances in technology have caused an explosion of data in multiple areas from business, to health care, to history. Organizations need employees who can extract information from structured or unstructured data, organize, clean, and analyze these data to build knowledge and insight that can be useful in predicting trends or in decision-making. These data scientists also need to put the data into context to better present it and understand the ramifications of the decisions being made based upon it.

Many industries, government agencies, health care companies and non-profit organizations utilize data to inform their decision-making. Data scientists are problem solvers. They create algorithms, and computer programs to gather and clean data, then develop processes and models to analyze the data, and finally they present the data to provide insights to solve problems. The skills necessary for data careers include computer programming, mathematics, modeling, statistics, and representation of data. Data scientists also need to be creative, be able to communicate with colleagues and clients, and collaborate with team members to develop innovative solutions.

The Saint Vincent degree is a comprehensive curriculum that gives students appropriate background in mathematics, computer science, and statistics. It then builds on that rich base to develop skills in data analysis and data science. The capstone experience is a semester-long group project that requires students to complete the full cycle of data analysis with real-world data. Students also apply their data science skills in a specific context such as business, health care, biology, or public health.

## DATA SCIENCE STUDENT LEARNING OUTCOMES

- Students will prepare and manage data for modeling and analysis.
- Students will utilize computer programming, statistical analysis, and machine learning models to analyze data.
- Students will communicate with clients to develop the research question and then communicate their appropriate analysis and conclusions effectively to both colleagues and clients.
- Students will explain the key ethical questions related to data science applying professional ethical systems as well as Catholic and Benedictine values.
- Students will work effectively in teams utilizing project-management skills to complete projects.

## Requirements for a Bachelor of Science Degree in Data Science

### Data Science Major Requirements (57 credits)

|        |                                       |   |
|--------|---------------------------------------|---|
| DS 100 | Intro to Data Science and Analytics   | 3 |
| CS 190 | Programming Lang Lab: Python          | 1 |
| DS 300 | Methods of Data Science and Analytics | 3 |
| DS 350 | Data Mining                           | 3 |
| DS 370 | Adv. Methods in Data Science          | 3 |
| DS 400 | Data Science and Analytics Capstone   | 3 |

## Math Required Courses

|        |                                     |   |
|--------|-------------------------------------|---|
| MA 111 | Analytical Calculus I               | 4 |
| MA 112 | Analytical Calculus II              | 4 |
| MA 241 | Statistics I or BA 350 Statistics I | 3 |
| MA 242 | Statistics II                       | 3 |

## Computer Science Required Courses

|        |                       |   |
|--------|-----------------------|---|
| CS 110 | C++ Programming I     | 3 |
| CS 111 | C++ Programming II    | 3 |
| CS 170 | Discrete Structures I | 3 |
| CS 221 | Data Structures       | 3 |
| CS 350 | Database Concepts     | 3 |
| CS 355 | Software Engineering  | 3 |

## Application Electives (9 credits)

Choose 3 courses from the following

|          |                              |   |
|----------|------------------------------|---|
| BA 106   | Data Visualization           | 3 |
| BA 355   | Advanced Business Analytics  | 3 |
| ES 220   | Intro to GIS                 | 3 |
| HSCI 230 | Health Analytics             | 3 |
| CS 255   | Artificial Intelligence      | 3 |
| MA 251   | Linear Algebra               | 3 |
| SO 248   | Fundamentals of Epidemiology | 3 |

## Requirements for a minor in Data Analytics (19 credits)

Two Statistics Courses (6 credits)

|        |               |   |
|--------|---------------|---|
| MA 241 | Statistics I  | 3 |
| MA 242 | Statistics II | 3 |
| or     |               |   |
| BA 350 | Statistics I  | 3 |
| BA 351 | Statistics II | 3 |
| or     |               |   |
| PY 203 | Statistics I  | 3 |
| PY 204 | Statistics II | 3 |

Three data science courses (7 credits)

|   |                                       |   |
|---|---------------------------------------|---|
| DS 100                                  | Intro Data Science and Analytics      | 3 |
| CS 190                                  | Programming Language Lab: Python      | 1 |
| DS 300                                  | Methods of Data Science and Analytics | 3 |
| Choose two elective courses (6 credits) |                                       |   |
| CS 110                                  | C++ Programming I                     | 3 |
| BA 355                                  | Advanced Business Analytics           | 3 |
| BA 106                                  | Data Visualization                    | 3 |
| SO 248                                  | Epidemiology                          | 3 |
| ES 220                                  | Introduction to GIS                   | 3 |
| EC 360                                  | Econometrics                          | 3 |
| DS 350                                  | Data Mining                           | 3 |
| HSCI 230                                | Health Analytics                      | 3 |

## Typical First-Year Schedule

### Data Science (B.S.)

#### Fall Semester

|                   |                                     |           |
|-------------------|-------------------------------------|-----------|
| DS 100            | Intro to Data Science and Analytics | 3         |
| CS 190            | Programming Lang Lab: Python        | 1         |
| MA 111            | Analytical Calculus I               | 4         |
| CORE 1400         | Listening Seminar                   | 3         |
| or                |                                     |           |
| CORE 1500         | Core Writing                        | 3         |
| CORE 12XX         | History, Culture and Politics       | 3         |
| <b>Total Fall</b> |                                     | <b>17</b> |

## Spring Semester

|           |                                     |           |
|-----------|-------------------------------------|-----------|
| MA 112    | Analytical Calculus II              | 4         |
| CS 110    | C++ Programming I                   | 3         |
| CORE 15XX | Effective and Charitable Expression | 3         |
| CORE 16XX | Theological Foundations             | 3         |
|           | Core Course                         | 3         |
|           | <b>Total Spring Semester</b>        | <b>16</b> |
|           | <b>Total First Year</b>             | <b>33</b> |

## DATA SCIENCE COURSE DESCRIPTIONS

### DS 00X HEALTH SCIENCE EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

### DS 100 INTRODUCTION TO DATA SCIENCE

Introduction to knowledge discovery techniques, emphasizing computer-based tools for the analysis of large data sets. Topics include data preparation, exploratory data analysis, data consistency checking, dealing with missing and conflicting data, and ethical considerations including privacy and confidentiality. Students will have hands-on experience and complete a project. Fall semesters. Three credits.

### DS 300 METHODS OF DATA SCIENCE AND ANALYTICS

This course is designed to develop student's skills in data science and analytics and how they can be used to answer questions about real-world problems. Topics covered will include data cleansing and transformation, data management and visualization techniques, ethical considerations such as recognizing "junk science" and algorithmic bias. Students will work in teams on a data analytics project. Prerequisites: CS 190, DS 100, MA 312, or BA 351. Fall semesters. Three credits.

### DS 350 DATA MINING

A course covering data mining concepts, methodologies, and programming. Topics include decision tables and trees, classification and association rules, clustering, pattern analysis, and linear and statistical modeling. Additional topics may include data cleaning and warehousing and techniques for text and web mining. Prerequisite: DS 300. Spring semesters. Three credits.

### DS 370 ADVANCED METHODS IN DATA SCIENCE

This course will build more advanced data science problem-solving skills. Students will be able to build appropriate models, assess and interpret models and develop sensitivity analysis. They will also develop and use simulations to analyze data. Prerequisite: CS 111, MA 312, CS 170. Fall semesters. Three credits.

### DS 400 DATA SCIENCE AND ANALYTICS CAPSTONE

Students will work in teams to complete a data analysis project through all the project stages including developing appropriate questions, data mining, cleansing, and transformation, appropriate analysis using data tools, visualization of the results of the analysis, and communication to the client. Students will also explore responsible conduct of research and other ethical considerations. Prerequisite: DS 370 or BA 355. Spring semesters. Three credits.

### HSCI-550 HEALTH SCIENCE INTERNSHIP

Work experience program extending the learning experience beyond college into the world of work through internships, field work, and cooperative programs. Students may or may not be paid depending on the site. May be repeated up to a maximum of three credits. Variable credit.

# DIGITAL HUMANITIES

Contact: Lauren M. Churilla

Faculty: Bill Birmingham, Lucas Briola, Casey Bowser, Pamela Curtin, Jessica Harvey, Karen Kehoe, Eric Mohr, Annie Laurie Nichols, Ben Schachter

Digital Humanities is an interdisciplinary major housed within the School of Arts, Humanities and Social Science's (AHSS) History Department. "Digital Humanities" is not a strict field, but rather the application of computational technologies and methods to Humanities problems. It is a community bridge where people from different disciplines and backgrounds come together to learn how to effectively combine skills to create joint and interdisciplinary research. It is a form of interpretation that attempts to help people better understand unknown or difficult questions and topics. The major in digital humanities brings together coursework across the college and allows students to tailor their own path and interests by fusing theoretical inquiry into digital humanities with practical technical skills that are most relevant to their primary major area of study.

The Digital Humanities major draws upon the traditional strengths of the humanities and liberal arts learning with special attention towards digital and information technology. It enables students to extend their study of the humanities to digital culture, as both a tool in service of the humanities and an object of humanistic study. By combining traditional humanities skills with technical abilities, students will understand how to ethically analyze and source data through a humanist lens and use digital culture to study the human condition. Furthermore, students will learn how to engage in collaborative interdisciplinary work and how to translate these skills to the job market in education, public history, work with nonprofit agencies, and many other fields.

## DIGITAL HUMANITIES STUDENT LEARNING OUTCOMES

Students will:

- apply digital methods to the study of humanistic questions.
- identify appropriate data, information systems, and data structures, as well as primary and secondary sources to answer research questions and critically evaluate them.
- use, critique, and build basic digital infrastructures, such as databases and archives.
- communicate data analysis clearly to both specialists and non-specialist audiences through the creation of rich, multimedia digital portfolios and public presentations.
- conceptualize and execute independent and collaborative digital research projects.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN DIGITAL HUMANITIES (34 CREDITS)

(See core curriculum requirements.)

The Digital Humanities major consists of 34 credits. The balance of the 124 credits required for graduation can be composed of electives or courses required for one or more minors or a second major. Students should choose electives in consultation with their major advisor.

**Double Major:** This small secondary major is purposefully designed to pair with a primary major and cannot be taken on its own.

## Requirements (13 credits)

|           |  |   |
|-----------|--|---|
| DH/HI 100 | Introduction to Digital Scholarship                    | 3 |
| DH/HI 200 | Digital Humanities                                     | 3 |
| PL 219    | Ethics and Technology                                  |   |
| or        |  |   |
| TH 282    | Christian Faith and Technology                         | 3 |
| DH 300    | Capstone in Digital Humanities                         | 3 |
| CS 190    | Programming Lang Lab: Python                           | 1 |
| DS 100    | Intro to Data Science and Analytics                    |   |
|           | <i>(not required but highly recommended for major)</i> |   |

## Electives – Seven (7) courses, with at least 2 courses from each of the three categories (21 credits)

### 1) Digital Making (The application of new technologies to create places for disseminating information about the humanities)

|        |  |  |
|--------|--|--|
| CA 130 | Digital Video Production                                       |  |
| CA 230 | Writing for Media  |  |
| CA 285 | Digital Layout and Design                                      |  |
| AR 334 | Typography   |  |
| CS 110 | C++ Programming I  |  |
| CS 111 | C++ Programming II (prerequisites)                             |  |
| CS 190 | Programming Language Lab                                       |  |
| CS 205 | Website Design and Programming (prerequisites)                 |  |
| CS 214 | Introduction to Mobile Application Development (prerequisites) |  |
| CS 365 | Computer Game Design and Development (prerequisites)           |  |
| CS 366 | Advanced Computer Game Design and Development (prerequisites)  |  |

### 2) Digital Cultures (New places to find out about the human experience)

|              |  |  |
|--------------|--|--|
| CS 102       | Fundamentals of IT & Computing               |  |
| CA 110       | Introduction to Organizational Communication |  |
| CA 218       | Intercultural Communication                  |  |
| CS 221       | Data Structures                              |  |
| CA 281       | Children and Media                           |  |
| CA 309       | Social Media Culture                         |  |
| CA 311/SO311 | Race, Gender, Class, and Media               |  |
| CA 351       | Media Effects (prerequisite)                 |  |
| AR 340       | Visual Storytelling                          |  |
| HI 201       | Introduction to Public History               |  |
| HI 254       | Documentary History                          |  |
| HI 293       | Museum Studies: An Introduction              |  |
| AN 222       | Cultural Anthropology                        |  |

### 3) Digital Inquiry (Using new technologies to ask and answer questions related to the human experience.)

|        |  |  |
|--------|--|--|
| BA 106 | Data Visualization with Tableau                |  |
| DS 100 | Intro to Data Science and Analytics            |  |
| CS 190 | Programming Language Lab                       |  |
| ES 220 | Introduction to Geographic Information Systems |  |
| CA 201 | Communication Research Methods                 |  |
| CA 325 | Digital Deliberation & Remix                   |  |
| CA 307 | Media Literacy                                 |  |
| AN 315 | Applied Anthropology                           |  |
| HI 202 | Practicum in Public History                    |  |
| HI 297 | Archives in the Digital Age                    |  |

## DIGITAL HUMANITIES COURSE DESCRIPTIONS

### DH/HI 100: INTRODUCTION TO DIGITAL HUMANITIES

In many ways, humanities scholarship is already digital as we find it second nature to use digital resources in our reading, our research and our writing. Instead of searching through drawers of library catalogs, we use databases. We no longer write with pen and ink, but rather type our thoughts into being. The computer is part of our everyday lives. But what might we gain in humanist study if we begin to use the computer as a way to assess data rather than just access it, in a way that can only be done through computational analysis? What could we discover if we read every book published in the nineteenth century? What would we learn if we could visually break down and compare the language in newspaper stories around the globe? How would it change our understanding of crime in Victorian London if we laid it out in geographical space? Does reading sources have different meaning if you can only do it on a computer? In this course, students will learn to describe the history and intellectual landscape of the types of digital scholarship that humanists are using. Topics will include the central concepts, debates, digital tools and platforms current in the discipline. Students will analyze digital tools and platforms as complex cultural objects: shaped by, and shaping, wider social concerns around race, class, gender, cultural values, political hierarchies, and the ways we construct knowledge and meaning.

### DH 200/HI 200: DIGITAL STORYTELLING

This course will explore the rapidly evolving field of digital humanities with a focus on digital history. DH is a discipline at the intersections of the humanities and computing. DH studies human culture — art, literature, history, geography, religion — through computational tools and methodologies; and, in turn, it studies digital information through humanist lenses, as complex cultural objects shaped by wider social, political, and philosophical concerns. We will look at a variety of hands-on methods to use and critique digital practices; assess and employ digital tools; evaluate the merits and pitfalls of digitally publishing various forms of scholarship; and generally, navigate this digital research environment. We will look at the ways humanists develop sound research questions that can be answered with DH methodologies and tools, and we will work to create DH projects that tell stories using the tools taught in the courses. (Don't worry, no coding or technical skills needed!)

### DH 300: CAPSTONE IN DIGITAL HUMANITIES

This course will be offered annually. It will be used to guide students in completion of a digital humanities project that can be designed as a corollary to the paired major or as an independent project. Students will complete an electronic portfolio of their work in the major, as well as present their work to the community.

## Typical First-Year Schedule

### Data Humanities (B.S.)

#### Fall Semester

|           |                                  |           |
|-----------|----------------------------------|-----------|
| DH/HI 100 | Intro to Digital Humanities      | 3         |
| CORE 12XX | Core                             | 3         |
|           | Primary Course                   | 3         |
| CORE 1400 | Listening Seminar                | 3         |
| CORE 1500 | Writing Seminar                  | 3         |
| CS 190    | Programming Language Lab: Python | 1         |
|           | <b>Total Fall</b>                | <b>16</b> |

### Spring Semester

|           |                           |           |
|-----------|---------------------------|-----------|
| PL 219    | Ethics and Technology     | 3         |
| or        |                           |           |
| TH 282    | Faith and Technology      | 3         |
| Varied    | Digital Cultures Elective | 3         |
| CORE 11XX | Core 1100                 | 3         |
| CORE 13XX | Core 1300                 | 3         |
|           | Primary Major Course      | 3         |
|           | Primary Major Course      | 3         |
|           | <b>Total Spring</b>       | <b>18</b> |

## ECONOMICS

Andrew R. Herr, *Chairperson*

Zachary Davis; Justin Petrovich

Adjunct Faculty: Michael Kozy

Given a close collaboration with an excellent mathematics department at Saint Vincent College, the McKenna School's Economics Department is nationally ranked and is known for offering one of the best Ph.D. undergraduate preparations in the United States. The curriculum of the Economics Department is designed to provide a comprehensive education in both theoretical and applied economics. The economics program seeks to provide a strong academic foundation for understanding the complexities of economic activity and decision-making within both the private and public sectors and for understanding the relationship between the economy and society as a whole. It seeks to enable students to apply rigorous analysis to economic issues and problems through the use of market-oriented theoretical models, quantitative techniques, and economic reasoning.

The study of economics, as part of the liberal arts and sciences approach to learning, helps students understand one of the most fundamental facets of human life in civil society — economic activity — and helps prepare them to effectively address the socioeconomic challenges and opportunities of contemporary public life. In addition to general economic theory and analysis, the special strengths of the Department include international finance, international trade, game theory, econometrics, labor theory, and experimental economics. In conjunction with the Center for Political and Economic Thought, the Department also seeks to provide exceptional educational experiences in the study of contemporary public policy and major issues in public life. Through these approaches and by working closely with its students, the goal of the Department's economics major is to help students achieve a strong academic background for successful graduate studies or professional employment. The Department of Economics awards the following degrees: Bachelor of Arts in Economics, Bachelor of Science in Economics and Bachelor of Science in Business Economics (See Business Majors section of this Bulletin) degrees. The B.S. in Economics degree is designed for students intending to pursue graduate studies in economics, finance, or M.B.A. programs with more demanding quantitative requirements. A major in Economics and Mathematics is also offered for these students.

The B.A. in Economics degree is designed for preparation for law school or other professional-oriented graduate studies. The B.S. in Business Economics is designed for students planning for immediate employment in business, government, or the nonprofit sector. (For more information on the Business Economics major, please see the Business Administration section.) For students interested in gaining a disciplined understanding of economics, courses in the Department may be taken to satisfy the social science requirement of the College core.

The major's capstone requirement is a senior thesis that incorporates original research efforts. The thesis is written in conjunction with EC 480 and is taken during the senior or junior year.

Students are encouraged to join the staff of the Center for Political and Economic Thought, which sponsors various lecture series, conferences, and publications; the Economics Club; and Mock Trial Team. The Economics Department is the Delta Sigma branch of Omicron Delta Epsilon, which is the national honor society for outstanding economics students.

## ECONOMICS STUDENT LEARNING OUTCOMES

- Apply rigorous analysis to economic issues and problems through the use of market-oriented theoretical models, quantitative techniques, and economic reasoning;
- Deliver a presentation with an in-depth analysis on an economic topic;
- Utilize statistical and econometric techniques to test theoretic models;
- Complete an original economics research project.

*For more information on the Business Economics major, please see the Business Administration Section.*

### Requirements for B.A. degree in Economics (45 credits):

(See core curriculum requirements.)

|            |                                     |   |
|------------|-------------------------------------|---|
| BA 350     | Statistics I                        | 3 |
| BA 350A    | Statistics I Excel Lab              | 1 |
| EC 101     | Principles of Microeconomics        | 3 |
| EC 102     | Principles of Macroeconomics        | 3 |
| EC 201     | Microeconomic Theory                | 3 |
| EC 202     | Macroeconomic Theory                | 3 |
| EC 310     | Labor Economics                     | 3 |
| EC 351     | International Trade and Development | 3 |
| EC/BA 353  | International Finance               | 3 |
| EC 360     | Econometrics                        | 3 |
| EC 361     | Econometrics Lab                    | 1 |
| EC 380     | Game Theory                         | 3 |
| EC 390     | Experimental Economics              | 3 |
| EC 480     | Senior Thesis                       | 3 |
| MA 109/111 | Calculus I                          | 4 |
| CORE 1201  | American Regime                     | 3 |

### Requirements for B.S. degree in Economics (55 credits):

(See core curriculum requirements.)

|            |                                     |   |
|------------|-------------------------------------|---|
| BA 350     | Statistics I                        | 3 |
| BA 350A    | Statistics I Excel Lab              | 1 |
| or         |                                     |   |
| MA 311     | Probability and Statistics I        | 3 |
| EC 101     | Principles of Microeconomics        | 3 |
| EC 102     | Principles of Macroeconomics        | 3 |
| EC 201     | Microeconomic Theory                | 3 |
| EC 202     | Macroeconomic Theory                | 3 |
| EC 310     | Labor Economics                     | 3 |
| EC 351     | International Trade and Development | 3 |
| EC/BA 353  | International Finance               | 3 |
| EC 360     | Econometrics                        | 3 |
| EC 361     | Econometrics Lab                    | 1 |
| EC 380     | Game Theory                         | 3 |
| EC 390     | Experimental Economics              | 3 |
| EC 401     | Advanced Microeconomic Theory       | 3 |
| EC 402     | Advanced Macroeconomic Theory       | 3 |
| EC 480     | Senior Thesis                       | 3 |
| MA 109/111 | Calculus I                          | 4 |
| MA 110/112 | Calculus II                         | 4 |
| CORE 1201  | American Regime                     | 3 |

Candidates for the B.S. degree who plan to pursue graduate work in economics, finance, or related disciplines are strongly encouraged to complete, at minimum, MA 211 Analytical Calculus III, MA 212 Ordinary and Partial Differential Equations, and MA 251 Linear Algebra. Consult with a member of the departmental faculty for further assistance in planning course work.

## Typical First-Year Schedule

|            |                                  | Fall   | Spring |
|------------|----------------------------------|--------|--------|
| EC 101     | Principles of Microeconomics and | 3      |        |
| EC 102     | Principles of Macroeconomics     |        | 3      |
| CORE 1201  | American Regime                  |        | 3      |
| MA 109/111 | Calculus I                       | 4      |        |
| MA 110/112 | Calculus II (B.S. degree)        |        | 4      |
| CORE 1400  | Listening Seminar                | 3 or 3 |        |
| CORE 1500  | Core Writing                     | 3 or 3 |        |

### Requirements for the Minor in Economics (19 credits):

|   |                                     |   |
|---|-------------------------------------|---|
| EC 101  | Principles of Microeconomics        | 3 |
| EC 102  | Principles of Macroeconomics        | 3 |
| EC 201  | Microeconomic Theory                | 3 |
| EC 202  | Macroeconomic Theory                | 3 |
| BA 350  | Statistics I                        | 3 |
| BA 350A   | Statistic I Excel Lab               | 1 |
| Plus one elective (3 credits) from the following offerings: |                                     |   |
| EC 310  | Labor Economics                     | 3 |
| EC 351  | International Trade and Development | 3 |
| EC/BA 353   | International Finance*              | 3 |
| EC 360  | Economics                           | 3 |
| EC 361  | Economics Lab                       | 1 |
| EC 380  | Game Theory                         | 3 |
| EC 390  | Experimental Economics              | 3 |
| EC 401  | Advanced Microeconomic Theory       | 3 |
| EC 402  | Advanced Macroeconomic Theory       | 3 |

\* Finance and International Business majors cannot count this class toward the minor.

### Major in Economics and Mathematics

For those students who will pursue upon graduation an advanced degree (Master's or Ph.D. level) in finance or economics.

### Requirements for B.S. degree in Economics and Mathematics (81-82 credits in majors):

(See core curriculum requirements.)

|           |   |   |
|-----------|---|---|
| BA 350    | Statistics I                                | 3 |
| and       |   |   |
| BA 350A   | Statistic I Excel Lab                       | 1 |
| or        |   |   |
| MA 311    | Probability and Statistics I                | 3 |
| CORE 1201 | American Regime                             | 3 |
| EC 101    | Principles of Microeconomics                | 3 |
| EC 102    | Principles of Macroeconomics                | 3 |
| EC 201    | Microeconomic Theory                        | 3 |
| EC 202    | Macroeconomic Theory                        | 3 |
| EC 310    | Labor Economics                             | 3 |
| EC 351    | International Trade and Development         | 3 |
| EC 360    | Econometrics                                | 3 |
| EC 361    | Econometrics Lab                            | 1 |
| EC 380    | Game Theory                                 | 3 |
| EC 390    | Experimental Economics                      | 3 |
| EC 401    | Advanced Microeconomic Theory               | 3 |
| EC 402    | Advanced Macroeconomic Theory               | 3 |
| EC 480    | Senior Thesis                               | 3 |
| MA 111    | Calculus I                                  | 4 |
| MA 112    | Calculus II                                 | 4 |
| MA 211    | Calculus III                                | 4 |
| MA 212    | Ordinary and Partial Differential Equations | 4 |
| MA 251    | Linear Algebra                              | 3 |
| MA 321    | Complex Variables                           | 3 |
| MA 421    | Real Analysis I                             | 4 |
| MA 422    | Real Analysis II                            | 4 |



## **ECONOMICS COURSE DESCRIPTIONS**

### **EC-00X ECONOMICS EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

### **EC-101 PRINCIPLES OF MICROECONOMICS**

The course introduces the student to economic reasoning, terminology and fundamental concepts. Emphasis is placed on individual economic units such as the household and the firm and how they affect and are affected by the various market structures existing in American capitalism. Offered every semester. Periodically offered as a first-year seminar. Three credits.

### **EC-102 PRINCIPLES OF MACROECONOMICS**

An analysis of the functioning of the entire economy, in particular the forces that influence the level of production, unemployment, and prices. Also included are the nature and role of governmental intervention in changing these variables. Offered every semester. Periodically offered as a first-year seminar. Three credits.

### **EC-201 MICROECONOMIC THEORY**

The course provides rigorous analysis of consumer and producer behavior, market structure in both the product and resource markets, and general equilibrium theory. The course emphasizes the theoretical foundations and techniques of Neoclassical microeconomics. Prerequisite: EC 101 and MA 109 or MA 111. Offered fall semester. Three credits.

### **EC-202 MACROECONOMIC THEORY**

An examination and analysis of aggregate economic relationships in the context of competing Keynesian and Classical paradigms. The course emphasizes differences in the choice of appropriate stabilization policy on the part of government, as well as the theoretical structures of macroeconomic models. A brief introduction to economic growth theory is included. Prerequisite: EC 102. Offered spring semester. Three credits.

### **EC-225 MONEY AND BANKING**

A study of the nature and value of money, with emphasis upon its relationship to economic activity. Special attention is given to monetary theory, especially stationary, steady state, and RE modeling. The course uses Frederic Mishkin's *The Economics of Money, Banking, and Financial Markets* and selected chapters from Bennett McCallum's *Monetary Economics: Theory and Policy*. The course also examines the socio-macroeconomic and financial consequences of monetary policies pursued by central banks. Time is devoted to financial institutions, the history of central banking, the risk and term structure of interest rates, monetary tools, aggregate demand and supply analysis, and global markets. Prerequisites: EC 101, EC 102, and BA 351 or EC 360. Cross-listed as BA 225. Offered as needed. Three credits.

### **EC-310 LABOR ECONOMICS**

This course studies the labor market. Labor economics describes the interaction between workers and firms in the labor market, with workers supplying labor and firms demanding labor. Labor supply topics include unemployment insurance, retirement, pension plans, unions, and human capital development. Labor demand topics include compensation structure, wage versus fringe benefits, non-discrimination rules, and discrimination in the job market. Unemployment and employment measurement, trends, and interpretations will also be covered. Offered spring of odd-numbered years. Prerequisite: EC 201 and BA 350. Three credits.

### **EC-351 INTERNATIONAL TRADE/DEVELOPMENT**

The course emphasizes the theory behind the international exchange of goods and services among nations of the world. Topics include the Heckscher-Ohlin Theorem, Factor Price Equalization Theorem, growth theory applications, homogenous function assumptions, contract curves, offer curves, the influence of market impediments theory in large and small country cases, the pros and cons of free trade, etc. Prerequisites: EC 201 and MA 109 or MA 111. Offered spring semester of even-numbered years. Three credits.

### **EC-353 INTERNATIONAL FINANCE**

The course covers the following topics: recent developments in international financial markets, the utilization of foreign exchange and derivative security markets, exchange rate determination, international asset portfolio theory, and financial risk management strategies. Cross-listed as BA 353. Prerequisites: EC 102, BA 351, or EC 360. Student must purchase TIBA II plus calculator. Offered fall semester. Three credits.

### **EC-360 ECONOMETRICS**

This course is designed as a continuation of BA 350. It is an introduction to regression and correlation analysis, multiple regression, their uses and related problems such as multicollinearity, serial correlation, and heteroskedasticity. The course is balanced between theoretical development and applications. Prerequisites: EC 101, EC 102, MA 109 or MA 111, BA 350 and BA 350A. Offered spring semester. Three credits.

### **EC-361 ECONOMETRICS LAB**

Students will learn the fundamentals of statistical computing in R. The course will primarily focus on the functions and packages in R most vital to basic econometric analysis, with an emphasis on fitting and assessing linear regression models. Throughout the course, students will gain exposure to basic programming, perform statistical simulations, and gain experience manipulating and analyzing data. All students taking EC 360 must take EC 361. Offered spring semester. Three credits.

### **EC-380 GAME THEORY**

The primary goal of this course is to study the scope and methods of game theory, focusing on applications arising within the discipline of economics. Game theory attempts to describe the strategic interaction of agents (e.g., consumers, firms, or the government) in situations where there are competing interests and/or the outcomes depend on the actions chosen by the various agents. The course is designed to expose students to the concepts studied by game theorists as well as the set of analytical skills used in game theory. Prerequisites: EC 201, MA 110 or MA 112. Offered fall semester of even-numbered years. Three credits.

### **EC-390 EXPERIMENTAL ECONOMICS**

This course focuses on laboratory experimentation as a research tool in applied economics, particularly in the areas of industrial organization, political economy, and game theory. The course offers both an overview of general principles used in designing, conducting, and evaluating behavior in economic experiments and a review of current research in the field of experimental economics. The areas of study include market behavior in alternative institutional settings, allocation decisions in settings with externalities, and individual choice with uncertainty. Prerequisites: EC 201 and MA 109 or MA 111. Offered fall semester of odd-numbered years. Three credits.

### EC-401 ADVANCED MICROECONOMIC THEORY

This course offers the student an in-depth, mathematical analysis and extension of subject matter covered in EC 201 (Microeconomic Theory). Topics covered include: multivariate economic applications of optimization theory with and without constraints utilizing linear algebra; FOC and SOC; Kuhn-Tucker Conditions; and consumer behavior under conditions of uncertainty. Prerequisites: EC 201 and MA 110 or MA 112. Offered spring semester of even-numbered years. Three credits.

### EC-402 ADVANCED MACROECONOMIC THEORY

This course examines growth theory models, open economy macroeconomic models, macroeconomic models with rational expectations, dynamic modeling, and stochastic macroeconomic models. Prerequisites: EC 202, MA 110 or MA 112. Offered spring semester of odd-numbered years. Three credits.

### EC-480 SENIOR THESIS

The purpose of this seminar is to produce a scholarly piece of research and writing. Prerequisites: EC 201, EC 202, EC 390, and MA 109 or MA 111. Offered spring semester of even-numbered years. Three credits.

### EC-500 INDEPENDENT STUDY - ECONOMICS

May be repeated. Variable credit.

### EC-550 ECONOMICS INTERNSHIP

Pass/Fail option only. Students are subject to the McKenna School's Student Guide to Internship Procedures and Requirements. See Business Administration section of this Bulletin for a detailed description. Variable credit up to three credits.

## EDUCATION

Veronica I. Ent, *Chairperson*

Kathleen Beining, Jennifer Buxton; Philip Kanfush, O.S.B.;

Tracy McNelly; Stacie Nowikowski; Aaron Sams; Dawn Turkovich

Adjunct Faculty: Eric Bartels; Carol Borland; Mary Crone; Deborah Fischer; Joe DiLucente; Karen Hall; Lindsey Hirshberg; Wendy Jorgensen; Brandy Lockwood; Tammy Lyons;

Makayla McMullen; Gerry Police; Wanda Reynolds; William Rullo

### THE EDUCATION DEPARTMENT AT SAINT VINCENT COLLEGE OFFERS THE FOLLOWING DEGREE PROGRAMS:

Bachelor of Science in Early Childhood Education, grades PreK-4

Bachelor of Science in Middle Grade Education, grades 4-8

Bachelor of Science in Health and Physical Education

Bachelor of Arts in Psychology/Education

### THE EDUCATION DEPARTMENT ADDITIONALLY OFFERS THE FOLLOWING PUBLIC SCHOOL CERTIFICATION PROGRAMS:

Art, grades PreK-12

Biology, grades PreK-12

Business, Computer and Information Technology, grades PreK-12

Chemistry, grades PreK-12

Chinese, grades PreK-12

English, grades PreK-12

French, grades PreK-12

Mathematics, grades PreK-12

Music, grades PreK-12

Physics, grades PreK-12

Social Studies, grades PreK-12

Spanish, grades PreK-12

Special Education, grades PreK-12

The philosophy of the Department is to provide education students with experiences that develop both depth and breadth in professional skills and knowledge. This is accomplished by combining instruction in basic pedagogy with pertinent field experiences and courses in psychological foundations in education.

The goals of these endeavors include grounding students in the scientific and artistic bases of the teaching profession; preparing them for the roles of the instructor, mentor, caregiver, advocate, and change agent; and refining their skills in the areas of organization, critical thinking, self-reflection, academic and personal integrity, responsible decision-making, and creativity.

To prepare for the PreK-12 classroom, students engage in a variety of field-based activities throughout their study in the Education Department. These activities include observations, tutoring, classroom demonstrations, and teaching lessons in their fields. The culminating activity is a 14-week student teaching assignment in a school and classroom appropriate to the certification area.

After completing the teacher certification program at Saint Vincent College, 98% receive Pennsylvania Teacher Certification and 94.5% secure teaching positions or education-related positions within one year of completion.

### EDUCATION STUDENT LEARNING OUTCOMES:

- Graduate/student-teacher candidates will achieve passing scores and successfully complete the teacher certification exams for each teaching area.
- Graduate/student-teacher candidates will demonstrate thorough knowledge of content and pedagogical skills in planning and preparation for teaching.

- Graduate/student-teacher candidates will establish and maintain a purposeful and equitable classroom environment for learning, in which pupils feel safe, valued, and respected, by instituting routines and setting clear expectations for pupil behavior.
- Graduate/student-teacher candidates, through knowledge of content, pedagogy, and skill in delivering and evaluating instruction, will effectively engage students in learning by using a variety of instructional strategies.
- Graduate/student-teacher candidates will demonstrate the desired qualities that characterize a professional person in aspects that occur in and beyond the classroom.

## EDUCATION MINOR AND K-12 OR 7-12 SECONDARY EDUCATION CERTIFICATION

All students desiring to minor in Education for the PreK-12 and 7-12 certification areas listed above should declare their minor upon acceptance to Saint Vincent College or as early in their college career as possible.

All undergraduate education minors are required to have a major in an academic discipline. In addition to the major, other course requirements include: 1. General studies requirements (usually fulfilled through the Core Curriculum), 2. Required courses in psychology, 3. Studies in education and 4. Student teaching fieldwork. Students should consult other departmental listings and/or their major advisors to learn about requirements in their fields of study.

### Requirements for Education Minor/Teacher Certification in K-12 Areas or 7-12 Secondary Education

In addition to the courses listed below, candidates for certification in secondary education must satisfy the requirements for a major in an academic degree program related to their area of certification. Pennsylvania Department of Education also requires all education certification students to have a minimum of six (6) credits in English [one (1) composition, one (1) literature] and six (6) credits in college mathematics (100-level or above). ED 142 Mathematics for Teachers can meet the additional 3-credits of college mathematics beyond the MA 104 core requirement or ED 155 Geometric and Measurement Theory. These courses are only recommended for majors not requiring a second mathematics course. *Note: CORE 1300/2300 Investigation and Reasoning requirement is waived for all programs leading to teacher certification.*

#### Courses in Psychology (3 credits)

PY 214 Adolescent Development\* 3

#### Courses in basic pedagogy (24 credits)

ED 100 Foundations of Education\* 3

ED 115 Educational Psychology\* 3

ED 205 Strategies and Techniques of Instruction 3

ED 208 Classroom Partnerships and Inclusion 3

ED 220 Reading, Writing, and Differentiation in the Content Areas 3

ED 290 Psychology/Education of the Exceptional Student 3

ED 300

-306 Teaching in the Content Area 3

ED 390 Promoting Youth Cultural Competence and Diversity\* 3

#### Field experiences (16-17 credits)

ED 103 Field Experience I: 7-12/K-12\*\* 1

ED 206 Field Experience II: Strategies and Techniques of Instruction 1

ED 322 Field Experience III: K-12 and Secondary Instruction and Theory 1

ED 400 Field Experience IV: Pre-Student Teaching Practicum 2

ED 410 Field Experience V: Student Teaching Internship 8-9

ED 411 Professional Seminar 3

\* Also fulfills Core Curriculum requirements.  
\*\* ED 207 (Practicum in Education I) may be substituted for ED 103

### Additional education courses required for secondary

#### Social Studies 7-12 Certification

ED 109 Physical and Cultural Geography\* 3

\* Also fulfills Core Curriculum

### Education Minor without Certification

Students may choose an Education minor without pursuing teacher certification. To earn the non-certification Education minor, students will select from the basic pedagogy courses required in the minor for secondary or K-12 certification, totaling 18 education credits. ED 400 and 410 Student Teaching Field Experiences are not required.

### Minor In Disability Studies: Special Education with or without Certification

The Minor in Disability Studies: Special Education is designed for undergraduate students who plan to pursue a teaching career in general or special education, who want to work in non-school settings with individuals who have disabilities, or to investigate issues concerning disabilities. At this time, the requests for courses are coming primarily from the Early Childhood and Middle Grade Education majors as well as certification students in PreK-12 areas. However, the minor is developed to be attainable by both education and non-education majors.

### Requirements for disability studies minor/special education certification in PreK-12 areas

Students planning a career in teaching will benefit from the minor in Disability Studies with certification in Special Education. As the federal and state governments are requiring students with disabilities to be included, to the greatest extent appropriate, into regular education classes, teachers in general education will work, on a daily basis, with students with disabilities. Having certification in Special Education will provide teacher candidates with additional skills to address the diversity of needs within their classrooms. Candidates will earn certification in their major field, as well as a certification in Special Education PreK-12. For these education majors, the 12 credits of Special Education courses (below) would be offered one at a time during the junior and senior semesters. This would increase their credits to 18 or 19 credits, but it is feasible to accomplish this minor along with their majors. During the student teaching semester, education majors would student teach in a Special Education setting for seven weeks, and in a general education setting, according to their area of certification, for seven weeks.

#### Prerequisite Courses for Education Majors (already present):

ED 115 Educational Psychology 3

ED 100 Foundations of Education 3

ED 290 Psychology and Education of Exceptional Students 3

ED 205 Strategies and Techniques of Instruction 3

ED 206 Field Experience II: Strategies and Techniques of Instruction 1

### Requirements for disability studies minor

Students from disciplines such as psychology, criminology, theology, occupational therapy, physical therapy, and sociology can supplement these studies with a focus on related issues concerning people with disabilities relative to their chosen majors. In this manner, the minor in Disability Studies enhances learning experiences by providing instruction, which addresses the needs of people with disabilities. Students from these disciplines would take the four Special Education courses, plus ED 290 and one of 15 other psychology courses (see advisor for selections).

### Prerequisite Courses for Non- Education Majors:

ED 290 Psychology and Education of Exceptional Student 3

Any one of the following Psychology/Education courses:  
PY 100, ED 115, 212, 214, 216, 219, 243, 244, 251, 252, 260, 308, 309, 322, 331

### Special Education Courses (all candidates must take)

ED 355 Instructional Interventions for Students with High Incidence Disabilities 3  
ED 360 Strategies and Assessment for Students with Significant and Multiple Disabilities 3  
ED 362 Classroom Approaches for Students with Behavioral and Autism Spectrum Disorders 3  
ED 412 Special Education Consultation, Transition, Law 3

### MINOR IN STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) EDUCATION

This minor study in STEM Education is designed to assist interested candidates in implementing effective approaches for improving STEM teaching; facilitating the dissemination and adoption of effective STEM learning practices; and promoting education experiences that prioritize collaborative, hands-on, and active learning to help others succeed in STEM fields. The minor is open to both education majors and non-education majors. The Education Department recognizes that students in other majors may be interested in this minor as part of their credentials when working with adults or youth in informal educational settings related to STEM.

### Requirements for STEM Education Minor

The minor is designed to focus on teaching education and/or related-area candidates interested in STEM how to transfer skills that grow with scientific and technological advancements in professions unforeseen at the current moment to educational settings. The 18-20 credit course of study combines content-specific classes in STEM fields with teaching and learning course work specific to STEM education. Candidates seeking teacher education certification will be eligible for the PA Integrative STEM Education endorsement upon completion of their initial certification.

### Prerequisites for Education Majors (already present)

ED 100 Foundations of Education 3  
ED 115 Educational Psychology 3  
ED 205 Strategies and Techniques of Instruction 3  
ED 206 Field Experience II: Strategies and Techniques of Instruction 1

### Prerequisites for Non-education Majors

ED 205 Strategies and Techniques of Instruction 3

### Required STEM Introduction Courses (3 credits)

INTS 101 Introduction to Integrated Science 1  
ENGR 100 Introduction to Engineering 2

### Required STEM Education Courses (9 credits)

ED 214 Interdisciplinary STEM Approaches and Connections 3  
ED 319 Inquiry Investigation, Design, and Assessment in STEM Education 3  
ED 385 Applied Practicum in STEM Learning 3

### STEM Content Electives (6 credits) – See STEM minor advisor for options

### MINOR IN CHILDREN'S LITERATURE

The Children's Literature Minor focuses on the scholarly study of children's and adolescent literature that may enhance the professional work of teachers, librarians, publishers, booksellers, and creative writers as well as the personal lives of many others. The minor includes instruction in period and genre studies, author studies, literary criticism, studies of various types of literary text, book artists, and children's films.

### Requirements for the Children's Literature Minor

Children's Literature minors must choose four of the following courses:

CL 129 Young Adult Literature 3  
CL 130 Children's Literature 3  
CL 221 Historical Literature for Children 3  
CL 259 Critical Approaches to Children's Literature 3  
CL 272 Special Topics in Children's Literature 3  
CL 295 Writing for Children and Young Adults 3  
CA 274 Children's Literature and Film 3

In addition, students must complete six elective credits either from the courses above or relevant courses in related disciplines with approval of the director, Dr. Mary Beth Spore (marybeth.spore@stvincent.edu).

### Specialization: Pennsylvania Early Childhood Director

Saint Vincent College and the Education Department are committed to providing early childhood professionals with the necessary tools and credentials for providing the best service to our community. As a result, Saint Vincent College offers undergraduate and graduate courses to fully meet the Pennsylvania Early Childhood Director Credential standards set forth by the Pennsylvania Office of Child Development and Early Learning. In addition, the Education Department has collaborated with the Fred Rogers Institute to fully integrate our early childhood course work with fundamentals and resources that Fred Rogers used in preparation and production of his television outreach for young children. By choosing to obtain an early childhood certification and/or a Pennsylvania Early Childhood Director credential from Saint Vincent College, candidates will benefit from the unique resources provided by the Fred Rogers Institute. Candidates selecting Saint Vincent College for this credential should contact the Director for Early and Middle Grade Education for more information.

### CLEARANCES

All students taking Education courses are required to have obtained current Criminal History Record (Act 34), Child Abuse (Act 151) clearances, and a tuberculosis test prior to the start of class. These clearances must be renewed in accordance with department

regulations. Students will also have to obtain a one-time FBI clearance. (See [www.pa.cogentid.com](http://www.pa.cogentid.com) for more information). The FBI fingerprint clearance will be good for your entire four or more years of study. Last, all candidates must adhere to the state laws regarding participating in the Mandated Reporter Training and Act 124.

### Formal Admission to the Undergraduate Teacher Certification Program

To gain formal admission to the teacher certification program, students must be enrolled in the B.S. in Early Childhood Education, B.S. in Middle Grade Education, or PreK-12 or 7-12 Education Minor with earned 48 credits with a minimum cumulative grade point average of 3.0, and have passed the pre-professional assessment as required by Pennsylvania. In addition, students must have successfully completed ED 205 Strategies and Techniques of Instruction with a grade of B- or higher. Students must have a P grade in **ED 00A Formal Education Admission**. Formal admission is followed by pre-student teaching and an application packet which will include a completed form, official transcripts of all college course work, and three completed recommendation forms (at least two must be from college faculty members). *Note: CORE 1300/2300 Investigation and Reasoning requirement is waived for all programs leading to teacher certification.*

### Formal Admission to the Post-Baccalaureate Teacher Certification Program

Saint Vincent College offers graduated students from any accredited institution to earn certification through continuing education. All post-baccalaureate students applying for teacher certification must show evidence of an undergraduate degree, no criminal record, and a minimum cumulative GPA of 3.0. Students must have successfully completed ED 205 Strategies and Techniques of Instruction with a grade of B- or higher. Students must have a P grade in **ED 00A Formal Education Admission**. Formal admission is followed by pre-student teaching and an application packet which will include a completed form, official transcripts of all college course work, and three completed recommendation forms (at least two must be from college faculty members).

### Application for Pre-Student Teaching and Advanced Standing

All students who have successfully completed the requirements necessary for pre-student teaching, obtained the 3.0 GPA, passed exams, and maintain a good standing in the department will be permitted into pre-student teaching upon their application and advisor recommendation. This application must be submitted one week after the Town Hall meeting of the semester prior to desired pre-student teaching term. Failure to meet this deadline could postpone your placement and progress. See the Director of Field Experience for more information.

Students denied acceptance into the pre-student teaching program may appeal the decision to a review board composed of members of the Education Department and the College Teacher Education Committee. An alternative admissions procedure is available for students who do not meet the required grade point average but who have demonstrated potential to become successful K-12 teachers and have worked with children. See the Education Department for more information on the alternative admissions procedure.

Since the Pennsylvania Department of Education requires a 3.0 GPA, the following courses may be repeated one (1) time if a student has earned a grade lower than a B-. This option is not required. All 200-level methods for early childhood education, middle grade education, and K-12/secondary education are eligible.

|        |  |
|--------|--|
| ED 230 | Social Studies for Early and Special Learners              |
| ED 242 | Numerical/Manipulative Math for Early/Special Learners     |
| ED 244 | Science and the Environment for Early/Special Learners     |
| ED 250 | Reading and Writing for Early/Special Learners             |
| ED 235 | Teaching of Science and Math Early/Special Learners        |
| ED 237 | Teaching of Humanities for Middle/Special Learners         |
| ED 220 | Reading, Writing, and Differentiation in the Content Areas |

Saint Vincent College also offers alternative certification for people who have been in the work force and are considering teaching as a new career. Those interested in more information about this program should contact the Graduate and Continuing Education Coordinator.

### BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION, PREK-4

Saint Vincent College offers a four-year Bachelor of Science in Early Childhood Education degree. With this degree, students will fully meet all current Pennsylvania Department of Education early childhood guidelines. The curriculum is designed to offer candidates a full preparation from infants through fourth grade. Students enrolled in this degree program will greatly benefit from the Fred Rogers Institute that provides unique opportunities for research, resources, and outreach. In addition, early childhood students are given ample opportunities for fieldwork in a variety of settings. Saint Vincent College partners with preschools in the area that are accredited and recognized statewide as a premiere model for early learning. The purpose of this major is to prepare each student for a variety of settings to maximize his/her employment opportunities.

### Requirements for Bachelor of Science in Early Childhood Education (PreK-4) 129 credits: general studies requirements for early childhood certification

All candidates for a B.S. in Early Childhood must meet the following general studies requirements:

|              |  |   |
|--------------|--|---|
| HI 106 & 107 | Topics in U.S. History*                            | 3 |
| CORE 1500    | Core Writing                                       | 3 |
| CL 130       | Children's Literature*                             | 3 |
| NSCI         | Life Science with Lab*                             | 4 |
| NSCI         | Physical Science with Lab                          | 4 |
|              | (Environmental Science, Field Biology, Chemistry)* |   |

\* Also fulfills Core Curriculum requirements.

### Required Studies in Psychology (6 credits)

All candidates for early childhood teacher certification must take the following courses in Psychology:

|        |                   |   |
|--------|-------------------|---|
| PY 212 | Child Development | 3 |
| PY 251 | Family Systems    | 3 |

### Required Studies in Mathematics

(6 credits PDE requirement)

|        |   |   |
|--------|---|---|
| ED 142 | Mathematics for Teachers                          | 3 |
| ED 155 | Geometric and Measurement Theory or any MA course | 3 |

### Required Studies in Education

(68 credits Early Childhood Education PreK-4)

|               |   |    |
|---------------|---|----|
| ED 100        | Educational Foundations                           | 3* |
| ED 115        | Educational Psychology                            | 3* |
| ED 290        | Psychology and Education for Exceptional Students | 3  |
| ED 101 or 207 | Field Experience: PreK-4                          | 1  |
| ED 109        | Physical and Cultural Geography                   | 3* |

|        |   |    |
|--------|---|----|
| ED 122 | Curriculum, Projects, and Play for the Developing Child       | 3  |
| ED 205 | Strategies and Techniques of Instruction                      | 3  |
| ED 206 | Field Experience II: Strategies and Techniques of Instruction | 1  |
| ED 208 | Classroom Partnerships and Inclusion                          | 3  |
| ED 230 | Social Studies for Early/Special Learners                     | 3  |
| ED 242 | Numerical and Manipulative Math for Early/Special Learners    | 3  |
| ED 244 | Science and the Environment for Early/Special Learners        | 3  |
| ED 250 | Reading and Writing for Early/Special Learners                | 3  |
| ED 308 | Performance and Visual Arts for Early/Special Learners        | 3* |
| ED 317 | Program Development for Infants and Toddlers                  | 3  |
| ED 318 | Field Experience III: Early Childhood Instruction and Theory  | 1  |
| ED 320 | Composition and Language Arts for Upper Elementary            | 3  |
| ED 325 | Physical Health/Wellness for Early Education                  | 3  |
| ED 330 | Early Childhood Leadership and Community Advocacy             | 3  |
| ED 390 | Promoting Youth Cultural Competence and Diversity*            | 3  |
| ED 400 | Field Experience IV: Pre-Student Teaching                     | 2  |
| ED 410 | Field Experience V: Student Teaching                          | 9  |
| ED 411 | Professional Seminar  | 3  |

\* Also fulfills Core Curriculum requirements.

### Typical First-Year Schedule – Bachelor of Science in Early Childhood Education

#### Fall semester (16 credits)

|           |                               |   |
|-----------|-------------------------------|---|
| CORE 1400 | Listening Seminar             | 1 |
| CORE 1501 | Children's Literature         | 3 |
| CORE 1207 | Foundations of Education      | 3 |
| ED 122    | Curriculum, Projects and Play | 3 |
| CORE 1500 | Core Writing                  | 3 |
| PY 115    | Educational Psychology        | 3 |

#### Spring semester (15 credits)

|           |                                   |   |
|-----------|-----------------------------------|---|
| CORE 1206 | Physical and Cultural Geography   | 1 |
| CORE 1100 | Theological Foundations           | 3 |
| AR 100    | Art and Music of Western Culture  | 3 |
| MA 142    | Mathematics for Teachers          | 3 |
| ED 101    | Field Experience I                | 1 |
| NSCI 125  | Intro Environmental Science       | 3 |
| NSCI 126  | Intro Environmental Science Lab I | 1 |

### BACHELOR OF SCIENCE IN MIDDLE GRADE EDUCATION 4-8

Saint Vincent College also offers a four-year Bachelor of Science in Middle Grade Education degree. This program meets and exceeds all Pennsylvania Department of Education guidelines for Option 1: Middle-Level Certification. The program provides a wide perspective of teaching young adolescent children in grades four through eight. Candidates are required to select an area of expertise in which they can take coursework to teach as a single-subject on middle school. Candidates may select from four options: Mathematics, Language Arts, Social Studies, or Science. The Education Department has partnered with many local school districts in addition to the Dr. Robert Ketterer Charter School for unique experiences working with alternative education. The

Department also offers the Challenge Enrichment Program each summer. Through it, middle school candidates have an opportunity to explore advanced content by leading and teaching the program to children attending from grades four through eight. All students are encouraged to participate in fieldwork that offers opportunities to practice teaching.

### Requirements for Bachelor of Science in Middle Grade Education (4-8) 137 credits: General studies requirements for middle grade certification

All candidates for a B.S. in Middle Grade Education must meet the following general studies requirements:

|               |                         |   |
|---------------|-------------------------|---|
| HI 106 or 107 | Topics in U.S. History* | 3 |
| HI 258        | Pennsylvania History*   | 3 |
| CL 129        | Young Adult Fiction*    | 3 |
| CORE 1500     | Core Writing*           | 3 |
| NSCI          | Earth Science with Lab* | 4 |
| NSCI          | Life Science with Lab*  | 4 |
| CORE 1201     | American Regime         | 3 |

#### Required Studies in Psychology (3 credits)

All candidates for middle grade teacher certification must take the following foundation courses in Psychology:

|        |                        |   |
|--------|------------------------|---|
| PY 214 | Adolescent Development | 3 |
|--------|------------------------|---|

#### Required Studies in Mathematics

##### (6 additional credits than general studies)

|        |                                  |   |
|--------|----------------------------------|---|
| ED 142 | Mathematics for Teachers         | 3 |
| ED 155 | Geometric and Measurement Theory | 3 |

#### Required Studies in Science

##### (4 additional credits than general studies)

|      |                          |   |
|------|--------------------------|---|
| NSCI | Physical Science and Lab | 4 |
|------|--------------------------|---|

#### Required Studies in Education

##### (50 credits Middle Grade Education 4-8)

|                     |   |    |
|---------------------|---|----|
| ED 100              | Educational Foundations   | 3* |
| ED 102, 103, or 207 | Field Experience: 4-8/K-12  | 1  |
| ED 109              | Physical and Cultural Geography                                     | 3* |
| ED 115              | Educational Psychology*   | 3  |
| ED 205              | Strategies and Techniques of Instruction                            | 3  |
| ED 206              | Field Experience II: Strategies and Techniques of Instruction       | 1  |
| ED 208              | Classroom Partnerships and Inclusion                                | 3  |
| ED 290              | Psychology and Education for Exceptional Students                   | 3  |
| ED 235              | Teaching of Science and Mathematics for Middle and Special Learners | 3  |
| ED 237              | Teaching of Humanities for Middle/Special Learners                  | 3  |
| ED 381              | Educational Testing   | 3  |
| ED 311              | Field Experience III: Middle Grade Instruction and Theory           | 1  |
| ED 320              | Composition and Language Arts for Upper Elementary                  | 3  |
| ED 390              | Promoting Youth Cultural Competence and Diversity*                  | 3  |
| ED 400              | Field Experience IV: Pre-Student Teaching                           | 2  |
| ED 410              | Field Experience V: Student Teaching Internship                     | 9  |
| ED 411              | Professional Seminar  | 3  |

\* Also fulfills Core Curriculum requirements.

**Required Additional Studies in one (1) content area:****Language Arts, Social Studies, Science, Mathematics (18 credits)**

Students enrolled in the B.S. in Middle Grade Education (4-8) are required to take 18 credits in one (1) concentration area in addition to the above requirements. Below are the courses that students should take in one of the areas selected. Please be advised that none of the above courses can count.

Language Arts [six (6) courses must include at least one (1) communication course, one (1) writing course, and one (1) literature course]:

|        |   |
|--------|---|
| EL 110 | Introduction to Creative Writing        |
| EL 131 | American Literature                     |
| EL 137 | American Short Story                    |
| EL 146 | Critical Thinking and Creative Thinking |
| CA 100 | Introduction to Mass Media              |
| CA 120 | Public Presentation                     |

Social Studies [six (6) courses must include at least one (1) Economics course, one (1) Political Science course, one (1) Sociology course, and (1) History course]:

|            |  |
|------------|--|
| HI 123     | Global History I                                     |
| HI 228     | Twentieth Century America 1941-1980                  |
| EC 101/102 | Micro or Macro Economics                             |
| PS 121     | National Government                                  |
| PS 222     | State and Local Government<br>(or PS 336 or CLS 227) |
| SO 106     | Sociology and Global Issues                          |

Science [five (5) courses not more than two (2) Biology, Chemistry, Environmental Science courses]:

|              |                                 |
|--------------|---------------------------------|
| CH 101/103   | General Chemistry I and Lab     |
| BL 150/151   | General Biology and Lab         |
| NSCI 260     | Understanding Biotechnology     |
| NSCI 130/131 | Introduction to Physics and Lab |
| NSCI 150/152 | Earth Systems Science and Lab   |

**Mathematics [five (5) courses] Recommended courses:**

|        |                                 |
|--------|---------------------------------|
| MA 109 | Calculus with Applications I    |
| MA 110 | Calculus with Applications II   |
| MA 301 | History of Mathematics          |
| MA 231 | Methods of Proof                |
| MA 106 | Fundamentals of Problem Solving |

\* Also fulfills Core Curriculum requirements.

**Typical First-Year Schedule – Bachelor of Science in Middle Grade Education****Fall Semester (17 credits)**

|              |                                 |           |
|--------------|---------------------------------|-----------|
| CORE 1400    | Listening Seminar               | 3         |
| CORE 1206    | Physical and Cultural Geography | 3         |
| PS 100       | American Politics               | 3         |
| PY 115       | Educational Psychology          | 3         |
| CORE 1500    | Core Writing                    | 3         |
| NSCI 100     | Astronomy                       | 3         |
| NSCI 101     | Astronomy Lab                   | 1         |
| <b>Total</b> |                                 | <b>19</b> |

**Spring Semester (19 credits)**

|              |                                 |           |
|--------------|---------------------------------|-----------|
| ED 142       | Mathematics for Teachers        | 3         |
| CORE 1100    | Theological Foundations         | 3         |
| CORE 1207    | Foundations of Education        | 3         |
| CORE 1510    | Young Adult literature          | 3         |
| NSCI 125     | Intro Environmental Science     | 3         |
| NSCI 126     | Intro Environmentla Science Lab | 1         |
| CORE 1600    | Ethics and Service              | 3         |
| <b>Total</b> |                                 | <b>19</b> |

**BACHELOR OF ARTS IN HEALTH AND PHYSICAL EDUCATION**

Saint Vincent College also offers a four-year Bachelor of Science in Health and Physical Education degree. This program meets and exceeds all Pennsylvania Department of Education guidelines for PreK-12 Health and Physical Education certification. This program prepares candidates to teach grades PreK-12 or to work in several fields not limited to teaching, including coaching, private youth programs, aquatics, specialized physical education, health and wellness programs, and correctional settings for youth health and physical fitness. The health and physical education majors will have the opportunities to combine athletics and academics on campus in a manner that will make them marketable to hold positions in any youth-related educational setting. Lastly, campus students in this program will have many opportunities for work studies, potential graduate assistantship, and summer program leadership, as well as opportunities to become prefects, RHA/ARHAs, and more.

**Requirements for Bachelor of Science in Health and Physical Education Requirements****General studies for health and physical education certification (133 credits):**

All candidates for a B.S. in Health and Physical Education must meet the following general studies requirements:

|           |                         |   |
|-----------|-------------------------|---|
| HI 263    | Play Ball*              | 3 |
| CORE 1500 | Core Writing*           | 3 |
| CL 129    | Young Adult Literature* | 3 |

**Required Studies in Science (19 credits)**

|               |  |   |
|---------------|--|---|
| NSCI          | Human Anatomy and Kinesiology and Lab* | 4 |
| BL 150/BL 151 | General Biology and Lab                | 4 |
| BL ###        | Wellness                               | 4 |
| INTS 250      | Fundamentals of Nutrition              | 4 |
| BL 245        | Exercise Physiology                    | 3 |

**Required Studies in Psychology (9 credits)**

|        |                     |   |
|--------|---------------------|---|
| PY 250 | Addictive Behaviors | 3 |
| PY 275 | Sport Psychology    | 3 |
| PY 322 | Health Psychology   | 3 |

**Required Studies in Politics and Business (6 credits)**

|        |                       |   |
|--------|-----------------------|---|
| PS 374 | Sports Law            | 3 |
| BA 209 | Sports Administration | 3 |

**Required Studies in Mathematics Education (6 credits for PDE)**

|        |   |   |
|--------|---|---|
| ED 142 | Mathematics for Teachers                          | 3 |
| ED 155 | Geometric and Measurement Theory or any MA course | 3 |

**Required Studies in Education (44 credits)**

|        |  |   |
|--------|--|---|
| ED 115 | Educational Psychology*  | 3 |
| ED 100 | Foundations of Education*  | 3 |
| ED 103 | Field Experience I: 7-12 and PreK-12                             | 3 |
| ED 205 | Strategies and Techniques of Instruction                         | 3 |
| ED 206 | Field Experience II: Strategies and Techniques of Instruction    | 3 |
| ED 208 | Classroom Partnerships and Inclusion                             | 3 |
| ED 290 | Psychology and Education of Exceptional Students                 | 3 |
| ED 322 | Field Experience III: Secondary and PK-12 Instruction and Theory | 3 |

|        |   |   |
|--------|---|---|
| ED 390 | Promoting Youth Cultural Competence and Diversity | 3 |
| ED 307 | Teaching of Health and Physical Education PK-12   | 3 |
| ED 400 | Field Experience IV: Pre-Student Teaching         | 2 |
| ED 410 | Field Experience V: Student Teaching              | 9 |
| ED 411 | Professional Seminar                              | 3 |

### Required Studies in Health and Physical Education (21 credits)

|         |   |   |
|---------|---|---|
| HPE 120 | Emergency Care and Prevention of Injury   | 3 |
| HPE 325 | Adaptive Physical Education               | 3 |
| HPE 340 | Customized Training and Assessment        | 3 |
| HPE 125 | Gymnastics and Systematic Exercise        | 1 |
| HPE 130 | Swimming and Water Safety                 | 1 |
| HPE 135 | Racquet Sports                            | 1 |
| HPE 140 | Baseball and Softball                     | 1 |
| HPE 210 | Volleyball and Basketball                 | 1 |
| HPE 215 | Soccer and Lacrosse                       | 1 |
| HPE 220 | Football and Rugby                        | 1 |
| HPE 225 | Wrestling and Track and Field             | 1 |
| HPE 230 | Strength and Weightlifting                | 1 |
| HPE 315 | Dance and Aerobics                        | 1 |
| HPE 320 | Games, Athletic Activities and Recreation | 1 |
| HPE 330 | Special Topics: Alternative Sport         | 1 |

### Typical first-year Schedule

#### Fall Semester (18 credits)

|           |                               |   |
|-----------|-------------------------------|---|
| CORE 1400 | Listening Seminar             | 3 |
| CORE 1100 | Theological Foundations       | 3 |
| CORE 1207 | Foundations of Education      | 3 |
| CORE 1500 | Core Writing                  | 3 |
| CORE 1600 | Ethics and Service            | 3 |
| HPE 120   | Emergency Care and Prevention | 3 |

#### Spring Semester (21 credits)

|           |                                    |   |
|-----------|------------------------------------|---|
| CORE 1200 |                                    | 3 |
| CORE 1510 | Young Adult Literature             | 3 |
| HI 263    | Play Ball                          | 3 |
| ED 115    | Educational Psychology             | 3 |
| NSCI      | Human Anatomy and Kinesiology      | 3 |
| NSCI      | Human Anatomy and Kinesiology Lab  | 1 |
| HPE 125   | Gymnastics and Systematic Exercise | 1 |
| ED 103    | Field Experience I: 7-12/K-12      | 1 |
| ED 142    | Mathematics for Teachers           | 3 |

### BACHELOR OF ARTS IN PSYCHOLOGY EDUCATION

The Bachelor of Arts degree in Psychology Education is designed for students who begin their undergraduate careers as Education majors and decide that they do not want to teach or are unable to complete the requirements of the Education program, but still wish to pursue a career in a related education field.

Students who major in Psychology Education are not allowed to major in Psychology and are not allowed to double major in any other program offered by the Education Department. Students are not allowed to declare a major in Psychology Education until their junior year with education advisor approval.

This major is designed to allow candidates to complete course work in four years without certification.

### Requirements (Psychology Education Major) (44 credits)

#### Core courses (12 credits):

|        |                            |   |
|--------|----------------------------|---|
| CA 235 | Introduction to Web Design | 3 |
| ED 100 | Foundations of Education   | 3 |

|                                   |   |    |
|-----------------------------------|---|----|
| ED 115                            | Educational Psychology  | 3  |
| ED 290                            | Psychology of Exceptional Students                            | 3  |
| <b>Major courses (32 credits)</b> |   |    |
| ED 205                            | Strategies and Techniques of Instruction                      | 3  |
| ED 206                            | Field Experience II: Strategies and Techniques of Instruction | 1  |
| ED 207                            | Practicum in Education  | 1  |
| CA 120                            | Public Presentation   | 3  |
| PY 251                            | Family Systems  | 3  |
| ED 390                            | Promoting Youth Cultural Competence and Diversity*            | 3  |
| 18 elective credits               |   | 18 |

### EDUCATION COURSE DESCRIPTIONS

#### ED-00X EDUCATION EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

#### ED-100 FOUNDATIONS OF EDUCATION

This course is designed to introduce students to the legal principles that establish teaching as a profession and that govern the behavior of teachers. The school as a governmental agency and a state and local institution is examined within a multi-disciplinary context (History, Law, Philosophy, Politics, Psychology, and Sociology). The Code A Professional Practice and Conduct for Educators is studied. Special emphasis is given to the significance of The Individuals with Disabilities Education Act (IDEA) within the context of compensatory education. Students will also examine racial and cultural diversity, rural and urban educational issues, and the roles of the school and the educator as agents of cultural and educational change. Educational research tools and appropriate instructional technology applications are included. Major emphasis is placed on the development of an educational philosophy. Tubercular check, Act 126, Act 151, and Act 34 clearances must be obtained before the beginning of class. Three credits.

#### ED-101 FIELD EXPERIENCE I: PREK-4

This field-based course combines thematic lectures and case study analyses with systematic observation in a variety of PreK-4 schools and classroom settings. The goal of this course is to provide an overview of the various dimensions of modern teaching. In addition to field site experiences, students will be introduced to online teaching practices and techniques using web conferencing and other tools. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. This course meets three hours per week. Approximately 20 hours of fieldwork are involved. Fee. One credit.

#### ED-102 FIELD EXPERIENCE: 4-8/K-12

This field-based course combines thematic lectures and case study analyses with systematic observation in a variety of middle schools and classroom settings. The goal of this course is to provide an overview of the various dimensions of modern teaching. In addition to field site experiences, students will be introduced to online teaching practices and techniques using web conferencing and other tools. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. This course meets three hours per week. Approximately 20 hours of fieldwork are involved. Fee. One credit.



**ED-103 FIELD EXPERIENCE: 7-12/K-12**

This field-based course combines thematic lectures and case study analyses with systematic observation in a variety of secondary schools and classroom settings. The goal of this course is to provide an overview of the various dimensions of modern teaching. In addition to field site experiences, students will be introduced to online teaching practices and techniques using web conferencing and other tools. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. This course meets three hours per week. Approximately 20 hours of fieldwork are involved. Fee. One credit.

**ED-109 PHYSICAL/CULTURAL GEOGRAPHY**

Major areas of study include maps and globes, the earth in space, eco-regions, climate patterns, human habitation, land and water formations, origins of ecological degradation, natural and cultural relationships, and regional studies. The five geographic themes are investigated within the framework of the National Geographic Standards. The course emphasizes cross-cultural and global perspectives of historical events and movements and the socio-economic activities of people in their regional environs. A major requirement is the development of a regional profile using geographic relationships. Appropriate research and instructional technology applications are included in the course. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

**ED-114 REGISTERED BEHAVIOR TECHNICIAN (RBT) TRAINING**

This course provides instruction in the core tasks that are performed by behavior technicians. Topic areas include measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct and scope of practice of Registered Behavior Technicians as stipulated by the Behavior Analyst Certification Board. This course fulfills the 40-hour training required to sit for the BACB's RBT competency assessment exam for those seeking the BACB's Registered Behavior Technician credential. One credit.

**ED-115 EDUCATIONAL PSYCHOLOGY**

This course is designed to introduce students to areas of psychology relevant to educational settings. The primary focus of the course is on psychological theory and research and their application to applied educational settings. Topics include learning and motivation; students' social, cognitive, and emotional development; the structure and function of tests; and methods of classroom management. Offered both semesters. Three credits.

**ED-122 CURRICULUM, PROJECTS, AND PLAY FOR THE DEVELOPING CHILD**

This Fred Rogers-inspired course explores the importance of understanding the nature of preschool children (3- through 5-years-old), how they learn and techniques for program planning. Understanding the preschooler's nature will lead the coordination of standards. State and national accreditations and rating scales for preschoolers and preschool spaces will be examined and adapted into program plans. Exploring opportunities to involve parents and community to enhance program quality will be explored. Fred Rogers inspired methods will be explored to incorporate meaningful play and authentic experiences into the classroom. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

**ED-142 MATHEMATICS FOR TEACHERS**

A course designed specifically for prospective teachers in K-12 schools. The goal is to help students better comprehend and apply mathematical concepts and principles in the content strands of geometry, number systems, data analysis and statistics, and problem-solving. Students will be introduced to a variety of materials, activities with physical manipulatives and computer models, and various types of software as tools for teaching and learning. The course focus will include emphasis from the national standards and Pennsylvania standards for mathematics as well as state standards for other certification areas that include application of mathematics in another subject area. Offered spring semester. Three credits.

**ED-155 GEOMETRIC AND MEASUREMENT THEORY**

This course will provide pre-service teachers current trends, techniques, technologies, and research about teaching geometry. The course is designed to increase content knowledge and the knowledge of instructional strategies for teaching geometry. The van Hiele model for the development of geometric thought will be studied. Topics will include measurement, two- and three-dimensional figures, spatial relationships, constructions, tessellations, similarity and congruence, proportion, properties of figures. Students will participate in a variety of problem-solving activities including paper folding and the use of a variety of interactive web tools.

**ED-201 HISTORICAL LITERATURE FOR CHILDREN**

The course will focus on three interrelated themes through the study of more than twelve pieces of historical literature for children and young adults, including the historical context in which childhood takes place and is defined; the diversity of childhood with respect to economic class, gender, race, ethnicity, geographical residence, and religious belief; and the shifting power relationships between parents and children. At the completion of the class, students should be able to explain and exemplify the inherent complexities of presenting historical fiction and non-fiction to children and adolescents, discuss thoughtfully and intelligently issues raised with reading historical fiction and nonfiction for children and adolescents, write with authority and thoughtful depth concerning works of historical fiction and nonfiction for children and adolescents, and evaluate works of historical fiction and nonfiction for children and adolescents. Three credits.

**ED-203 STEP-UP TEACHING FOR NON-EDUCATION MAJORS**

Students enrolled in other majors than education are provided with an opportunity to teach a 10-week course to area homeschool families. Students will learn basics of lesson planning, development, and assessment in order to be successful in delivering a K-12 course. This course is for anyone interested in teaching but seeking another major. Act 151 and 34 clearances are required for this course and to work with children on campus. 0 or 1 credit.

**ED-205 STRATEGIES AND TECHNIQUES OF INSTRUCTION**

This course focuses on basic teaching strategies for prospective educators including instructional planning, classroom management, models of instruction, instructional technologies, effective presentation skills, and appropriate assessment practices. The selection and organization of content includes such factors as the availability and appropriateness of resources; curriculum standards, including use of the PDE Standards Aligned System; research trends; preferred teaching styles; desired learning outcomes, thinking and study skills, and students' learning and cultural needs. Extensive use is made of taxonomies of learning for defining objectives and analyzing questioning, instructional design, information presentation, and assessment strategies. Instructional needs of ESL students and special needs students are addressed within the regular

classroom setting. This course includes both lecture and hands-on activities. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-206 FIELD EXPERIENCE II: STRATEGIES AND TECHNIQUES OF INSTRUCTION**

This course is designed to be taken concurrently or after ED 205 Strategies and Techniques of Instruction. Students will participate in an authentic on-campus teaching experience with school-age students and practice techniques and strategies that are taught in ED 205. Students will be instructed, observed, and mentored by a master teacher and administrator. The course is scheduled on Friday afternoons. Tubercular FBI, check, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

#### **ED-207 PRACTICUM IN EDUCATION**

The requirements and content of this field-based course vary by arrangement with the instructor. It is designed to offer students opportunities for systematic observation and/or instructional interaction with children in a variety of learning environments. It can be taken in lieu of ED 101, 102, or 103 or as an elective for those who wish to earn credit for working in educational settings. In addition to field site experiences, students will be introduced to online teaching practices and techniques using web conferencing and other tools. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Fee. One credit.

#### **ED-208 CLASSROOM PARTNERSHIPS, AND INCLUSION**

This course is designed to provide the full scope of current trends, adaptive technologies, instructional techniques, and innovative strategies needed to effectively teach K-12 special learners and gain an understanding of the need for effective communication. Through the review of learning theory, students will be given methods of teaching in traditional and non-traditional classrooms along with tools for adapting instruction for all learners. Students will also be given the opportunity to practice the dynamics of effective communication that will assist in the development of meaningful partnerships with families and the educational communities. Dynamic inclusionary techniques will be practiced. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-214 INTERDISCIPLINARY STEM APPROACHES AND CONNECTIONS**

This course investigates the elements of an integrative approach to STEM education with a focus on the approaches that bring together Science, Technology, Engineering, and Mathematics. Students will have both in- and out-of-class experiences to help define the STEM domain and how it can be used and facilitated with all levels of learners. This course will examine the components of the Next Generation Science Standards, Common Core Math Standards, inquiry investigation, project-based learning, and will allow opportunities for hands-on participation in STEM education. Successful candidates will propose, plan, and present ideas for successful STEM-related project-based learning integration at an age/content appropriate level for his or her area of interest. Three credits.

#### **ED-220 READING, WRITING, AND DIFFERENTIATION IN THE CONTENT AREA**

Teacher candidates will learn methods and strategies for teaching reading, writing, and differentiation to meet the needs of all learners in secondary disciplinary areas. The course focuses on methods and strategies for strengthening the academic literacy skills of

secondary learners across disciplinary areas to support the CCSS goal of College and Career Readiness for all learners. Theoretical perspectives around adolescent literacy are linked to research-based practices for embedding literacy instruction in all disciplinary areas to fulfill the expectations of the content area classroom with attention to differentiating instruction to meet the needs of diverse learners. Including 21st-century literacies (e.g., visual, technological, digital) in instructional design to further support diverse learners will also be addressed. This is a writing intensive course, which will require multiple lengthy writing assignments. As well, in-class "Write to Learn" activities will be used in most class sessions. Three credits.

#### **ED-230 SOCIAL STUDIES FOR EARLY AND SPECIAL LEARNERS**

This course investigates the growth and development of young children within the realm of the expanding environmental social studies curriculum. The six disciplines of social studies instruction at the primary grade levels provides the framework for the course structure. The focus of learning will be on the pre-service student's ability to design appropriate and engaging lessons for early learners in a preschool and elementary school setting. This will include the incorporation of the Pennsylvania Standards for Social Studies Instruction and the National Council of Social Studies (NCSS) Standards. An emphasis will be placed on appropriate differentiation to address the variety of learning needs that a typical classroom presents. Adaptations to lesson design in the general education environment using co-teaching and inclusionary practices will be a strategic component of the course. Practice demonstrations, simulations and assessment strategies will be utilized. A required on-site experience will provide authentic classroom interaction with students in the school setting. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-235 TEACHING OF MATH AND SCIENCE FOR MIDDLE AND SPECIAL LEARNERS**

This course utilizes a blended-learning model in exploring current scientifically-based methodologies for effective teaching in middle grade math and science classroom environments. The course investigates successful strategies and academic standards/anchors necessary for successful teaching in the thematic middle grades. Course content will include working with special needs and culturally diverse middle graders. The course will require students to equally prepare math and science lessons, microteaching, and field experiences within an integrated middle-grade experience. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Three credits.

#### **ED-237 TEACHING OF HUMANITIES FOR MIDDLE AND SPECIAL LEARNERS**

This course utilizes a blended-learning model in exploring current literature and composition-based methodologies for effective teaching in middle-grade English and social studies classroom environments. The course investigates successful strategies and academic standards/anchors necessary for successful teaching in the thematic middle grades. Course content will also include working with special needs and culturally diverse middle graders. The course requires students to equally prepare English and social studies lessons, microteaching, and field experiences within an integrated middle-grade experience. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Three credits.

### **ED-242 NUMERICAL AND MANIPULATIVE MATH FOR EARLY AND SPECIAL LEARNERS**

This course will provide pre-service teachers with current trends, techniques, technologies, and research about mathematical teaching in the special, early elementary, and inclusive settings. Classroom strategies, hands-on numerical techniques and communication, and the use of manipulative tools will be discussed and presented. Through a combination of readings, student research, in-class activities, microteaching, and practical experience along with presented curricula, students will gain the skills necessary to create classroom enthusiasm toward mathematics. During much of the in-class time, students will participate in or present elementary mathematics lessons which parallel the types of lessons and strategies currently being promoted by the National Council of Teachers of Mathematics (NCTM) and other organizations that are interested in quality mathematics instruction at the early elementary level. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

### **ED-244 SCIENCE AND THE ENVIRONMENT FOR EARLY AND SPECIAL LEARNERS**

This class emphasizes the study of young children's thinking in relation to the content and conceptual basis of science, technology, engineering, and mathematics, and the environment in which they live. Differentiated instruction, inquiry, adapted discovery for special learners, STEM-oriented hands-on learning, making, design thinking, and cooperative learning models form the pedagogical base for the study of physical, life, environmental, natural sciences, technology, engineering, and mathematics. This course consists of both lecture and laboratory components including an inquiry-based demonstration and participation lab that provides the opportunity to integrate early learning theory with the content and conceptual knowledge base in science and the environment. This course includes lecture and laboratory components, meets three hours per week and includes a school-based field experience. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Prerequisites: ED 100, ED 205/206, and PY 115 or consent of the instructor. Three credits.

### **ED-250 READING AND WRITING FOR EARLY AND SPECIAL LEARNERS**

This course addresses the development of emergent literacy skills in young children with and without special needs ranging in age from preschoolers through fourth grade who are "learning to read." Emphasis is placed on studying theories of learning, models of instruction, and their application in the design of appropriate language arts lessons for early and special learners. Special attention is given to the topics of balanced literacy, phonemic awareness, phonics instruction, whole language, vocabulary development, comprehension, and beginning writing skills. Students will learn how to use the Fred Rogers archive and children's literature to enrich reading and writing curriculum as a learning medium with learners. Students are engaged in the planning and presentation of thematic units of instruction and language arts lessons that correlate with State and National Standards. Observations of language arts lessons in local schools and/or a tutoring experience are required. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

### **ED-290 EDUCATION AND PSYCHOLOGY OF THE EXCEPTIONAL STUDENT**

This course examines the characteristics of exceptional individuals and effective educational strategies for their inclusion in the general education setting. All areas of exceptionality including early intervention and the gifted and talented are included. Other topics include the legal bases for education of the exceptional, techniques

for identification and assessment, adaptation of curriculum and materials, the use of technology, available educational and community resources for positive intervention for students and their families, and current developments in the field. Tubercular check, FBI, Act 151, Act 126, and Act 34 clearances must be obtained before beginning the class. Prerequisite: ED 115. Three credits.

### **ED-300 TEACHING OF FOREIGN LANGUAGE, K-12**

This course is designed to prepare students for a career in foreign language education. Students gain knowledge of current and past theories of language acquisition, learning, and teaching. Students develop a philosophy and style of teaching and are required to design and present lessons for students of various ages, abilities, aptitudes, and physical conditions from diverse socioeconomic and cultural settings, backgrounds, and environments. Students familiarize themselves with the National Standards for Foreign Language Teaching, the Pennsylvania State Standards K-12, and the ACTFL Proficiency Guidelines. Students incorporate these standards in their lesson designs and instruments for assessment of student performance. Students integrate effective technological tools in the design of classroom lessons. Opportunities for reflection and self-evaluation concerning one's development as an effective teacher are provided. Membership in professional associations is encouraged. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

### **ED-301 TEACHING OF ENGLISH**

Course topics and experiences include the review of content area professional readings and the evaluation of appropriate internet resources. Students in this course will explore, analyze, and apply effective instructional strategies and materials for the secondary English classroom. Students will develop and present lesson and unit plans aligned with the Common Core Standards. Field-based observations and experiences related to English Language Arts in the target grade levels are required as part of the course. Tubercular check, FBI, Act 126, Act 151 and Act 34 clearances, must be obtained before beginning the class. Prerequisite: ED 205. Three credits.

### **ED-302 TEACHING OF SOCIAL STUDIES, 7-12**

The major emphasis of this standards-driven course is the systematic investigation of teaching strategies and techniques, including lesson planning and student micro-teaching demonstrations, authentic learning and assessment, global education, instructional needs of special students, religion in the curriculum, and multicultural education. Current trends and issues in social studies education are also explored through required readings in periodical literature and educational research. Special attention is given to the teaching of current events, individualization and differentiation of instructional strategies and techniques, and the utilization of inquiry techniques. Membership in professional associations is encouraged. Appropriate research and instructional technology applications are included. One field-based experience is required. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Prerequisites: ED 205/206 or consent of the instructor. Three credits.

### **ED-303 TEACHING OF MATHEMATICS, 7-12**

Course topics and experiences include: the identification of content area skills, development of scope and sequence charts, applications of technology to the teaching of mathematics, text and resource analysis, investigation of mathematics curricula with respect to Pennsylvania Core Standards and the NCTM National Standards, review of learning theory and its application to teaching methods, identification of specific learning groups and their special needs, and the development and use of teaching materials including written lesson plans and units of instruction. Videotaped micro-teaching

and follow-up analyses are required. Membership in professional organizations is encouraged. This course includes field-based experience. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Prerequisites: ED 205/206 or consent of the instructor. Three credits.

#### **ED-304 TEACHING OF SCIENCE, 7-12**

Lectures and discussions focus on the philosophy of science; the human learning basis of science instruction; interaction analysis in the classroom; current trends in science curriculum and instruction aligned with the Pennsylvania Academic Standards; inquiry, direct instruction, cooperative learning, and discussion models of teaching; designing course, unit, and lesson plans; and authentic assessment of learning, micro-teaching, appropriate technology applications, and library research projects are required. Membership in professional associations is encouraged. One field experience is required. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances, must be obtained before beginning the class. Prerequisites: ED 205/206 or consent of the instructor. Three credits.

#### **ED-305 TEACHING OF ART, K-12**

This course is designed to introduce the art education student to the teaching of art at the elementary and secondary levels. In addition to weekly class meetings, opportunities for classroom observation and directed teaching strategies will be provided. An emphasis is placed on developing a proficiency in art curriculum planning, motivational strategies, art room management, and methods of evaluation in art. Students will participate in mock-teaching and local art museum experiences. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-306 TEACHING OF BUSINESS, COMPUTER AND INFORMATION TECHNOLOGY, K-12**

This comprehensive course is designed to present the theory and methodology necessary to develop, teach, and evaluate instructional lessons and units relating to business subjects including accounting, business law, career development, communication, computation, economics, and personal finance, entrepreneurship, information technology, international business, management, and marketing. Students will also learn about establishing and administering advisory committees, business clubs, and work experiences. School visitations and review of current literature are included. Applications are appropriate to the elementary, middle, and high school. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-307 PRACTICUM II**

The requirements and content of this field-based course vary by arrangement with the instructor. It is designed to offer students opportunities for systematic observation and/or instructional interaction with children in a variety of learning environments. This course may be taken as an elective for those who wish to earn credit for working in educational settings. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Fee. One credit.

#### **ED-308 PERFORMING AND VISUAL ARTS EARLY AND SPECIAL LEARNERS**

This course addresses the principles, methodology, and decision-making skills essential for teachers to enrich elementary curriculum

through the fine arts. It focuses on an integrated inter-disciplinary approach that increases teacher and student awareness of the creative processes and their role in promoting child development. This course includes both lecture and laboratory components, meets three hours per week, and includes a school-based field experience. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. Prerequisites: ED 100, ED 205, and ED 115 or consent of the instructor. Three credits.

#### **ED-311 FIELD EXPERIENCE III: MIDDLE GRADE INSTRUCTION AND THEORY**

This field-based course is held on and off campus utilizing local school districts, Saint Vincent College Challenge program, and other youth programs for pre-student teaching experiences in the early adolescent setting. Supervised teaching and observations will be conducted to assist students in adapting curriculum and designing lessons for delivering instruction to middle (grades 4-8) learners. Students will have the opportunity to implement their lesson plans and self-evaluate their own practice teaching. Opportunities to observe veteran teachers and the middle school approach to teaching will be offered. Exploration of a variety of techniques to present the same topic to different levels and how to incorporate interdisciplinary teaming will be addressed. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-317 PROGRAM DEVELOPMENT FOR INFANTS AND TODDLERS**

This Fred Rogers-inspired course explores the importance of understanding the nature of young children (birth through 4 years), how they learn, and techniques for program planning. Through site visits and role play, participants explore the basics of infant care and how to address their physical, emotional, and cognitive needs. Appropriate curriculum and room design will be explored and adapted to a variety of ages and stages. State and National accreditations and rating scales for infants and infant spaces will be examined and adapted into program plans. The Rogers Center will be used to enhance programming and the selection and use of appropriate materials. Different types of available programs will be discussed. Prerequisite: ED 122. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-318 FIELD EXPERIENCE III: EARLY CHILDHOOD INSTRUCTION AND THEORY**

This field-based course is held on and off campus utilizing local Pre-K learning centers for pre-student teaching experiences in the preschool setting. Supervised teaching and observations will be conducted to assist students in adapting curriculum and designing lessons for delivering instruction to early learners. Students will have the opportunity to implement their lesson plans and self-evaluate their practice teaching. Opportunities to observe veteran teachers and the Fred Rogers approach to teaching will be offered. Exploration of a variety of techniques to present the same topic to different levels and how to incorporate topics into discovery areas will be a focus. Students will be asked to incorporate room and program design from ED 122 into their teaching experiences. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-319 INQUIRY INVESTIGATION, DESIGN, AND ASSESSMENT IN STEM EDUCATION**

This course concentrates on the theory and practice of inquiry learning, project design, and assessment of inquiry-based activities. Students will participate in using new tools, developing ideas, and construction of proposed solutions that demonstrate a strong

STEM knowledge. This course will require students to utilize the design process, employ fundamental concepts of mathematics, engineering, and scientific principles, to complete a final project that demonstrates STEM and the process of communicating through the disciplines. Presentations and group projects will be required as well as technical reports and construction of valid and reliable assessments. This course is a STEM-content course in which students should expect to demonstrate mastery of basic skill concepts in mathematics and science. Three credits.

#### **ED-320 COMPOSITION AND LANGUAGE ARTS FOR UPPER ELEMENTARY**

This course addresses the continuing development and refinement of literacy skills in the intermediate grades. The focus is on presenting the components required in a balanced program for language arts instruction. Reading, writing, speaking, and listening strategies across the curriculum are emphasized along with problem-solving and higher-level thinking skills. Various approaches for reading and writing instruction are examined including the use of basal readers and reading and writing workshops. Guidelines and techniques for teaching grammar, spelling, and handwriting are learned and presented in lesson plans that comply with State and National Standards. Students continue their study of children's literature by reviewing several chapter books, participating in a literature response group, and by developing a literature focus unit. Appropriate instructional technologies are included. Observations of language arts lessons and/or a tutoring experience are required. This course includes both lecture and laboratory components and meets three hours per week. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

#### **ED-322 FIELD EXPERIENCE III: SECONDARY AND K-12 INSTRUCTION AND THEORY**

This field-based course is held on and off campus utilizing local school districts and other youth programs for pre-student teaching experiences in the K-12 or secondary setting. Supervised teaching and observations will be conducted to assist students in adapting curriculum and designing lessons for delivering instruction to K-12 and secondary (grades 7-12) learners. Students will have the opportunity to implement their lesson plans and self-evaluate their own practice teaching. Opportunities to observe veteran teachers and the secondary school approach to teaching will be offered. Exploration of a variety of techniques to present the same topic to different levels and instruction regarding young adult transition to post-secondary education, armed forces, or workforce will be emphasized. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

#### **ED-325 PHYSICAL HEALTH AND WELLNESS FOR EARLY EDUCATORS**

This course involves the study of personal health and wellness as it relates to the early childhood educator when performing as a leader and mentor for young children. It includes instruction on the development of physical education activities appropriate for early learners. The prospective classroom teacher will be provided with a knowledge base in health, fitness, and wellness. Students will be exposed to a rounded approach to life-long wellness as an individual and teacher. Assignments will include lesson planning, exams, physical inventories, microteaching, student discussion, etc. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

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#### **D-330 EARLY CHILDHOOD LEADERSHIP AND COMMUNITY ADVOCACY**

This Leadership course focuses on the administrative aspects of early childhood, beginning with an historical overview of preschool. It focuses on the role of a director or administrator in both a business and leadership aspect. State and national accreditations for the preschool (DHS, STARS, NAEYC) as well as the director (Director Credential) and Staff (CDA, PDR) are explained and explored. Determining how to write a business plan, quality improvement plan, and the development of handbooks (Parents, Staff, and Policy and Procedure) are included in the class work. Practice in developing strategies on how to be a leader not a manager, developing your team, utilizing your team's strengths, and furthering your staff's development. The importance of political advocacy and how to get involved are discussed. Advertising opportunities and designing brochures for enrollment enhancement are a focus. Community engagement groups, parent groups, grants, and awards to enhance programming are explored. Communicating and interfacing with parents is addressed through the design and delivery of a parent informational meeting, held in an early-learning site. Prerequisite: ED 317. Three credits.

#### **ED-340 STUDY ABROAD IN EDUCATION**

The Study Abroad in Education course presents students with opportunities to explore cross-cultural connections in Education. Students investigate a variety of dimensions of educational practice, including curriculum design, instructional delivery, and topics bridging specialized areas of practice in education with the emphasis on identifying the commonalities of practice and differences that invite reflective reform. 0 or 1 credit.

#### **ED-345 URBAN EDUCATION PRACTICUM**

The Urban Education Practicum is a summer field-based experience in an urban setting. The course participants work with at-risk elementary-age students in varied settings, including inner-city schools, community service centers, and a summer day camp. Participants will (1) work in a classroom setting to help children maintain and develop skills in basic content areas or (2) supervise outdoor activities designed to reinforce basic learning skills and to build teamwork, character, and self-esteem. Requirements include submission of a reflective journal and participation in 30 hours of training and orientation activities for effectively working with at-risk children in an urban environment. Three credits.

#### **ED-350 INDEPENDENT STUDY — EDUCATION**

Open to junior and senior students with the approval of the department chairperson. Independent studies are administered only by special need and on a case-by-case basis. Variable credit.

#### **ED-355 INSTRUCTIONAL INTERVENTIONS FOR STUDENTS WITH HIGH INCIDENCE DISABILITIES**

This course addresses various strategies and techniques for successful teaching of students with high incidence disabilities. Within this course, there is a concentration on remediation and adaptation in the general curriculum areas of reading, written and spoken language, and mathematics. Students are exposed to secondary curricular areas of life-skill strategies, self-determination strategies, and self-advocacy strategies. Emphasis will be placed on supporting students with high incidence disabilities in the general curriculum and collaborating with general education teachers. Course requirements include practice teaching and field experiences, lesson planning, consultation, and research of available journals and resources for teaching. Tubercular check, FBI, Act 151, Act 126, and Act 34 clearances must be obtained before beginning the class. Three credits.

**ED-360 STRATEGIES AND ASSESSMENT FOR STUDENTS WITH SIGNIFICANT AND MULTIPLE DISABILITIES**

This course concentrates on diagnostic and evaluation techniques used with students who have significant, developmental, and multiple disabilities. The use of formal and informal assessment tools in areas specific to functional and life skills is emphasized. Students acquire knowledge of various assessment procedures used to identify students for special education and for individual education program designs implemented within the traditional or non-traditional classroom. This course requires students to perform simulated hands-on and practical implementation of assessment tools to monitor students' progress. In addition, the course focuses on methods teachers use to organize curriculum and implement assessment and instruction to ensure maximum learning for students with moderate and/or severe disabilities. Students are exposed to the curriculum needs such as life, vocational, social skills, and functional academics. Three credits.

**ED-362 CLASSROOM APPROACHES FOR STUDENTS WITH BEHAVIORAL AND AUTISM SPECTRUM**

This course informs students about techniques for the instruction of students with emotional disabilities and autism, the principles of applied behavior analysis, and the use of behavior assessments in the classroom. In addition, students are exposed to the multiple characteristics of students with autism and other emotional and behavioral disabilities. Students are taught classroom approaches for helping students with emotional disabilities and autism gain access to the general curriculum. This course focuses on the implementation of various positive behavior techniques in order for special educators to ensure maximum learning and class management. Three credits.

**ED-381 EDUCATIONAL TESTING**

This course is designed for Psychology Education majors and Elementary Instruction majors and provides an overview of psychological and educational testing of preschool and school-age children and youth. Topics include the history, issues, and problems of psychological and educational assessment; test design and evaluation; an overview of tests of intelligence, academic achievement, interests, and aptitude; ecological assessment of classroom behavior; and a review of ethical issues. Consideration will be given to assessing the needs of exceptional children and ways of critically reviewing such assessment for purposes of educational decision-making. Fee. Three credits.

**ED-385 APPLIED PRACTICUM IN STEM TEACHING AND LEARNING**

This authentic experiential course is designed to use a project-based and data-driven approach to provide future STEM professionals with the experiences and scholarship necessary to be successful STEM leaders or educators. This course requires students to participate in a conference(s) or workshop(s) related to STEM Education and to present research that enhances STEM teaching and learning. Students will be required to travel to sites and mobile labs to experience the variety of STEM instructional settings and assess their effectiveness in supporting STEM education. Students will also tour factories and workplaces that use 21st-century technologies for production to help align instructional program design to real-world occurrences. Three credits.

**ED-390 PROMOTING YOUTH CULTURAL COMPETENCE AND DIVERSITY**

This course is intended to provide both practical and theoretical insights into challenges and difficulties in human communication that result when representatives of different countries interact. The course addresses the history and current realities and principles of the field of second language learning and teaching. It focuses on the needs of the learner, the role of the teacher, cultural differences and international challenges, and the application of methodology in developing communicative competence. Using current techniques and teaching exercises, the course provides students with applied training in approaches of instruction for non-native speaking learners. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

**ED-400 FIELD EXPERIENCE IV: PRE-STUDENT TEACHING PRACTICUM**

Student registers for ED 400 the semester prior to student teaching. The course is designed to provide supervised instructional experiences with children and adolescents and an interactive didactic seminar to address the prerequisite skills specific to student teaching. Topics include familiarization with instructional aids and materials, reinforcement of basic teaching pedagogy, knowing and understanding school policies, developing rapport with students and faculty, and providing ample opportunities for systematic observation and supervised teaching in the certification area. ED 400 includes a weekly seminar and a commitment of one full day per week of fieldwork for a semester. Requirements include school site teaching with a minimum of two teaching periods observed by the College supervisor. Appropriate research and technology applications are included. Students must have gained formal admission to the teacher certification program before enrolling in this course. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. Prerequisites: ED 115, ED 100, ED 101, ED 205, and at least one teaching methods course. Fee. Two credits.

**ED-410 FIELD EXPERIENCE V: STUDENT TEACHING INTERNSHIP**

The Student Teaching Internship is a full-semester experience. A variety of supplemental assignments are designed to enhance professional competencies. Prerequisites include completion of all other certification requirements, with the exception of Professional Seminar (ED 411). Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. (Student must take ED 411 concurrently with ED 410). Fee. Nine credits.

**ED-411 PROFESSIONAL SEMINAR**

The seminar meets weekly and is required of all students who enroll in ED 410. Lectures, demonstrations, and discussions draw upon the immediate problems and experiences of student teaching. Supplemental assignments are designed to assist the student in applying educational principles of instruction in actual classroom settings. Appropriate research and technology applications are included. Additional emphasis is placed on preparation of credentials package. Prerequisites include completion of all other certification requirements with the exception of student teaching. Tubercular check, FBI, Act 126, Act 151, and Act 34 clearances must be obtained before beginning the class. Student must take ED 411 concurrently with ED 410. Three credits.

### **ED-412 SPECIAL EDUCATION CONSULTATION, TRANSITION, AND LAW**

Within this course, candidates will focus on Special Education laws, Special Education paperwork, and transition for students with disabilities. Candidates will gain practical knowledge of how to complete required teacher-generated paperwork that is mandated by the current Special Education law. They will also gain knowledge of what Special Education law says about students with disabilities transitioning into adulthood and how to develop programming to meet the variety of needs for secondary students with disabilities. Three credits.

### **ED-413 INTERNSHIP IN SPECIAL EDUCATION**

Similar to Student Teaching, this internship requires the candidate to spend time with a special education teacher. The 150 required hours are split between high-incidence and low-incidence disabilities so the student gains experience with various students and disabilities within their certification range. During the semester, the student will develop a professional portfolio that provides evidence of mastery for each of the 10 Council for Exceptional Children Initial Content Standards. In addition, the student will be observed twice by a mentor and twice by the supervisor. This course will coincide with ED 412 – Special Education Consultation, Transition, and Law. Prerequisites: ED 355, ED 360, ED 362. Three credits.

### **ED-550 EDUCATION INTERNSHIP**

This course is a self-designed internship in education that provides students the opportunity to learn and practice education theory through experiential fieldwork. The internship design, duties, and course evaluation must be monitored by the assigned faculty member. Variable credit.

### **CL-129 YOUNG ADULT LITERATURE**

This literature course provides the opportunity for students to review recent trends in young adult literature. Class members read and discuss a selection of at least ten contemporary young adult novels in addition to secondary sources. Course requirements include short essays, reading quizzes, exams, and class participation. This course is required of all students seeking secondary teaching certification in English. Three credits.

### **CL-130 CHILDREN'S LITERATURE**

This literature course invites students to explore the evolution of children's literature. Students will read and discuss a selection of at least 12 different authors of literature for children. Assigned readings include the picture book, realistic fiction, nonfiction, historical fiction, science fiction, fantasy, and secondary sources. The goal of the course is to enable students to make substantive, independent evaluations of the texts at hand and other texts they encounter. Course requirements include short essays, reading quizzes, two exams, and class discussion. Three credits.

### **CL- 221 HISTORICAL LITERATURE FOR CHILDREN**

The course will focus on three interrelated themes through the study of more than twelve pieces of historical literature for children and young adults, including the historical context in which childhood takes place and is defined; the diversity of childhood with respect to economic class, gender, race, ethnicity, geographical residence, and religious belief; and the shifting power relationships between parents and children. At the completion of the class, students should be able to explain and exemplify the inherent complexities of presenting historical fiction and non-fiction to children and adolescents, discuss thoughtfully and intelligently issues raised with reading historical fiction and nonfiction for children and adolescents, and write with authority and thoughtful depth concerning works of

historical fiction and nonfiction for children and adolescents. Three credits.

### **CL-259 CRITICAL APPROACHES TO CHILDREN'S LITERATURE**

Critical studies of children's literature draw not only on literary theory but also on an interdisciplinary approach to age-specific fiction. This literature course helps students interrogate children's and young adult literature and the roles it has played in national and familial identity, social reform, aesthetic movements, and other topics. In this discussion-orientated class, readings include approximately five novels and critical essays; assignments include weekly papers, one substantial paper, and class participation. Three credits.

### **CL-272 SPECIAL TOPICS IN CHILDREN'S LITERATURE**

This literature course offers students unique opportunities for more intensive study of children's literature. Topics vary from semester to semester, and students should consult the registration system for specific descriptions of courses offered. Three credits.

### **CL-295 WRITING FOR CHILDREN AND YOUNG ADULTS**

This course will introduce undergraduates to the art of writing for young people. It may focus on a single genre in depth (for instance, the young adult novel) or invite students to read and write broadly across a range of genres (picture books, children's poetry, nonfiction for the young, etc.). Three credits.

### **HPE-120 EMERGENCY CARE AND PREVENTION OF INJURY**

This course will provide a broad overview of emergency care and prevention of injury and will introduce students to essential areas of emergency care. Students will be able to recognize signs and symptoms of specific sports injuries and conditions. Topics of study will include, but are not limited to, how to avoid accidents and injuries, immediate and long-term care of injuries, and medical administration procedures. Students will earn the instructor CPR/First Aid/AED certification. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

### **HPE-125 GYMNASTICS AND SYSTEMATIC EXERCISE**

This course provides an overview of the developmentally appropriate gymnastics and systemic exercise for PreK-12 students. The educational gymnastics approach emphasizes utilization of movement concepts appropriate for teaching children body awareness and body control. Students will learn skill progressions, spotting techniques, and biomechanical principles involved in a variety of gymnastic and systemic exercise skills. Students will learn how to perform these skills. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-130 SWIMMING AND WATER SAFETY**

This course is designed to provide physical activity and direct experience in swimming and water safety. Students will demonstrate basic knowledge of water safety, synchronized swimming, and the different swimming strokes. This course is designed for students to perform the various swimming strokes and create a synchronized swimming routine. Students will be lifeguard certified by the end of the course. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-135 RACQUET SPORTS**

This course is designed to provide physical activity and direct experience in racquet sports, such as, tennis, badminton, squash, table tennis, and pickle-ball. Students will demonstrate basic knowledge of the rules for each of the racquet sports and any safety measures that must be taken. This course is designed for students to execute the different racquet sports. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-140 BASEBALL AND SOFTBALL**

This course is designed to provide physical activity and direct experience in baseball and softball. Students will demonstrate a basic knowledge of the rules, various positions, and plays involved in both sports. This course is designed for students to play in baseball and softball games. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-210 VOLLEYBALL AND BASKETBALL**

This course is designed to provide physical activity and direct experience in volleyball and basketball. Students will demonstrate basic knowledge of the rules, various positions, and plays involved in both sports. This course is designed for students to play in volleyball and basketball games. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-215 SOCCER AND LACROSSE**

This course is designed to provide physical activity and direct experience in soccer and lacrosse. Students will demonstrate a basic knowledge of the rules, various positions, and plays involved in both sports. This course is designed for students to play in soccer and lacrosse games. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-230 STRENGTH AND WEIGHTLIFTING**

This course is designed to provide physical activity and direct experience in strength and weightlifting training. Students will demonstrate basic knowledge of safe lifting techniques, different lifts, and the targeted muscle groups for each of the lifts. This course is designed for students to perform the various strength and weightlifting exercises. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-330 SPECIAL TOPICS: ALTERNATIVE SPORT**

This course is designed to provide physical activity and direct experience in alternative sports, such as yoga, archery, bowling, and dodge ball. Students will demonstrate a basic knowledge of the rules, safety protocols, and exercises involved in the different alternative sports. This course is designed for students to participate in/perform the different alternative sports. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-340 CUSTOMIZED TRAINING AND ASSESSMENT**

This course is designed to give the student an understanding of customized training and of assessment techniques used in physical education. Students will learn how to create various different customized training plans for K-12 students. In addition, students will learn the various techniques used for assessing student performance. This course provides the opportunity for students to use several of the computer application related to

physical education. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credits.

### **HPE-220 FOOTBALL AND RUGBY**

This course is designed to provide physical activity and direct experience in football and rugby. Students will demonstrate the basic knowledge of the rules, various positions, and plays involved in both sports. This course is designed for students to play in football and rugby games. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-225 WRESTLING AND TRACK AND FIELD**

This course is designed to provide physical activity and direct experience in wrestling and track and field. Students will demonstrate basic knowledge of the rules, different field and track events, and wrestling moves. This course is designed for students to participate in wrestling matches and track and field events. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-325 ADAPTIVE PHYSICAL EDUCATION**

This course is designed to provide knowledge related to handicapping condition, and the effects of these handicaps upon motor development and the performance of motor activities. The types of conditions that will be considered are orthopedic handicaps, learning disabilities, cardio-respiratory disorders, behavioral disorders, sensory impairments, and other temporary and permanent handicapping conditions. Students will understand physical fitness concepts and be able to make adaptations to meet the fitness needs of individuals with disabilities. In addition, students will understand the importance of developing positive socialization through Special Olympics. The course provides an overview of the importance of a positive self-concept and emotional well being related to the diversity of special populations. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. Three credit.

### **HPE-315 DANCE AND AEROBICS**

This course is designed to provide physical activity and direct experience in dance and aerobics. Students will demonstrate a basic knowledge of various different styles of dance and aerobic exercises. This course is designed for students to participate in the different styles of dance and aerobic exercises. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.

### **HPE-320 GAMES, ATHLETIC ACTIVITIES AND RECREATION**

This course is designed to provide physical activity and direct experience in games, athletic activities, and recreational activities. Students will learn about the self-discipline, willingness to try, and personal commitment involved in these types of physical activities. Coursework includes flexibility exercise, cooperative games and nongames, group initiatives, trust activities, and hiking. Tubercular check, FBI, Act 151, and Act 34 clearances must be obtained before beginning the class. One credit.



# ENGINEERING

Stacy Birmingham, *Chairperson*

Derek Breid; David Grumbine; Stephen Jodis; Michael Robinson;  
Adam Wood

Emeritus Faculty: Paul Follansbee

Saint Vincent College has two degree options for students who wish to pursue Engineering. These two programs, a four-year Bachelor of Science in Engineering program and a Mathematics/Engineering program, are designed to complement each other and provide different opportunities to students in building a growing community of engineers at Saint Vincent College. These programs are described below.

## ENGINEERING

The Bachelor of Science in Engineering program at Saint Vincent College is a general engineering program. The program provides not only a strong foundation in science, mathematics, and general engineering concepts but also depth in a selected engineering discipline through upper-level engineering courses and a year-long senior capstone project.

This program provides excellent preparation for employment or graduate school in engineering or a related field. The liberal arts core common to all Saint Vincent College degrees ensures that our students will be able to design ethical engineering solutions to local, national, and global problems with an understanding of the global and societal impact of the solutions. The Engineering program provides excellent preparation for a variety of post-graduate opportunities, including immediate employment in an engineering field, enrollment in a graduate engineering program, and entry in another field such as medicine, law, or business, where the engineering education provides transferrable skills such as creative problem-solving and ethical decision making.

Students in the Engineering program are required to select an engineering concentration to fulfill the depth requirement. The concentrations that are currently offered are the following:

- Environmental Engineering
- Chemical Engineering
- Materials Engineering
- Mechanical Engineering

In addition, all students must select at least one technical elective from a set of science, mathematics, computer science, and engineering courses. This allows students to broaden their foundational knowledge, such as by taking a course in biology or environmental science, or to take an upper-level engineering course in an area outside of their selected concentration.

Following the Catholic and Benedictine liberal arts tradition of Saint Vincent College, the aims of the Engineering programs are:

- to instill in our graduates the values of stewardship, community, and ethical responsibility,
- to cultivate a versatile engineering curriculum, rooted firmly in fundamentals, producing well-rounded, creative graduates equipped with the knowledge and skills to meet modern challenges in engineering and related fields, and
- to provide opportunities for students to engage in meaningful research in the pursuit of Truth and to practice the human-centered design of engineering solutions

## Program Educational Objectives

The objectives of the Engineering program are to produce graduates who, within a few years after graduation, will be able to:

1. pursue a career or graduate studies in engineering or a related field that benefits from their leadership and problem-solving mindset,
2. conduct themselves in a professional, ethical, and collaborative manner with respect for and awareness of social and cultural responsibilities, stewardship, and community,
3. pursue a lifestyle of service and active involvement with professional, civic, or religious organizations grounded in the pursuit of Truth that contributes to the greater benefit of society.

## ENGINEERING STUDENT LEARNING OUTCOMES

To ensure that our graduates attain the program educational objectives, the curriculum of the Engineering program is designed so that students will attain the following outcomes at the time of graduation:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## Requirements for the Bachelor of Science degree in Engineering

(See core curriculum requirements.)

### Major Requirements (84 credits)

The student must complete the requirements listed in the following categories:

#### Mathematics Requirements

##### (19 credits)

|               |   |   |
|---------------|---|---|
| MA 109 or 111 | Calculus I                                  | 4 |
| MA 112        | Calculus II                                 | 4 |
| MA 211        | Calculus III                                | 4 |
| MA 212        | Ordinary and Partial Differential Equations | 4 |
| MA 241        | Statistics I                                | 3 |
| or            |   |   |
| MA 311        | Probability and Statistics I                | 3 |

#### Science Requirements

##### (12 credits)

|        |                                |   |
|--------|--------------------------------|---|
| CH 101 | General Chemistry I            | 3 |
| CH 103 | General Chemistry I Laboratory | 1 |
| PH 111 | General Physics I              | 3 |
| PH 113 | General Physics I Laboratory   | 1 |

|        |                               |   |
|--------|-------------------------------|---|
| PH 112 | General Physics II            | 3 |
| PH 114 | General Physics II Laboratory | 1 |

### Engineering Core Requirements (35 credits)

|          |   |   |
|----------|---|---|
| ENGR 100 | Introduction to Engineering               | 2 |
| ENGR 115 | Introduction to Engineering Computation   | 3 |
| ENGR 215 | Introduction to Circuits and Measurements | 3 |
| ENGR 220 | Engineering and Computing Ethics          | 2 |
| ENGR 222 | Engineering Graphics and Design           | 3 |
| ENGR 223 | Statics                                   | 3 |
| ENGR 226 | Materials Engineering                     | 3 |
| ENGR 228 | Materials Engineering Lab                 | 1 |
| ENGR 240 | Engineering Design and Lab                | 4 |
| ENGR 310 | Engineering Thermodynamics                | 3 |
| ENGR 315 | Junior Engineering Laboratory             | 1 |
| ENGR 366 | Automatic Control Systems                 | 3 |
| ENGR 440 | Capstone Design Project                   | 2 |
| ENGR 441 | Capstone Design Project II                | 2 |

### Technical Elective (3 credits)

Students pursuing concentrations in chemical engineering, materials engineering, and mechanical engineering must take at least one three-credit course from the following list of science, mathematics, computer science, and engineering courses as a technical elective. Students pursuing the environmental engineering concentration must take an engineering course as a technical elective. Note that students must have the required prerequisites to take any of these courses. In addition, this technical elective cannot be satisfied by AP or IB credit, or by independent study or independent research courses.

- Any 100-level or 200-level Biology course
- CH 102 and 104 (General Chemistry II and General Chemistry II Laboratory)
- Any 200-level Chemistry course
- Any 100-level, 200-level, or 300-level Computer Science course, excluding CS 102, CS 357 and CS 358
- Any Data Science course
- Any Engineering course not required in the Engineering Core or in the student's selected concentration
- Any 100-level or 200-level Environmental Science course
- Any 200-level Integrated Science course
- Any 200-level, 300-level, or 400-level Mathematics course, excluding those required in the Engineering core
- Any 200-level or 300-level Physics course, excluding PH 214, PH 215, PH 223, PH 224, PH 225, and PH 381

### Engineering Concentration Requirements (15 credits)

Students must complete the requirements for one of the following engineering concentrations:

#### Chemical Engineering Concentration

|          |                                   |   |
|----------|-----------------------------------|---|
| ENGR 230 | Chemical Engineering Fundamentals | 3 |
| ENGR 330 | Fluid Mechanics                   | 3 |
| ENGR 340 | Heat and Mass Transport           | 3 |
| ENGR 360 | Separation Processes              | 3 |
| ENGR 420 | Chemical Reaction Engineering     | 3 |

#### Environmental Engineering Concentration

|          |  |   |
|----------|--|---|
| ENGR 235 | Introduction to Environmental Engineering      | 3 |
| ES 220   | Introduction to Geographic Information Systems | 3 |
| ENGR 330 | Fluid Mechanics                                | 3 |
| ENGR 340 | Heat and Mass Transport                        | 3 |
| ENGR 350 | Alternative Energy Systems                     | 3 |

#### Materials Engineering Concentration

|          |   |   |
|----------|---|---|
| ENGR 320 | Mechanics of Materials  | 3 |
| ENGR 327 | Soft Materials  | 3 |
| ENGR 328 | Design and Fabrication with Modern Materials  | 3 |
| ENGR 340 | Heat and Mass Transport   | 3 |
| ENGR --- | ENGR 200-level or higher class, excluding those required in Engineering Core or in this concentration | 3 |

#### Mechanical Engineering Concentration

|          |  |   |
|----------|--|---|
| ENGR 224 | Dynamics   | 3 |
| ENGR 320 | Mechanics of Materials   | 3 |
| ENGR 330 | Fluid Mechanics  | 3 |
| ENGR 340 | Heat and Mass Transport  | 3 |
| ENGR XXX | ENGR 200-level or higher class, excluding those required in Engineering Core or in this concentration. | 3 |

### Typical First-Year Schedule

(Actual schedule may vary based on a student's needs and prior educational history)

#### Fall Semester (16 credits)

|           |                                |   |
|-----------|--------------------------------|---|
| CH 101    | General Chemistry I            | 3 |
| CH 103    | General Chemistry I Laboratory | 1 |
| ENGR 100  | Introduction to Engineering    | 2 |
| MA 111    | Calculus I                     | 4 |
| CORE 1400 | Listening Seminar              | 3 |
|           | Core Course                    | 3 |

#### Spring Semester (14 credits)

|           |                                 |   |
|-----------|---------------------------------|---|
| MA 112    | Calculus II                     | 4 |
| PH 111    | General Physics I               | 3 |
| PH 113    | General Physics I Laboratory    | 1 |
| CORE 1500 | Core Writing                    | 3 |
| ENGR 222  | Engineering Graphics and Design | 3 |

### MATHEMATICS/ENGINEERING PROGRAM

Saint Vincent College offers a cooperative liberal arts and engineering program in conjunction with affiliate institutions including: The Catholic University of America and The University of Pittsburgh. Students enrolled in this program spend the first three years at Saint Vincent College and then transfer to the cooperating engineering institution. The mission of the Mathematics/Engineering Degree Program is to provide students with a solid foundation in mathematics, science, and the liberal arts informed by Benedictine and Catholic values so they may succeed in their engineering education at a partner institution and use their talents to contribute to the greater good.

Students who successfully complete this program receive a Bachelor of Science in a specific engineering discipline from the cooperating institution and a Bachelor of Arts in Mathematics/Engineering from Saint Vincent College. Students in this program may graduate from Saint Vincent College upon the successful completion of 45 credit hours of coursework at the cooperating

engineering institution (excluding co-op assignments). This degree program is well-suited for students who want the foundational skills afforded by a liberal arts education rooted in the Catholic and Benedictine tradition but also desire an engineering degree in a specific discipline.

Important considerations for this program are the following:

- A student must have an overall GPA of 3.0 or higher to be considered for transfer by the cooperating institutions with the following exception: for transfer into the bioengineering degree program at The University of Pittsburgh, a student must have an overall GPA of 3.5 or higher to be considered for transfer.
- Only courses in which a student achieves a final grade of C or better can be transferred to the cooperating institution.
- Each cooperating institution establishes which engineering degree programs are open to transferring students.
- At least two years (four semesters) of coursework at the cooperating institution is required. For certain programs, summer courses before the student's first fall term or an additional one or two semesters may be required.

Further information is available from the Mathematics/Engineering Program Chair at Saint Vincent College.

### Program Educational Objectives

The Mathematics/Engineering program provides the initial preparation for students in the following ways:

1. Establish the foundation of liberal arts, mathematics, and science tools at Saint Vincent College to enable a successful engineering education at a partner institution.
2. Expose students to select engineering courses to nurture, support, and reinforce their interest in the engineering discipline.
3. Foster well-rounded individuals by uniting math and science with the liberal arts, in preparation for a wide variety of engineering disciplines and vocations.

### MATHEMATICS/ENGINEERING STUDENT LEARNING OUTCOMES

To ensure that our Mathematics/Engineering students attain the program educational objectives, the curriculum of the program is designed so that students have the following abilities at the time of transfer to the cooperating engineering institution:

1. An ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics
2. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies
3. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

### Requirements for a Bachelor of Arts Degree in Mathematics/Engineering

Core Curriculum requirements (33 credits)

|           |                             |   |
|-----------|-----------------------------|---|
| CORE 1400 | Listening Seminar           | 3 |
| CORE 11XX | Theological Foundations     | 3 |
| CORE 12XX | History, Culture, Politics  | 3 |
| CORE 13XX | Investigation and Reasoning | 3 |
| CORE 1500 | Core Writing                | 3 |
| CORE 16XX | Ethics and Service          | 3 |
| CORE 2400 | Learning Seminar            | 3 |
| CORE 21XX | Theological Foundations     | 3 |
| CORE 22XX | History, Culture, Politics  | 3 |

|           |  |   |
|-----------|--|---|
| CORE 25XX | Effective and Charitable Communication | 3 |
| CORE 3400 | Loving Seminar                         | 3 |

### Major Requirements (at least 64 credits)

|          |   |   |
|----------|---|---|
| MA 111   | Analytical Calculus I                       | 4 |
| MA 112   | Analytical Calculus II                      | 4 |
| MA 211   | Analytical Calculus III                     | 4 |
| MA 212   | Ordinary and Partial Differential Equations | 4 |
| MA 241   | Statistics I                                |   |
| or       |   |   |
| MA 311   | Probability and Statistics I                | 3 |
| CH 101   | General Chemistry I                         | 3 |
| CH 102   | General Chemistry II                        | 3 |
| CH 103   | General Chemistry I Laboratory              | 1 |
| CH 104   | General Chemistry II Laboratory             | 1 |
| PH 111   | General Physics I                           | 3 |
| PH 112   | General Physics II                          | 3 |
| PH 113   | General Physics I Laboratory                | 1 |
| PH 114   | General Physics II Laboratory               | 1 |
| ENGR 100 | Introduction to Engineering                 | 2 |
| ENGR 115 | Introduction to Engineering Computation     | 3 |
| ENGR 223 | Statics                                     | 3 |
| ENGR 240 | Engineering Design and Laboratory           | 4 |

The students in the Mathematics/Engineering program are also required to take two Engineering electives and four technical electives. An engineering elective is any two-, three-, or four-credit Engineering course not required by the Mathematics/Engineering major. Technical elective courses are defined in the requirements for the Engineering major.

### Typical First-Year Schedule

#### Fall Semester (16 credits)

|            |                             |   |
|------------|-----------------------------|---|
| ENGR 100   | Introduction to Engineering | 2 |
| MA 111     | Analytical Calculus I       | 4 |
| CH 101     | General Chemistry I         | 3 |
| CH 103     | General Chemistry I Lab     | 1 |
| CORE 1400  | Listening Seminar           | 3 |
| CORE Class |                             | 3 |

#### Spring Semester (18 credits)

|            |                              |   |
|------------|------------------------------|---|
| MA 112     | Analytical Calculus II       | 4 |
| CH 102     | General Chemistry II         | 3 |
| CH 104     | General Chemistry II Lab     | 1 |
| PH 111     | General Physics I            | 3 |
| PH 113     | General Physics I Laboratory | 1 |
| CORE 1500  | Core Writing                 | 3 |
| CORE Class |                              | 3 |

### ENGINEERING COURSE DESCRIPTIONS

#### ENGR-00X ENGINEERING EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

#### ENGR-099 KENNAMETAL YOUNG ENGINEERS

The semester-long Young Engineers Program, taught in conjunction with Kennametal, provides an opportunity for students in 11th and 12th grade to learn about engineering and technology through experiences at Kennametal's Technology Center in Latrobe and its manufacturing facilities. Students attend eight three-hour sessions led by Kennametal and other local industry partners and college educators. They participate in a field trip to one of Kennametal's manufacturing facilities and complete

an engineering project under the mentorship of Kennametal engineers and Greater Latrobe Senior High School teachers. During the class time at the high school, students prepare for and process their sessions at Kennametal, work on their projects, research various engineering careers and colleges, participate in STEM activities, and develop career skills such as public speaking and resume writing. College credit for the course is offered through Saint Vincent College.

The topics of the eight sessions include:

- Careers in technology, including a career fair
- Engineering case studies - marvels and failures
- Problem-solving - processes, failure analysis, and innovation
- Operational Excellence and manufacturing economics
- Engineering design – design criteria, risk analysis, and

CAD/CAM

- Investigative analyses, including a tour of the technology center
- Systems controls and digital manufacturing technology
- Ethics, law, and engineering

The general format of the eight sessions includes content presentation, hands-on activities, and project work. Students selected for the class are expected to have a strong foundation and interest in science and mathematics. College credit for the course is offered through Saint Vincent College.

#### **ENGR-100 INTRODUCTION TO ENGINEERING**

Introduction to the engineering discipline, with a focus on problem-solving, ethics, teamwork, and design. Topics also include an overview of the engineering disciplines and an introduction to using spreadsheets for data analysis. Students will also complete team-based projects. Prerequisite: None. Offered fall semester. Two credits.

#### **ENGR-115 INTRODUCTION TO ENGINEERING COMPUTATION**

Modern engineering practice makes use of a variety of computational tools to evaluate designs, simulate physical processes, collect and analyze data, and control physical hardware. This course introduces the basics of programming through the following topics: variable creation and basic calculations, user input and output, selection structures, repetition structures, matrix algebra, and dynamic simulation. May also include data collection and hardware control. Prerequisite: MA 111. Offered spring semester. Three credits.

#### **ENGR-215 INTRODUCTION TO CIRCUITS AND MEASUREMENTS**

Electrical circuits are a part of many modern engineering devices. Additionally, circuits play an essential role collecting data from sensors and are therefore a part of almost all modern engineering experimentation. This course introduces basic electrical circuit concepts including fundamental circuit laws, time and frequency response of RC circuits, transistors, and operational amplifiers. Measurement topics such as analog to digital conversion, data sampling, and sensors are also covered. Students prototype basic circuits and begin to develop experimental procedures. Prerequisite: MA 111. Offered fall semester. Three credits.

#### **ENGR-220 ENGINEERING AND COMPUTING ETHICS**

Study of ethical issues in the fields of engineering and computing: Topics include safety and liability, professional responsibility to clients and employers, whistle-blowing, codes of ethics, legal issues that relate to privacy, intellectual property rights, and cybercrime. The course also examines issues concerning the use and development of developing and emerging technologies that

may involve computers or be used by computing or engineering professionals. Prerequisite: ENGR 100. Offered fall semester. Two credits.

#### **ENGR-222 ENGINEERING GRAPHICS AND DESIGN**

Introduction to engineering graphics and 3D design using SOLIDWORKS®. Topics include basic engineering drawing conventions and terminology, fundamentals of part modeling, assembly modeling, and engineering drawings in SOLIDWORKS®. Design projects are an integral part of this course. Prerequisites: none. Offered spring semester. Three credits.

#### **ENGR-223 STATICS**

Statics is the structural analysis of non-deformable bodies that are at equilibrium (i.e. – typically stationary). Students will use equilibrium of forces and moments to analyze various structures, including beams, trusses, and machines. Analysis of structures subjected to distributed loads is also addressed, along with methods to calculate internal shear forces and bending moments. Vectors, trigonometry, and algebra are used extensively. Prerequisites: PH 111 and MA 112. Offered fall and spring semesters. Three credits.

#### **ENGR-224 DYNAMICS**

Dynamics is the analysis of particles, rigid bodies, and systems in motion. This course applies concepts such as kinematics, Newton's second law, work/energy, and impulse/momentum to analyze the behavior of moving particles, rigid bodies, and systems such as mechanical apparatuses. Vectors, trigonometry, calculus, and algebra are used extensively. Prerequisites: ENGR 223. Offered spring semester. Three credits.

#### **ENGR-226 MATERIALS ENGINEERING**

An introductory materials science and engineering course. Students learn about atomic bonding and how material properties are influenced by structure and inherent defects. Emphasis is placed on strength and failure of metals, phase transformations, phase diagrams, and processing. Electrical and thermal properties are also considered. Prerequisites: CH 101 and MA 111. Offered fall semester. Three credits.

#### **ENGR-228 MATERIALS ENGINEERING LABORATORY**

Materials laboratory course that supports Materials Engineering (ENGR 226). Students will learn how to prepare metallic samples for mechanical testing and microstructure imaging. Students will also learn how to alter the microstructure and material properties of metallic samples through heat treatment. Students will be exposed to tensile testing and Charpy impact testing through a collaboration with an external testing facility. Failure mechanisms in metallic samples are also investigated through scanning electron microscopy (SEM). Must be taken simultaneously with or after successful completion of ENGR 226. Offered fall semester. One credit.

#### **ENGR-230 CHEMICAL ENGINEERING FUNDAMENTALS**

This course provides an introduction to formulating and solving material and energy balances in chemical engineering systems. Topics include engineering problem analysis, material balances on single-unit and multiple-unit systems, phase equilibria related to separation processes, and the application of the first law of thermodynamics to energy balances on process systems. Examples are drawn from a variety of industries, including pharmaceutical, food processing, and petrochemical. Prerequisites: CH 101 and MA 109 or MA 111. Offerings vary. Three credits.

### **ENGR-235 INTRODUCTION TO ENVIRONMENTAL ENGINEERING**

This course is an introduction to the discipline of environmental engineering. Topics include material and energy balances, applied chemistry, risk assessment, and ecosystems. Examples are drawn from water and wastewater treatment, water pollution, and solid waste management. Prerequisites: CH 101 and MA 109 or MA 111. Offerings vary. Three credits.

### **ENGR-240 ENGINEERING DESIGN AND LABORATORY**

This course will teach students the principles of engineering design and problem-solving. Students learn how to approach open-ended design problems with creativity, analyze and prioritize design requirements, function as part of a problem-solving team, and document and report their progress. In the lab portion of the course, students utilize applied mathematics and science in designing and testing a product or process that meets specified criteria. Fee. Prerequisites: ENGR 100 and sophomore standing. Offered spring semester. Four credits.

### **ENGR-310 ENGINEERING THERMODYNAMICS**

Engineering thermodynamics examines the phenomenon of energy and its applications to engineering problems. The principles of energy conservation, transformation, and transfer can be used to understand a large variety of processes, including power generation, building heating and cooling, chemical manufacturing, engine performance, biological processes, and more. This course will cover the first and second laws of thermodynamics, various forms of energy, entropy, heat, work, properties of substances as they relate to the above, and the use of control boundaries as a tool for problem solving. Prerequisites: PH 111, CH 101. Offered fall semester. Three credits.

### **ENGR-315 JUNIOR ENGINEERING LABORATORY**

This laboratory course gives students the opportunity to apply topics from the core engineering curriculum. Students will prepare written laboratory reports and give an oral presentation on a self-designed experiment. Prerequisite: ENGR 215. Offered spring semester. One credit.

### **ENGR-320 MECHANICS OF MATERIALS**

Mechanics of materials analyzes the elastic deformations and stresses that arise in structural components from applied forces. Students will learn to analyze structures subjected to axial loads, torsion, and bending. Students will also learn to incorporate material properties and combined loading to design against mechanical failure. Prerequisites: ENGR 223. Offered spring semester. Three credits.

### **ENGR-327 SOFT MATERIALS**

Soft materials are those which undergo large deformations with relatively small forces, and include polymers, elastomers, gels, biological materials, and even some fluids. These materials exhibit an extreme diversity of properties, behaviors, and applications, and have been increasingly utilized over the past several decades in a wide variety of consumer products and applications. This course will draw connections between the molecular structures of these materials and the properties (mechanical, chemical, optical, etc.) they exhibit, with a focus on plastics, rubbers, biological tissues, and composites. Topics of special interest may include "smart" (stimulus-responsive) materials, bio-inspired material design, adhesion, and bio-compatible materials. Prerequisite: ENGR 226. Offered fall semester of odd-numbered years. Three credits.

### **ENGR-328 DESIGN AND FABRICATION WITH MODERN MATERIALS**

Design and Fabrication with Modern Materials introduces current manufacturing processes and rapid prototyping techniques. These include, but are not limited to, 3D printing (fusion deposition modeling and stereolithography), mold making and casting, thermoforming, laser cutting, and micro-fabrication. The class also introduces mass manufacturing techniques and the evolution of commonly used techniques (i.e. – lean manufacturing). Prerequisites: ENGR 226. Offered spring semester. Three credits

### **ENGR-330 FLUID MECHANICS**

This course introduces students to the flow of fluids under both steady and unsteady conditions through mass, momentum, and energy balances on finite and differential systems. Topics include pressure and fluid statics, kinematics, flow in open and closed channels, dimensional analysis and modeling, lift and drag, and turbomachinery. Students will work to formulate the models necessary to study, analyze, and design fluid systems through the application of these concepts, and to develop the problem-solving skills essential to good engineering practice of fluid mechanics in practical applications. Prerequisites: PH 111 and MA 112. Offered fall semester. Three credits.

### **ENGR-340 HEAT AND MASS TRANSPORT**

This course investigates the transport of matter and energy within a system, using concepts from thermodynamics, physics, chemistry, and differential equations to describe the transport of thermal energy (heat) through conduction, convection, and radiation. Analogous mechanisms concerning mass transport (diffusion, flow, and separation) will also be examined. Numerous applications will be studied, including building design, heat dissipation, heat exchangers, food safety, solar heating, and phase changes. Prerequisites: MA 112, ENGR 310. Offered spring semester. Three credits.

### **ENGR-350 ALTERNATIVE ENERGY SYSTEMS**

This course provides a survey of alternative energy systems, including hydropower, wind energy, solar energy, biomass, ocean energy and geothermal energy. Topics include a review of national and global energy usage and the viability of each alternative energy system. This course is balanced between theory and application, and is designed to provide students with a working knowledge of a wide variety of alternative energy systems currently in use. Prerequisite: ENGR 310 or PH 215 or CH 232. Offering varies. Three credits.

### **ENGR-355 INDEPENDENT STUDY/ENGINEERING**

Studies to be chosen and developed by the student with the guidance of the professor directing the study. May be repeated. Variable credit.

### **ENGR-357 STUDENT RESEARCH SEMINAR**

Students will participate in research projects defined independently or in conjunction with Engineering faculty research programs. The expectations are approximately 3 hours of work per week, per credit. May be repeated. Credits may be counted towards the Technical Elective requirement for Engineering majors. One-three credits.

### **ENGR-360 SEPARATION PROCESSES**

This course provides the fundamentals of separation processes relevant to chemical engineering applications. Topics include mass transfer fundamentals, distillation, absorption, stripping, extraction, and leaching. Examples are drawn from numerous

applications. Prerequisites: ENGR 230, and ENGR 310 or CH 232 or PH 215. Offering varies. Three credits.

### **ENGR-366 AUTOMATIC CONTROL SYSTEMS**

Automatic control systems are devices that regulate their own behavior. Examples include home heating systems, cruise control, CNC machining, robotics, automatic material processing, and airplane autopilot. This course introduces the basics of automatic control through the following topics: introduction of basic control structures like open-loop, on/off, and PID control, experimental modeling and simulation of first and second order systems, the Laplace transform and transfer functions, physics-based modeling, and feedback control design. Additional topics may include root locus analysis and the frequency response. Prerequisites: MA 212. Offered fall semester. Three credits.

### **ENGR-368 MECHATRONICS**

Mechatronics is an interdisciplinary field of engineering combining principles of mechanical design, electronics, and programming. This course will expand previous coursework in the above three areas, and apply those principles to the design and fabrication of electro-mechanical devices. This course includes a substantial hands-on component. Prerequisites: ENGR 215. Three credits

### **ENGR-420 CHEMICAL REACTION ENGINEERING**

This course introduces students to the fundamentals of chemical reaction engineering including reactor sizing and design. Topics include rate laws, kinetics, isothermal, and homogeneous and heterogeneous reaction systems. Prerequisites: ENGR 230 and ENGR 310 or PH 215 or CH 232. Offering varies. Three credits.

### **ENGR-425 ENGINEERING PROJECT MANAGEMENT**

Introducing concepts related to engineering project management. Defining roles and responsibilities, analyzing program risk, developing schedules and budgets. Concepts of resource management, team management, stake holder management, risk management, schedule management, and knowledge management are presented and discussed using actual and conjured case studies. The course includes considerable in-class discussion and student presentation. Prerequisite: ENGR 240. Offering varies. Three credits.

### **ENGR-440 CAPSTONE DESIGN PROJECT I**

This is the first of a two-course senior design project sequence. This course focuses on design team formation, project definition, and project feasibility. Students build on prior coursework to develop a solution to a complex engineering problem that meets desired needs and specifications within given constraints. Prerequisite: ENGR 240. Offered fall semester. Two credits.

### **ENGR-441 CAPSTONE DESIGN PROJECT II**

This is the second of a two-course senior design project sequence. This course focuses on the development, testing, and delivery of a solution to a design problem. Students build on prior coursework to develop a solution to a complex engineering problem that meets desired needs and specifications within given constraints. Prerequisite: ENGR 440. Offered spring semester. Two credits.

### **ENGR-550 ENGINEERING INTERNSHIP**

Work experience program extending the learning experience beyond the college into the world of work. Students are employed in an area related to their academic endeavor. Academic credits are awarded according to the extent of the work experience. Students may or may not be paid depending on the site. The purpose of the program is to integrate academic studies and employment activities. May be repeated. Variable credit.

## **ENGLISH**

Sara Lindey, *Chairperson*

Wulfstan Clough, O.S.B.;

Michelle Gil-Montero; Dennis D. McDaniel; Jeannine Pitas

Adjunct Faculty: Lea Delcoco-Fridley; Mallory Truckenmiller Saylor; Peter Sorrell; Robert Welch

Emeritus Professors: William Snyder; Ronald E. Tranquilla

The Saint Vincent College English Department invites students to join them in the 2,500-year-old conversation about language and literature. To enrich this conversation, students read classic and contemporary texts from a variety of critical perspectives. With this textual basis, students follow a curricular sequence that develops their knowledge and skills from the foundational to the mastery level. Along with the study of literature and writing, English majors may concentrate in areas that suit their interests and career aspirations. Giving direction and resonance to these literary and creative pursuits are the Benedictine values of community, hospitality, stewardship, and care and concern for the individual.

### **ENGLISH STUDENT LEARNING OUTCOMES**

English students will be able to:

- Analyze and interpret literature by recognizing and responding to context, genre, and style.
- Write well, reflecting Saint Vincent College's Six Principles of Good Writing.
- Explain and apply literary theory.
- Produce substantial literary and creative projects that reveal keen analysis, persistent revision, and thoughtful, responsible, scholarship.

### **THE ENGLISH MAJOR: 37 CREDITS**

Students majoring in English must complete the following requirements:

- Take *four Introductory* courses that must be completed by the end of the sophomore year: EL 103, 114 or 115, 133, and one elective.
- Take *three Intermediate* courses: EL 200 Literary Theory and two 200-level courses of the student's choice. (\*Note: *Teaching Certification Concentrators need EL205: Advanced Writing for their Education minor.*)
- Take *three Concentration* courses (see below). These courses do not fulfill Introductory or Intermediate course requirements.
- Complete a Senior Project: students will register for EL 400 or 401 and complete an analytic or creative capstone project by the end of the fall semester of their senior year.
- Complete an *Experiential Component* (four credits total): Students must complete no more than three credits through an external or internal internship (EL 550) and one credit through relevant travel (EL 551). The external (i.e., outside the department) internships must be credit-bearing and supervised by English Department faculty. Internships within the department (of at least one year's duration) may include such roles as Eulalia Books Intern, Writing Center Associate or Consultant, staff member of The Review or Generation, or Departmental Administrative Assistant. The one credit travel requirement may be fulfilled through study abroad, a travel course (like EL-165, 166, or 167), a conference trip, or a presentation at SVC's Academic Conference.
- Maintain an *Electronic Portfolio* that includes artifacts from introductory and intermediate courses, as well as the capstone project. Also, during their final semester, to fulfill requirements

for the Exit Interview grade, majors will upload a Senior Reflection paper that assesses how well their work has met departmental learning objectives.

### **Concentrations:**

By the end of their freshman year, English majors, in consultation with their English advisors, should choose one of the five following concentrations, each of which has required courses and experiential component recommendations:

#### **Literature:**

Required courses (in addition to the Introductory and Intermediate required of all concentrations):

- One 100-level literature elective (3 cr.)
- Two 200-level literature Electives (6 cr.)

Recommended experiential component:

- Internships: any internal or external internship
- Travel: Conference travel, travel course, or study abroad

#### **Teaching Certification:**

Required Courses (in addition to the Introductory and Intermediate required of all concentrations; no exceptions):

- EL 119: History of the English Language (3 cr.)
- Either EL 273: Representations of Children in Young Adult Literature or CL 129: Young Adult Fiction (3 cr.)
- One Shakespeare course: EL 213, 214, 127, or 165 (3 cr.)

Recommended Experiential Components:

- Internship: Writing Center Writing Consultant or Associate (\*EL 205: Advanced Writing prerequisite)
- Travel: Conference Travel, travel course, or Study Abroad

#### **Creative Writing:**

Required Courses:

- EL 110: Introduction to Creative Writing
- Two of the following:
  - EL 203: Poetry Workshop (3 cr.)
  - EL 204: Fiction Workshop (3 cr.)
  - EL 244: Creative Nonfiction Workshop (3 cr.)

Recommended Experiential Components:

- Internship: Generation, Eulalia Books.
- Travel: Conference Travel or Study Abroad

#### **Publishing:**

Required Courses:

- EL 142: Poetry in Public: Outreach and Curation in the Literary Arts
- EL 185: History of the Book (3 cr.)
- EL 230: Small Press Publishing (3 cr.)

Recommended Experiential Components (4 cr.):

- Internship: Eulalia Books, Generation, The Review
- Travel: Conference Travel or Study Abroad

#### **Literary Translation:**

Required courses:

- EL 110: Intro to Creative Writing (3 cr.)
- EL 252: Literary Translation Workshop (3 cr.)
- EL 236: Modern European Literature (3 cr) or EL 250: Contemporary World Literatures in Translation (3 cr.)

Recommended Experiential Components (4 cr.):

- Internship: Eulalia Books, Off-campus internship
- Travel: Study Abroad, Conference presentation

Please note that this list of courses is subject to change; majors should consult the English Department's Schoology page during each registration period for updates.

### **Secondary Education Certification**

In the process of fulfilling the requirements of the English major, majors seeking Secondary Education Certification must choose from the following English courses, which may serve as elective or concentration credits: EL 119, CL 129 or EL 273; either EL 127, EL 133, 213, or 265.

#### **Minor in English: 18 credits**

The minor in English offers a flexible program of study that allows students to build skills in writing, analytical reading, and critical thinking. This minor nurtures curiosity and fosters appreciation of literature, art, and culture. A minor in English communicates both technical and analytical competencies to future employers and graduate admissions counselors. Because it enhances intellect, conversational agility, and marketability, a minor in English complements any major.

Students seeking a minor in English must take either EL 200 and five other English courses, two of which must be 200-level literature courses.

#### **Minor in Creative Writing: 18 credits (6 courses)**

The Minor in Creative Writing serves students who have a passionate interest in writing. Following a flexible program of student in fiction, poetry, creative non-fiction, and literary translation, aspiring writers learn to navigate the contemporary landscape of genres and forms with attention to elements of craft and critique. Minors explore intersections with their major field of study and, in the creative process, find a vehicle for inquiry that can be applied to other academic subjects. The minor in Creative Writing cultivates an appreciation for the richness, flexibility, and power of language, as well as a capacity for expression that distinguishes students in an array of professional pursuits. In addition to EL 110, which may be taken before or at the same time as 200-level Creative Writing courses, Creative Writing minors may choose four of the following courses: EL 142, EL 203, EL 204, EL 230, EL 244, EL 250, or EL 252, plus one 200-level literature course.

#### **Minor in Literary Translation (18 credits):**

The Departments of English and Modern and Classical Languages co-sponsor the Literary Translation Minor program at Saint Vincent College. The program combines creative practice with the study of languages, literatures, and critical theory. Students draw from their skills as writers, readers, and speakers of a second language, while exploring the intersections of languages and cultures and participating in the production of international literature.

#### **English Course Requirements:**

EL 110 and EL 252. Also take one of the following courses: EL 230, EL 250 or EL 236; and one of the following courses: EL 203, EL 204 or EL 244.

#### **Foreign Language Requirements:**

These requirements are subject to substitution, with the permission of the foreign language advisor, by applicable study-abroad courses or other suitable department offerings.

**For Chinese:** CHI 306, CHI 310, or CHI 311

**For French:** FR 316, Any 300-level French-language literature course

**For German:** GE 315, Any 300-level German literature course

**For Italian:** IT 315, IT 321

**For Spanish:** SP 228, Any 300-level Spanish-language literature course

**For Latin:** Any two 300- or 400-level Latin literature courses

## Typical First-Year Schedule

### Fall Semester

|   |  |   |
|---|--|---|
| CORE 1400                                   | Listening Seminar                                      | 3 |
| CORE 1500                                   | Core Writing   | 3 |
| EL 103                                      | Principles of Literary Study                           | 3 |
| EL 114                                      | British Literature: Middle Ages to Restoration         |   |
| or  |  |   |
| EL 115                                      | British Literature: Neoclassicism to Modernism History | 3 |
| Core Course (Recommended: modern languages) |  | 3 |

### Spring Semester

|   |                                |   |
|---|--------------------------------|---|
| EL 133  | American Literature to Present | 3 |
| Core Course   |                                | 3 |
| Core Course   |                                | 3 |
| Core Course   |                                | 3 |
| Core Course   |                                | 3 |
| (Recommended: modern languages, art, music, sociology, communication) |                                |   |

## ENGLISH COURSE DESCRIPTIONS

### EL-00X ENGLISH EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

### EL-103 PRINCIPLES OF LITERARY STUDY

This literature course is an introduction to college-level literary studies. Students will become familiar with a variety of literary texts drawn from the genres of short fiction, poetry, drama, and creative non-fiction, and will learn the formal features that distinguish these genres. Just as importantly, students will develop the reading and analytical skills needed to appreciate more fully the intellectual and emotional rewards that literary writing offers to its active, interested readers. Such readers will be able to apply these skills to other disciplines, and will find reading literature to be not merely a dry academic exercise, but a means by which they can more richly understand themselves and their world. Three credits.

### EL-108 TECHNICAL WRITING

In this introductory writing course, students learn how to plan, compose, and revise technical documents. Assignments include problem analyses, instructions, proposals, process descriptions, and formal reports. In the process of completing these assignments, students practice strategies for analyzing audience, writing clear sentences, composing memos and letters, paraphrasing, organizing reports, and using new media. Three credits.

### EL-110 INTRODUCTION TO CREATIVE WRITING

This creative writing course introduces the fundamentals of creative writing craft in three genres: poetry, fiction, and creative non-fiction. Students read and discuss short contemporary texts and respond to in-class writing prompts. In the workshop element of the course, students give and receive peer feedback on their drafts and collaboratively explore strategies for revision. Students produce a final portfolio of revised work in all three genres. This course is a prerequisite for advanced courses in Creative Writing and may not be taken after students have enrolled in advanced courses in Creative Writing. Three credits.

### EL-111 ENVIRONMENTAL LITERATURE

This literature course engages the connections among literature and the environment, reading touchstone texts in nature writing

and branching out into units on culture, animals, children's literature, global warming, and post-apocalyptic representations of environmental disaster. This course mixes short readings with novels and considers various ecocritical and interdisciplinary perspectives in order to explore imaginative literature. Discussion-oriented class; requirements include weekly reading reflections, group presentation, take-home mid-term and final short-answer and essay exams, as well as class discussion. Three credits.

### EL-113 WOMEN'S LITERATURE

This literature course examines the various roles assumed by women, both as characters and authors, to issues such as the possibility of a particularly female aesthetic and literary tradition. Readings may include Rowson, Jacobs, Austen, Woolf, Mukerjee, Morrison, among other writers, and consider texts across space, time, class, and ethnicity. Discussion-oriented class; requirements include weekly papers or reading reflections, quizzes, group presentation, final, and class discussion. Three credits.

### EL-114 BRITISH LITERATURE: MIDDLE AGES TO RESTORATION

This introductory-level literature course surveys British literature from Anglo-Saxon times until the restoration of the monarchy in 1660. Students will read representative selections from several genres from the pre-Medieval, Medieval, and Renaissance periods, including epic and lyric poetry, ballads, dramas, and prose works. Stress will be placed on the accomplishments of Chaucer, Shakespeare, and Milton, as well as other notable writers. Some literary history will provide a context within which to examine the development of English literature during these periods. Students must take two-to-three exams and write two-to-three papers. Periodically offered as a first-year seminar or honors course. Three credits.

### EL-115 BRITISH LITERATURE: NEOCLASSICISM TO MODERNISM

This introductory-level literature course covers major literary works in Britain from the Restoration of the Crown to the 20th century. All major genres within the time span – drama, the verse-essay, the novel, the short story, and lyric poetry – are explored and examined as reflections of historical and aesthetic contexts. Authors covered include Dryden, Pope, Swift, Johnson, Wordsworth, Coleridge, Keats, Austen, Tennyson, Arnold, Hopkins and T. S. Eliot. Class members acquire skills in reading the various works of literature; they respond to questions and prompts on a weekly basis. Students must complete four papers or projects and a final exam. Three credits.

### EL-119 HISTORY OF THE ENGLISH LANGUAGE

This linguistics course examines the history of English from a technical standpoint and also from a political, social, and even religious perspective. Students begin with an overview of linguistic theory. Then, concentrating on such linguistic phenomena as Grimm's Law and the Great Vowel Shift, they examine how Anglo-Saxon (Old English) became middle English, and how that in turn evolved into modern English. They also analyze how historical, psychological, and social forces have shaped modern English and what forces may shape it in the future. Student progress is measured by periodic quizzes and in-class exercises, two hourly exams, and a comprehensive final exam. Students have the option of substituting an oral presentation or a major paper for the second hourly exam. This course will also satisfy the interdisciplinary requirement for English majors; it is required of all English majors seeking secondary certification to teach English. Three credits.

### EL-125 HISTORY AND DEVELOPMENT OF SCIENCE FICTION

This literature course examines science fiction as a genre of literature,



from its beginnings in the 19th century through the present day. After a look at the mythic roots of science fiction, students read classic works by Jules Verne and H. G. Wells, and proceed to the present with representative works by writers like Arthur C. Clarke, Robert Heinlein, and Ursula K. LeGuin. Along the way they analyze recurring motifs, themes, and concerns; they also examine why this genre holds such fascination for so many people, and how it functions as a kind of 20th-century mythology. Student progress will be evaluated through a midterm and a final exam, a major paper or major project, occasional quizzes and homework assignments, and class participation. Three credits.

#### **EL-126 ROCK 'N' ROLL CRITICISM**

In this literature course, students examine the history, artistry, and cultural impact of contemporary popular music by reading the work of critics from academia, mainstream music journals, and the underground press. Students read about and discuss such issues as genre, audience, image, aesthetic value, history, race, and gender. Also, students examine and learn how to analyze the prose style of such popular music critics as Cohn, Marcus, Christgau, Bangs, and Tate. Finally, students develop their ability to write criticism by learning how to listen critically, establish aesthetic criteria, and apply them in written pieces. Students must compose a series of worksheets, deliver an oral report, take a midterm and final, and complete a course project, which may be creative. Three credits.

#### **EL-127 SHAKESPEARE ON FILM**

In this literature course, students read and discuss several key Shakespeare plays and screen a variety of film adaptations from such directors as Kurosawa, Jarman, Zeffirelli, and Olivier. Students will learn how to watch films critically, to understand various approaches to adapting a written text to film, and to express their discoveries effectively through discussion and writing. This course requires a reading and screening journal as well as a midterm and final exam. Three credits.

#### **EL-128 CHILDREN'S LITERATURE: FABLES - 1900**

This literature course explores the cultural construction of childhood and children's literature from classical antiquity to 1900. Students move from medieval children's literature to Puritan children's literature, rationalist children's literature, and romantic children's literature. Readings include literary texts, secondary essays, and two 19th-century novels. Course requirements include reading logs, unit tests, final exam, and participation in group and class discussion. Three credits.

#### **EL-133 AMERICAN LITERATURE: BEGINNINGS TO PRESENT**

This literature course explores the evolution of literary genres, themes, and forms from the colonial era through the present. This course explores the poetry, fiction, and various narrative forms that help define and develop the American literary tradition. In this discussion-oriented class, readings include a multitude of short works. Students take reading comprehension quizzes and write three-to-four papers. Three credits.

#### **EL-138 MULTIETHNIC LITERATURE OF U.S.**

This literature course engages questions of national literature as expressed, developed, and critiqued in a multicultural arena. While it is impossible for the readings in this class to be totally representative of the emerging multicultural canon, nonetheless, students will read texts from a variety of different American ethnicities and their themes. Readings include approximately eight books that explore the diverse perspectives of writers representing African Americans, Hindus, Muslims, Hispanics and Latinos, Asians, and Middle Easterners, among others. Assignments include short reflections on novels, reading quizzes on each book, group culture/ethnic

presentation, a paper, final exam, and class participation. Three credits.

#### **EL-139 AFRICAN AMERICAN LITERATURE**

This literature course studies the major themes and artistic innovations in African-American literature from the Africans' diaspora in the 17th century to the present. Moving from slave narratives, songs, and early American documents through the aftermath of slavery, into the Harlem or New Negro Renaissance, through the Civil Rights Movement, and arriving at contemporary literature and the election of our first African American president, this course provides an historic and literary overview of African American literary production. Course requirements include short unit response papers, a group presentation, unit quizzes, final exam, and class participation. Three credits.

#### **EL-142 POETRY IN PUBLIC: OUTREACH AND CURATION IN THE LITERARY ARTS**

In this project-based class, students will curate selections of literary work for multiple forms and venues, such as print and online publications. For example, students might produce *Generation* magazine, the school's annual publication of student poetry, fiction, nonfiction, and art. Students will also complete outreach, identifying communities and collaborations to plan events such as readings, happenings, workshops, or other in-person or virtual engagements. The course offers students the opportunity to sharpen their evaluative and group decision-making strategies. Participants learn various formatting, editing, and proofreading techniques to be put into practice. Students learn about event planning and develop intentions and strategies for engaging multiple audiences around literary art. Students will work on independent and group projects. Three credits.

#### **EL-143 THE BEAT GENERATION**

This literature course explores the major poetry and prose of Kerouac, Ginsberg, Burroughs, Snyder, and others within a framework of post-WWII history, art, literature, and music. Students write a series of short papers, take a midterm and final exam, deliver oral presentations, and submit a course project, which may consist of creative work. Three credits.

#### **EL-147 ARTHURIAN LITERATURE**

Probably no legend has influenced modern culture more than that of King Arthur. The ideals represented by him and his knights continue to inspire after more than 1,000 years. This intermediate-level literature course traces the history and development of this compelling myth, from a vague reference in an obscure chronicle, through the medieval French romances and Malory's *Morte d'Arthur*, to modern interpretations of the legend by such writers as T. H. White and Marion Zimmer Bradley. Students will examine the figure of Arthur and what he has represented to different cultures, and what he has come to mean to us. Student achievement will be measured through a midterm and a final exam, one major paper, occasional quizzes and assignments, and class participation. Three credits.

#### **EL-148 MODERN CATHOLIC LITERATURE**

This literature course will examine literature by Catholic authors from the mid-19th century to the present day. Students will read and discuss works by such writers as Gerard Manley Hopkins, G. K. Chesterton, Dorothy Day, Flannery O'Connor, and Shusaku Endo, among others, and so explore the ways that the writers' faith affects their imaginations, their views of moral conflict and of character, and their spirituality. The readings and the specific focus of the course may vary from semester to semester. Work may include a midterm, a final, a research paper, quizzes and other short assignments, and class participation. Three credits.

### EL-149 J.R.R. TOLKIEN

In this literature class, we will study the life and works of J. R. R. Tolkien, one of the 20th century's most popular authors. We will begin with a look at Tolkien's life and then examine some of his early work, as well as classic works from Old Norse, Anglo-Saxon, and other sources that influenced him. Our main focus will be on his masterpiece, *The Lord of the Rings*. Through an examination of this work, as well as Tolkien's philosophy of literature, we will see how it develops his concepts of myth, heroism, honor, and other themes. One final, some short assignments, class participation, and two of the following: a midterm, a term paper or creative work, or an oral report. Three credits.

### EL-154 SPECIAL TOPICS IN LITERATURE

This literature course offers students unique opportunities for more focused study of literary periods, figures, genres, creative writing modes, and interdisciplinary topics. Topics vary from semester to semester, and students should consult the registration booklet for specific descriptions of courses offered. Three credits.

### EL-155 SPECIAL TOPICS: CREATIVE WRITING

This creative writing course offers students unique opportunities for more focused study of topics in Creative Writing. Topics vary from semester to semester, and students should consult the registration booklet for specific descriptions of courses offered. Three credits.

### EL-156 SPECIAL TOPICS: PROFESSIONAL WRITING

This writing course offers students unique opportunities for more focused study of topics and methodologies in Professional Writing. Topics vary from semester to semester, and students should consult the registration booklet for specific descriptions of courses offered. Three credits.

### EL-157 SPECIAL TOPICS CHILDREN'S LITERATURE

This literature course offers students a unique opportunity for more focused study of topics in Children's Literature. Topics vary from semester to semester, and students should consult the registration booklet for specific descriptions of courses offered. Three credits.

### EL-158 SPECIAL TOPICS IN CREATIVE WRITING: LEADERSHIP AND CHARACTER

This writing course is designed to guide SSS-TRIO students through the process of creating believable characters and presenting them to the reader effectively. The characters they create will exemplify specific leadership traits, but will be required to break beyond idealism into realism. We will discuss how to avoid unnecessary exposition, how to choose a perspective, and how to construct a story within the scope of flash fiction and short stories – the usual starting place for fiction writers. Students will write several short pieces, focusing on character development and presentation. They will then write a final paper comparing their character to George Milton from *Of Mice and Men*, and determine which is a better leader based on the characteristics discussed in class. Three credits.

### EL-165 LITERARY DUBLIN

In this study-abroad literature course, students will read key texts by such Irish writers as W.B. Yeats, James Joyce, and Sean O'Casey and then travel to Ireland walk down the Irish streets and meadows that inspired their work. The class will meet infrequently at SVC; the majority of the class time will take place during a week-long trip to Dublin and County Sligo, where students will attend lectures, tour author's homes and museums, and retrace the steps of the characters they have read. Required work includes an online

reading blog, two short papers, and an oral presentation. Three credits.

### EL-167 AMERICAN IN PARIS

This is a travel course and an introductory literature course. In it, students will explore the literature produced by expatriate American writers who came to Paris for inspiration, artistic freedom, or freedom from bigotry. Though a wide variety of writers will be considered, special emphasis will be placed on the writers of the Lost Generation, the Paris Noir movement, and the Beat Generation. During spring break, we will travel to Paris, where students will explore the streets, cafes, parks, and museums that fired the imaginations of these writers. Required work includes an online reading blog, two short papers, and an oral presentation. Three credits.

### EL-170 IMAGES OF CHINA IN WESTERN TEXTS

This course is a period-by-period survey of major European and American works describing China. From the study of these texts, we will begin to understand the shaping and changing of the images of China. For Medieval texts on China, we will read *The Travels of Marco Polo*, *The Travels of Odoric of Pordenone* and *The Travels of Sir John Mandeville*. Sixteenth century texts on China will include Certain reports of China, learned through the Portugals there imprisoned . . . by Galeote Pereira and *The History of the Great and Mighty Kingdom of China . . .* by Juan Gonzalez de Mendoza. *The Journals of Matteo Ricci*; *Bellum Tartaricum*, or the *Conquest of the Great and Most Renowned Empire of China* by Martin Martinius (Martino Martini); and *The Conquest of China, by the Tartars: A Tragedy by Elkanah Settle* will be the focus for the 17<sup>th</sup> century. For 18<sup>th</sup> century France, we will read various works related to China by Voltaire, and, for 18<sup>th</sup>-century England, *The Citizen of the World* by Oliver Goldsmith and texts related to the Macartney Embassy to China. Works by Bret Harte and Mark Twain and *Chinese Characteristics* by Arthur Smith will present the 19<sup>th</sup> century American image of China. *Ezra Pound* and *The Good Earth* by Pearl Buck will be read as representative of the 20<sup>th</sup> century view of China.

One purpose of this course is to introduce how the images of China changed over the centuries, while another purpose is to offer various methodologies that can be used to study national images or "the other." The instructor's lectures will include an analysis of the text under consideration as well as information about the author and the historical background. Each class will also have students giving oral reports based on their written report about the text being studied. Three credits.

### EL-171H THE CLASSIC CHINESE NOVEL

*The Dream of the Red Chamber* or *The Story of the Stone*, as it is now often called, is generally considered the greatest of traditional Chinese novels. Its name in Chinese is *Honglou meng* 红楼梦 (HLM hereafter). It was first published in 1791. The author of the first 80 chapters is Cao Xueqin 曹雪芹 (d. circa 1763) and the last 40 chapters are said to be by Gao E 高鹗 (c. 1738–c. 1815), the editor of the first printed edition. In this course, we will read each week usually about 12 or 13 chapters from the English translation of HLM. There are two complete English translations. One by Yang Xianyi and Gladys Yang (3 volumes) and another by David Hawkes and John Minford (5 volumes). Students can read either one of these translations. During class, the instructor will first discuss the chapters having been read, emphasizing the literary and writing techniques used in those chapters as well as character analysis. Next, students will present oral reports on those chapters, based on their written report. Students who know Chinese are welcome to write about the quality of the English translations. In the final part

of the class, the instructor will introduce a book and article written in English about HLM. Three credits.

#### **EL-179 THE LITERATURE OF PROTEST**

In this discussion-based literature course, students explore the ways in which literature, art, music, and film have responded to injustice, censorship, and militarism. Papal encyclicals, the Universal Declaration of Human Rights, and the U.S. Bill of Rights establish the moral basis for an analysis of a diverse group of artists that includes John Stuart Mill, John Milton, Mary Wollstonecraft, James Baldwin, Henry David Thoreau, Bob Dylan, Rebecca Harding Davis, Larry Kramer, Adrienne Rich, Tim O'Brien, and Abbie Hoffman. Students will maintain a reading blog, deliver an oral report, and take a midterm and final. Three credits.

#### **EL-185 HISTORY OF THE BOOK**

In this introductory literature course, students will study the history of books and printing from the ancient world to the present. The course will focus on books as artifacts, as vessels of knowledge and literary creativity, and as indicators of literacy, public taste, and power. To delve into book history, students will explore the unique resources in the Saint Vincent rare books collection. Three credits.

#### **EL 200 LITERARY THEORY**

In this intermediate literature course, English majors and minors survey and practice the literary theories of the 20th and 21st centuries. Beginning with New Criticism, students concentrate on such critical theories of the contemporary period as Structuralism, Deconstruction, Marxism, Feminism, Cultural Studies, Post-Colonial Theory, and Post-Modernism. Emphasis, however, will be placed on applied criticism, through three short essays in which students examine text from the perspective of specific critical schools. Along with the three essays, students must take midterm and final exams. This course is required of all English majors. This course does not fulfill requirements for the core. Three credits.

#### **EL-202 INTERMEDIATE WRITING**

This upper-level writing composition course focuses on pre-professional training and practice in all rhetorical modes, especially in exposition and argumentation. A process methodology adheres to the Six Principles of Good Writing while emphasizing invention, development, citation, revision, grammar, and research. The ultimate goal of the course is for each student to produce an essay magazine consisting of three polished essays – the outcome of three cycles, which contain a variety of focused-writing projects. Seven quizzes assess mastery of microskills. Three credits.

#### **EL-203 POETRY WORKSHOP**

In this advanced creative writing workshop, students deepen their study of poetic craft while beginning to navigate the landscape of contemporary poetry and poetics. In weekly reading assignments, students explore the variety of forms, questions, and impulses driving poetry today, building a context for their own writing in the genre. Requirements include one term paper; and weekly writing and workshop of poems, which culminate in a final portfolio of original work. Prerequisite: EL 110 or permission of instructor. Three credits.

#### **EL-204 FICTION WORKSHOP**

In this advanced creative writing workshop, students deepen their study of the craft of short fiction. Students read modern and contemporary short story collections in addition to a book of short fiction craft. This course requires extensive reading assignments—usually one short story collection per week, plus chapters from a craft book – in addition to the writing and workshop discussion

of stories for the final portfolio project. Prerequisite: EL 110 or permission of instructor; no prerequisite for English majors. Three credits.

#### **EL-205 ADVANCED WRITING**

The Advanced Writing explores writing across the curriculum and in multiple academic disciplines, taking special consideration of contextualized expectations within writing communities. This class develops a bird's eye view of knowledge production, rhetorical contexts, and diverse professional landscapes. Students will study their own positionality in academic writing while learning to engage critically with the diverse writing of their peers. This course is required for writing consultant work-studies. Three credits.

#### **EL-210 CLASSIC GREEK POETRY AND DRAMA**

The literature and culture of ancient Greece has influenced modern culture greatly. In this upper-level literature course students will study representative works from this time and discuss this influence. Readings will include the epic poetry of Homer, the lyrics of Sappho and Archilochus, and the drama of Aeschylus, Sophocles, Euripides, and Aristophanes. Students will also examine the critical theories of Plato and Aristotle and how these classical thinkers have shaped our thought. The grade will be based on a midterm, a final exam, a major paper and a few short essays, quizzes, and class participation. Three credits.

#### **EL-211 MEDIEVAL STUDIES**

This literature course investigates three major areas of Medieval life and literature, e.g., the form of Romance, the theme of Courtly Love, and the technique of Allegory. Participants read selected works of Old English Literature, selections from Chaucer's *Canterbury Tales*, and *Dante's Inferno*, in addition to selected lyrics, ballads, drama, and other works. Participants especially work toward a synthesis of ideas and an understanding of the progress and development of early literary form and technique in later periods in literature. Course requirements include a journal, scheduled quizzes, a mid-term, and final exam. Prerequisites: Completion of EL 102 Language and Rhetoric and at least one introductory-level literature course. Three credits.

#### **EL-212 CHAUCER**

The life and representative works of Geoffrey Chaucer are the subjects of this upper-level literature course. Our main concentration will be on his *Canterbury Tales*, with selections from some of Chaucer's other poetry; we will also examine the Middle English and Continental traditions that influenced it. We will read Chaucer's works in Middle English and spend some time studying its structure and pronunciation; part of the grade, in fact, will be based on students' ability to read and interpret the Middle English of Chaucer. A midterm, a final exam, a major paper, an oral report, some quizzes and short assignments, and class participation comprise the remainder of the grade. Three credits.

#### **EL-213 SHAKESPEARE'S HISTORIES**

This advanced literature course comprises a study of Shakespeare's history plays. Students examine the sources and influences for the plays such as Latin history, medieval chronicle, contemporary English drama, and the political, philosophical, and social writings of the age. The major emphasis of the course is on the plays themselves, including both the Roman and the English history plays. Students thus explore theme, character, setting, language, style, and tone, noting what is characteristic of the Renaissance as well as what is distinctive of Shakespeare. Course requirements include one major paper, a midterm, a final examination, quizzes, and class participation. Three credits.

### **EL-214 SHAKESPEARE'S COMEDIES/TRAGEDIES**

In this advanced literature course, students engage in an intensive study of these plays from both traditional and contemporary perspectives. Students will trace Shakespeare's plays to their sources, examine dramatic conventions, review the plays' formal literary qualities, and situate the plays in their historical and philosophical context, but students will also historicize the plays, deconstruct Shakespeare's language, and consider questions of gender, race, and colonialism. Course requirements include a midterm and final exam, an oral report on a contemporary scholarly article, and a research-based term paper. Three credits.

### **EL-216 BRITISH RENAISSANCE LITERATURE**

This advanced literature course focuses on the major texts of Spenser, Donne, and Milton. Along with their close reading of the primary texts, students will locate these texts within the religious, political, and philosophical crises that distinguish the early modern era. The course familiarizes students with the criticism of these writers and their work by requiring that they write a short essay, deliver an oral presentation on a scholarly article, take a midterm and final exam, and compose a research-based paper. Three credits.

### **EL-230 SMALL PRESS PUBLISHING**

This creative writing course serves as a hands-on introduction to the editorial and production processes involved with publishing a book in the small press poetry market. Students work directly with Eulalia Books, a poetry-in-translation press on campus, while exploring the phenomenon of small press publishing in a broader sense. Readings and discussions focus on the historical, aesthetic, ethical, and social dimensions of independent publishing, with a focus on how small presses form a subversive space for new literatures to emerge. A series of practical workshops run by editor, book artists, and writers will introduce students to the aesthetics of publishing handmade books, from design (typography, layout) and printing techniques (screenprinting, letterpress), to important digital and print formats (blog, zine, chapbook). Beyond workshop attendance and reading, requirements are a review of a small press, weekly blog posts, and a final publishing project. Three credits.

### **EL-236 MODERN EUROPEAN LITERATURE**

This advanced literature course covers the major literature, art, and film of the Realist, Symbolist, Modernist, Surrealist, and Contemporary periods of European literature. Students will connect literature to key philosophical and cultural movements of the era, and will apply both traditional modes and contemporary literary theory in their analyses of texts. Required work includes a short essay, an oral presentation on a scholarly article, a midterm and final examination, and a research-based term paper. Three credits.

### **EL-242 AMERICAN RENAISSANCE**

This literature course centers on the mid-19th-century literary production that constitutes the American Renaissance, an explosion of touchstone texts that defined our nation, reflected its own time, and forecast our own. Readings may include Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, and Dickinson. Discussion-oriented class, readings include approximately four novels, two poetry oeuvres, and 10 critical essays. Assignments include weekly papers and essay reading rubrics, researched term paper, and class participation. Three credits.

### **EL-244 CREATIVE NON-FICTION WORKSHOP**

In this advanced creative writing workshop, students deepen their study of creative non-fiction. This course requires extensive reading assignments – usually one book per week – in addition to the writing and workshop discussion of essays for the final portfolio

project. Prerequisite: EL 110 or permission of instructor; no prerequisite for English majors. Three credits.

### **EL-250 CONTEMPORARY WORLD LITERATURES IN TRANSLATION**

This reading-and-writing seminar covers notable 20th- and 21st-century works in English translation from a variety of languages, with an emphasis on recent translations from Latin America, Asia, and Africa. What does it mean to read a translation? In this course, we learn to pay attention to the special linguistic and cultural considerations involved in simply reading translations, while also addressing the many ethical and aesthetic dimensions of the translator's task. Students will dabble in new contemporary literary contexts, cultures, and styles while learning about the cultural forces at play in how we read and re-create foreign texts. Required work includes weekly quizzes, a midterm exam, and one research-based term paper. Three credits.

### **EL-252 LITERARY TRANSLATION WORKSHOP**

This advanced creative writing workshop introduces students to the theory and practice of literary translation. This course requires extensive reading assignments, which touch on the cultural, aesthetic, and linguistic challenges of literary translation – in addition to the writing and workshop discussion of student translations for the final portfolio project. To succeed in the course, students must have achieved at least intermediate proficiency in a foreign language. Prerequisite: EL 110 or permission of instructor; no prerequisite for English majors. Three credits.

### **EL-256 SENTIMENTAL FICTIONS: 19TH-CENTURY WOMEN'S LITERATURE**

Centering on the gendered conventions of sentimental literature, this literature course explores the social reform movements surrounding 19th-century America, including emancipation and women's suffrage. Readings may include work by Catharine Maria Sedgwick, Fanny Fern, Frances Harper, Harriet Jacobs and Sarah Callahan, among others. Discussion-oriented class, readings include approximately six novels, selected poetry, and 10 critical essays, assignments include weekly papers and essay reading rubrics, a researched term paper, and class participation. Periodically offered as an honors course. Three credits.

### **EL-258 AMERICAN MODERNISM**

This literature course will explore American expressions of Modernism from the turn of the 20th century to World War II, making room for a wide variety of voices. Readings may include Chopin, Johnson, Hemingway, Fitzgerald, Stein, Faulkner, and Ellison. Discussion-oriented class, readings include approximately six novels and 10 critical essays. Assignments include weekly papers and essay reading rubrics, researched term paper, and class participation. Periodically offered as an honors course. Three credits.

### **EL-265 SHAKESPEARE IN LONDON**

In this study-abroad literature course, students will experience Shakespeare's plays in the city in which they were first performed. Before travelling to London, students will read the playtexts and exchange their interpretations through blog posts. In London, students will visit key sites, hear lectures from scholars and actors, and see the plays that they have read at the two preeminent Shakespeare theaters: Shakespeare's Globe in London and the Royal Shakespeare Company in Stratford-Upon-Avon, the bard's birthplace. In London, students will maintain a journal that will include their impressions of the city and reviews of the plays. Three credits.

### **EL-273 REPRESENTATIONS OF CHILDHOOD IN YOUNG ADULT LITERATURE**

This topical advanced literature course explores American representations of childhood in landmark fiction. Primary texts may include Twain's *The Adventures of Huckleberry Finn*, James's *The Turn of the Screw*, Wharton's *The Children*, Harper's *To Kill a Mockingbird*, Salinger's *Catcher in the Rye*, and Morrison's *The Bluest Eye*. These writers were foundational in articulating both what adults imagined childhood to be and how children may actually act and think. Discussion-oriented class, readings include both primary texts and critical essays. Assignments include weekly short papers and essay reading rubrics, artifact analysis in coordination with the Fred Rogers Archive, and researched term paper. Three credits.

### **EL-350 INDEPENDENT STUDY – ENGLISH**

In this course, topics of research are chosen and developed by the student with the guidance of the professor directing the study. May be repeated. Variable credit.

### **EL-400 LITERATURE CAPSTONE**

In this mastery-level course, senior majors concentrating in Literature and Teaching Certification will write 20-30 essays of literary criticism under the supervision of the course's instructor and a second reader, whom the student writer will select based on that reader's expertise. The fundamental requirement of the course is the completion of the project, but students must also submit outlines and drafts, conference regularly with the instructor and/or other readers as specified and deliver a public presentation of an excerpt of their projects. Only English majors with senior standing will be admitted to this course. Three credits.

### **EL-401 CREATIVE CAPSTONE**

In this mastery-level course, senior majors concentrating in Creative Writing and Literary Translation will write or translate works of fiction, creative nonfiction, or poetry prefaced by an aesthetics statement; students concentrating in Publishing will complete an individual publishing project of their own design, accompanied by a paper. The fundamental requirement of the course is the completion of the project, but students must also submit outlines and drafts, conference regularly with the instructor and deliver a public presentation of an excerpt of their projects. Only English majors with senior standing will be admitted to this course. Three credits.

### **EL-550 ENGLISH INTERNSHIP**

In this course, students work in a professional setting in order to extend their learning experience beyond college into the world of work; relevant experiences can take the form of internships, field work, and cooperative programs, particularly in advertising, public relations, journalism, and communications. Students may or may not be paid, depending on the policy of the employer. May be repeated. Variable credit.

### **EL-551 ENGLISH TRAVEL**

This course is a self-designed travel experience in English that provides students the opportunity to broaden their global perspective and professionalize through experiential fieldwork. The travel design and duties must be approved by the assigned faculty member. Students produce documentation and reflections on their travel experience to demonstrate career readiness. Students should enroll for this course before the semester in which they will travel/attend a conference trip. One credit.

## **ENVIRONMENTAL SCIENCE**

Jennifer L. Kuehl, *Chairperson*

Michelle Duennes; Caryl L. Fish; James Kellam; Peter Smyntek

Adjunct Faculty: Angela Belli; Beth Bollinger; Patrick Jaquay; Jean Keene

The environmental science program is multidisciplinary in its approach to environmental problems. The philosophy of the program is that environmental problems are best solved through careful scientific investigation within the context of social, political, and ethical structures. To prepare individuals to achieve this goal, the environmental science major is multidisciplinary in its structure. Required course work in general and advanced science gives students a solid foundation for scientific investigations. Courses in the humanities and social sciences broaden students' perspective and allow them to analyze problems for unique solutions. Students have the opportunity to develop field skills in nearby aquatic and terrestrial ecosystems. This combination of courses and field experience provides students with a broad background to understand environmental problems and a strong scientific approach to find answers to those problems.

The environmental science major has been designed to provide students with the background to pursue careers in the environmental field. Students have the flexibility to focus their studies in a specific area such as biology, chemistry, education, public policy, or communication by obtaining a minor in that area. Students could pursue graduate programs in environmental science, environmental law, or education. They may also choose to prepare for careers in environmental monitoring or testing, environmental communication, watershed management, or environmental education.

### **ENVIRONMENTAL SCIENCE STUDENT LEARNING OUTCOMES**

- **Scientific Skills.** Demonstrate a proficiency in laboratory skills to collect data and technological competency from multiple disciplines.
- **Scientific Principles.** Apply scientific principles to environmental problems.
- **Communication.** Express scientific information clearly in both written work and oral communication.
- **Data Analysis.** Analyze and display scientific data and utilize it as evidence for a conclusion.
- **Information Literacy.** Find, evaluate and utilize sources of information appropriately and ethically.
- **Diverse Perspectives.** Consider and evaluate environmental problems from multiple perspectives in the context of our modern society to synthesize and develop a holistic understanding of the key issues linked to these problems.

To accomplish these goals the environmental science major has the following components:

- A strong foundation in math and natural science with at least 40 credits in this area including advanced environmental science courses.
- A multidisciplinary approach with required credits from seven different departments in the natural sciences, social sciences, and humanities.
- A flexible schedule. Students have 17-20 elective credits to tailor their education to fit their career goals.

- A strong emphasis in laboratory and field work. Students are required to complete 300 hours of laboratory work; several courses offer extensive opportunities for field studies in many unique ecosystems near campus.
- Opportunities to expand class work through internships, summer research, and programming at the Saint Vincent College Environmental Education Center.
- An emphasis on writing throughout the program. Many of the required courses are “writing designated” indicating participation by the professor in the College’s Interdisciplinary Writing Program. Through this program students learn to write within their disciplines following a campus-wide model for good writing.
- All students are required to complete a senior research project, which serves as a capstone experience. In the spring semester of their junior year students prepare a proposal for original research. The student then conducts his/her research and writes a senior thesis under the guidance of an environmental science faculty member. The research project provides the student with first-hand experience investigating and reporting on an environmental problem.

**Requirements for Environmental Chemistry:**  
See Chemistry Department.

### ENVIRONMENTAL SCIENCE (B.S.)

#### Requirements for a Bachelor of Science Degree in Environmental Science

(See core curriculum requirements.)

#### Environmental Science Major Requirements (66-69 credits):

|                                   |  |   |
|-----------------------------------|--|---|
| ES 150-152                        | Earth Systems Science and Lab                        | 4 |
| MA 109-110                        | Calculus with Applications I and II                  | 8 |
| or                                |  |   |
| MA 111-112                        | Calculus I and II                                    |   |
| CH 101-104                        | General Chemistry I and II and Labs                  | 8 |
| CH 216, 218                       | Quantitative Analysis and Lab                        | 4 |
| BL 150-153                        | General Biology I and II and Labs                    | 8 |
| BL 232, 233                       | Ecology and Lab                                      | 4 |
| PH 109, 113                       | College Physics I and Lab                            | 4 |
| ES 220                            | Introduction to Geographic Information Systems       | 3 |
| ES 300                            | Research Seminar I                                   | 1 |
| ES 301                            | Research Laboratory                                  | 2 |
| ES 302                            | Research Seminar II                                  | 1 |
| ES 550                            | Environmental Science Internship                     | 1 |
| Humanities: Choose at least two:* |  | 6 |
| EL 111                            | Environmental Literature                             |   |
| HI 226                            | Society and the Environment: the American Experience |   |
| PL 217                            | Environmental Ethics                                 |   |
| TH 274                            | Green Discipleship                                   |   |
| Social Science:*                  |  | 6 |
| PS 390/BA 345                     | Environmental Law and Policy                         |   |
| CORE 1205                         | Foundations of Sustainability                        | 3 |

Advanced Environmental Courses 6-9 credits  
Environmental Biology: Choose 1 course with Lab if available (3-4 credits)

|  |                              |   |
|--|------------------------------|---|
| BL 228, 229  | Wildlife Biology and Lab     |   |
| BL 230   | Ornithology                  |   |
| BL 240-241   | Conservation Biology and Lab |   |
| BL 252-253   | Invertebrate Zoology and Lab | 4 |
| Physical Environmental Science: Choose 1 course with Lab |                              |   |

(3-5 credits)

|             |  |
|-------------|--|
| ES 230      | Energy and the Environment   |
| ES 240      | Geophysics   |
| CH 276, 277 | Advanced Environmental Chemistry and Methods of Environmental Analysis |
| ES 250      | Advanced Environmental Mapping   |
| ES 245, 246 | Hydrology and Limnology and Lab  |

\* As core curriculum courses are added, these requirements may change to core courses.

#### Electives : 17-20 credits

Those students interested in pursuing graduate degrees should carefully choose electives to meet basic requirements for their chosen program. Students should consult with their academic advisor early in their bachelor’s program. Since the environmental science major is interdisciplinary there is significant overlap with other programs. A minor should have at least eight credits in addition to those courses in the major.

#### Requirements for Minor in Environmental Studies\*\*\*\* (16-19 credits)

Choose five of the following with at least one NSCI or ES course and one humanities or social science course:

|              |   |   |
|--------------|---|---|
| ES 150/152   | Earth System Science and Lab                      | 4 |
| NSCI 125-126 | Introduction to Environmental Science and Lab*    | 4 |
| NSCI 140-141 | Science and Global Sustainability and Lab*        | 4 |
| NSCI 252-253 | Science of Sustainable Living and Lab*            | 4 |
| NSCI 250     | Science of Abandoned Mine Drainage*               | 4 |
| CORE 23xx    | Science for International Development             | 4 |
| CORE 1205    | Foundations of Sustainability                     | 3 |
| EL 111       | Environmental Literature                          | 3 |
| HI 226       | Society and the Environment in Global Perspective | 3 |
| PS 390       | Environmental Law and Policy                      | 3 |
| PL 217       | Environmental Ethics                              | 3 |
| ES 220       | Introduction to Geographic Information Systems    | 3 |
| TH 274       | Green Discipleship                                | 3 |

#### Requirements for Minor in Environmental Science\*\*\*\* (15-17 credits):

|            |                                  |   |
|------------|----------------------------------|---|
| ES 150-152 | Earth Systems Science and Lab    | 4 |
| BL 232-233 | Ecology and Lab***               | 4 |
| CH 216-218 | Quantitative Analysis and Lab*** | 4 |

Choose one course with lab if available:

(May not count toward major)

|            |  |   |
|------------|--|---|
| CH 276     | Advanced Environmental Chemistry***        | 3 |
| CH 277     | Methods of Environmental Analysis (Lab)*** | 2 |
| CH 228-229 | Wildlife Biology and Lab***                | 4 |
| BL 230     | Ornithology***                             | 3 |
| BL 240-241 | Conservation Biology and Lab***            | 4 |
| ES 230     | Energy and the Environment***              | 4 |
| ES 240     | Geophysics***                              | 3 |
| ES 245/246 | Hydrology and Limnology and Lab            | 4 |
| ES 250     | Advanced Environmental Mapping             | 3 |
| BL 252-253 | Invertebrate Zoology and Lab               | 4 |

\*\*\* General Chemistry I and II and/or General Biology I and II are prerequisites for these courses.

\*\*\*\* Environmental Science and Environmental Chemistry majors may not minor in Environmental Science or Environmental Studies.

Students must take at least two courses that do not also count for their major.

## Typical First-Year Schedule Environmental Science (B.S.)

### Fall Semester

|            |                                |    |
|------------|--------------------------------|----|
| CH 101     | General Chemistry I            | 3  |
| CH 103     | General Chemistry I Laboratory | 1  |
| or         |                                |    |
| CORE 11XX  | Theological Foundations        | 3  |
| CORE 1205  | Foundations of Sustainability  | 3  |
| CORE 1400  | Listening Seminar              | 3  |
| CORE 1500  | Core Writing                   | 3  |
| Total Fall |                                | 16 |

### Spring Semester

|                  |                                     |    |
|------------------|-------------------------------------|----|
| CH 102           | General Chemistry II                | 3  |
| CH 104           | General Chemistry II Laboratory     | 1  |
| ES 150           | Earth Systems Science               | 3  |
| ES 152           | Earth Systems Science Laboratory    | 1  |
| CORE 15XX        | Effective and Charitable Expression | 3  |
| CORE 12XX        | History, Culture and Politics       | 3  |
| Total Spring     |                                     | 14 |
| Total First Year |                                     | 30 |

## ENVIRONMENTAL SCIENCE COURSE DESCRIPTIONS

### ES-00X ENVIRONMENTAL SCIENCE EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

### ES-150 EARTH SYSTEMS SCIENCE

This course will explore the interconnections between the components of the Earth, the hydrosphere, the atmosphere, the lithosphere, and the biosphere. In doing this, we will examine the systems that provide balance and stability to the Earth while at the same time explain processes of Earth's evolution. We will accomplish this through an interdisciplinary approach that combines resources from geology, chemistry, biology, oceanography, and meteorology. Offered spring semester. Prerequisite: CH 101 or CH114. Three credits.

### ES-152 EARTH SYSTEMS SCIENCE LABORATORY

This laboratory course is designed to illustrate and discover principles in Earth Systems Science. This will include computer simulations, physical models, and scientific investigations. Must be taken simultaneously with, or after successful completion of ES 150. One credit.

### ES-220 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS

This course will focus on examining environmental data using a computer-based geographic information system (GIS). Students will learn to manipulate tabular data, query GIS databases, and present data in charts and maps. Students will utilize existing geographic data as well as develop new data sets. Offered fall semesters. Three credits.

### ES-230 ENERGY AND THE ENVIRONMENT

We will explore the relationship between energy resources and the environment. First we will examine thermodynamics and efficiency of energy resources. Then we will examine the array of different energy resources including both fossil fuels and renewable sources. Topics of discussion will include hydraulic fracking, abandoned mine drainage, wildlife mortality, sustainability. This will be an integrated lecture laboratory to allow time for field trips and

special projects. Prerequisite: CH 102. Offered odd-numbered fall semesters. Four credits.

### ES-240 GEOPHYSICS

A first course on geophysical theories and applications. The course will start by introducing rock properties and geological concepts. Then it will also cover geophysical theories and methods; including seismic, electrical, electromagnetic, magnetic, and gravity methods. The application of geophysical methods to Earth studies, resource exploration and environmental/engineering testing and investigation will also be examined. Prerequisite: CH 101. Three credits.

### ES-245 HYDROLOGY AND LIMNOLOGY

This course examines key physical and biogeochemical processes in stream and lake ecosystems. These include the hydrologic cycle, precipitation, evaporation, infiltration, run-off, discharge, floods, dissolution, lake stratification, lake mixing, and nutrient cycling. This course also explores how these processes are affected by environmental change over varying temporal and spatial scales. Finally, current environmental problems (locally, nationally and internationally) that are linked to streams and lakes are considered through the analysis of recent scientific literature and news stories. Prerequisite: CH 102. Three credits.

### ES-246 HYDROLOGY AND LIMNOLOGY LAB

This course focuses on measuring and modeling physical and biogeochemical characteristics of stream and lake ecosystems. It involves the use of common instruments and data analysis tools to examine water velocity, discharge, mixing, chemical composition, and related parameters that define these dynamic ecosystems. Field sampling, laboratory experiments, and computer modeling and simulations will be used to assess a variety of stream and lake systems. Prerequisite: CH 102. One credit.

### ES-250 ADVANCED ENVIRONMENTAL MAPPING

This course will require students to develop a project that uses GIS to analyze a local environmental problem. Students will learn new GIS techniques such as digitizing and vectorization, metadata documentation, network analysis, GPS data collection, and processing using case studies. Prerequisite: CH ES 220. Offered even-numbered spring semesters. Three credits.

### SENIOR RESEARCH PROGRAM

The Senior Research Capstone introduces students to all facets of developing and completing a research project. It begins with ES 300 where the student writes a research proposal. He/she is introduced to literature searches, critical reading of primary research articles, formulation of environmental science significant questions, experimental design, and long-range planning. The program continues in ES 301 where the student performs the proposed laboratory work. The student masters, adapts, and applies laboratory techniques to the solution of specific environmental science problems. Additionally, the student experiences the excitement of success and the frustration of setbacks common to all research. The program concludes with ES 302 where the student critically analyzes the data, integrates it with the findings of others, and presents the work in a written thesis format. Enrollment in the first phase of the program (ES 300) requires completion of at least two upper level major lecture courses, with concurrent registration in a third. Upper-level courses include at least one science course (BL 228, BL 230, BL 232, BL 240, BL 252, CH 216, CH 276, ES 220, ES 230, ES240 and ES 245) and maximum one non-science course (EL 111, HI 226, PL 217, TH 274, and PS 390/BA345). Students must also have a major GPA at 2.0 or above and no more than a C- in upper-level courses.

### ES-300 RESEARCH SEMINAR I

This course will introduce the student to the research experience and will include an orientation to the library and use of reference materials. Students will be assigned articles to read and discuss. An introduction to writing and presenting a research proposal will be included. Students will be introduced to the procedure for maintaining a laboratory research notebook. Outside speakers may present seminars on selected topics. Prerequisite: Junior standing. Two credits.

### ES-301 RESEARCH LABORATORY

Independent study or investigation involving intensive work with faculty guidance in the laboratory and library. This course includes an assessment of cumulative laboratory skills. Prerequisite: ES 300. Two credits.

### ES-302 RESEARCH SEMINAR II

Presentation of research work completed during the previous semester; the oral presentation is made after the thesis report has been written. Outside speakers may present seminars on selected topics. Prerequisite: ES 301. One credit.

### ES-350 INDEPENDENT STUDY – ENVIRONMENTAL SCIENCE

Studies to be chosen and developed by the student with the guidance of the professor directing the study. May be repeated. Variable credit.

### ES-550 ENVIRONMENTAL SCIENCE INTERNSHIP

Work experience program extending the learning experience beyond the college into the world of work, through internships, field work, and cooperative programs. Students may or may not be paid depending on the site. May be repeated up to a maximum of three credits. Variable credit.

### ES-551 CAREER EXPLORATION – ENVIRONMENTAL SCIENCE

This course is a career exploration course for environmental science majors. Students will be required to complete several programs offered through the Career and Professional Development Center including Handshake, Focus2, and Big Interview. Students will also create a LinkedIn profile and meet with a career consultant. One credit. P/F only.

## FINE ARTS

Thomas Octave, *Chairperson*

Art Faculty: Gregory Brandt; Mark Floreanini, O.S.B.; Ben Schachter; Placid Sellers, O.S.B.

Adjunct Art Faculty: Joseph Materkowski

Music Faculty: Cyprian Constantine, O.S.B.; Sean Durkin; Louisa Jonason; Thomas Octave; Rachel Smith

Adjunct Music Faculty: Christina Andrae; Jeremy Frantz; Susanna Lemberskaya; Josie Merlino; J. Christopher Pardini; Lisa Thackrah;

*“I am firmly convinced that a monastic school, which does not strive to advance art as much as science and religion, will be deficient in its work.”*

—Boniface Wimmer, O.S.B.

The Department of Fine Arts offers several majors that lead to the Bachelor of Arts degree. They are Art Education, Studio Art, Digital Art and Media, Music, and Music Performance. We offer several minors including: Art History, Digital Art and Media, Music, Sacred Music, Music History, and Studio Art. Certification in Art Education and Music Education is also available through a joint program with the Department of Education.

Admission to the Department is based on a successful audition for music majors and minors, or a portfolio review for art education, studio art, and digital art and media majors. These materials are in addition to what is required to be admitted to the College. The visual arts portfolio should include 10 images of student work arranged in a PowerPoint presentation. The entire file should be 4MB or smaller. Each slide should be labeled with a title, material, and date created. Also, students should include their name and which major they would like (Studio Art, Art Education, or Digital Art and Media). Please email these materials to the decision head of the department, [ben.schachter@stvincent.edu](mailto:ben.schachter@stvincent.edu).

Our department hosts art exhibitions, musical concerts and theatrical performances throughout the year. The new Verostko Center for the Arts devotes 5000+ square feet to rotating exhibitions on campus featuring work from Saint Vincent's impressive holdings and work by emerging artists, including the annual Senior Exhibition. The Saint Vincent College Choirs, open to all students, performs at campus liturgies and academic events.

In addition, students have the opportunity to submit artwork to *Generations*, the student-run literary and art magazine. Saint Vincent also holds several art collections including the Foster and Muriel McCarl Gallery's collection of 19th-century American coverlets and the Archabbey and College art collections. Students have the opportunity to work with faculty and staff on exhibitions and concerts. Our combination of coursework and “hands-on” experience provides strong exposure and training for careers in the arts.

### Music Department Mission Statement

The founder of Saint Vincent College, Boniface Wimmer, stated that we will teach our students, “first what is necessary, then what is useful, and finally, that which is beautiful.” The goal of the Department of Music follows our founder's goal. The curriculum is designed within a liberal arts structure to give the strongest possible foundation in the history and theory of western music, and its practice and performance through applied music lessons, performance, and ensembles.



## MUSIC STUDENT LEARNING OUTCOMES

Students will:

- Analyze the musical styles of the Western tradition and at least one style from the non-Western traditions.
- Apply vocabulary related to performing and composing music.
- Play the piano proficiently and play the piano, organ, or another instrument, including voice, at the advanced level.
- Apply standards of performance and portfolio development.

## Music

Students must successfully pass an audition to be admitted to this major. Please contact the department chairperson to schedule an audition and receive audition guidelines. Students may choose their primary instrument from one of the following instruments: voice, piano, organ, violin, viola, guitar (acoustic, classical, jazz, bass), flute, clarinet, saxophone, trumpet, French horn, and trombone.

All Music majors are required to demonstrate piano proficiency before graduation. In addition, all Music majors are expected to participate in an ensemble each semester.

While it is possible to begin work as a musician after having completed the program, it is recommended that graduates continue their musical training by entering a graduate program to pursue a master's or doctoral degree or to begin a professional apprenticeship with an orchestra or an opera company.

## MUSIC MAJOR REQUIREMENTS (49 CREDITS):

### Required each semester (16 credits):

|  |                                      |   |
|--|--------------------------------------|---|
| MU 090   | Recital Attendance                   | 0 |
| MU 325   | Primary Instrument for Majors/Minors | 2 |
| (2 credits for 8 semesters or a total of 16 credits) |                                      |   |

### Required courses (26 credits):

|        |  |   |
|--------|--|---|
| MU 108 | Music History: Baroque and Classical Periods     | 3 |
| MU 109 | Music History: Romantic and Contemporary Periods | 3 |
| MU 110 | Music History: Medieval to Renaissance           | 3 |
| MU 205 | Sight Singing, Ear Training, and Solfeggio I     | 3 |
| MU 206 | Sight Singing, Ear Training, and Solfeggio II    | 3 |
| MU 208 | Harmony I  | 3 |
| MU 209 | Harmony II                                       | 3 |
| MU 220 | Form and Analysis                                | 3 |
| MU 430 | Senior Recital                                   | 2 |

Any combination of ensembles selected from (8 credits):

|        |                               |   |
|--------|-------------------------------|---|
| MU 175 | Instrumental Ensemble         | 1 |
| MU 180 | Saint Vincent College Singers | 1 |
| MU 181 | Musical Theater Workshop      | 1 |
| MU 182 | Opera Workshop                | 1 |

Additional requirements for voice majors (2 credits):

|        |  |   |
|--------|--|---|
| MU 317 | Diction for Singers: Italian, Spanish, and Latin | 1 |
| MU 318 | Diction for Singers: English, German, and French | 1 |

## Typical First-Year Music Major Schedule

### Fall Semester (18-21 credits)

|        |  |   |
|--------|--|---|
| MU 090 | Recital Attendance                           | 0 |
| MU 108 | Music History: Baroque and Classical Periods | 3 |

|           |   |   |
|-----------|---|---|
| MU208     | Harmony I (provided students passes placement exam) | 3 |
| MU 325    | Primary Instrument for Majors/Minors                | 2 |
| MU        | Music Ensemble                                      | 1 |
| CORE 1400 | Listening Seminar                                   | 3 |
| CORE 1500 | Core Writing  | 3 |
|           | Core Course   | 3 |
|           | Core Course   | 3 |

### Spring Semester (24/25 credits)

|           |  |        |
|-----------|--|--------|
| MU 090    | Recital Attendance                               | 0      |
| MU 109    | Music History: Romantic and Contemporary Periods | 3      |
| MU 325    | Primary Instrument for Majors/Minors             | 2      |
| MU 108    | Harmony I  | 3      |
| MU        | Music Ensemble                                   | 1      |
| CORE 1400 | Listening Seminar                                | 3      |
| CORE 1500 | Core Writing                                     | 3      |
| MA        | Mathematics                                      | 3 or 4 |
|           | Core Course                                      | 3      |
|           | Core Course                                      | 3      |

## MUSIC MAJOR — CONCENTRATION IN SACRED MUSIC (51 CREDITS)

### Required each semester (20 credits):

|        |  |   |
|--------|--|---|
| MU 090 | Recital Attendance   | 0 |
| MU 280 | Supervised Sacred Music Practicum (1 credit per year)  | 4 |
| MU 325 | Primary Instrument for Music Majors (2 credits for eight semesters or a total of 16 credits) Voice, Organ, Sacred Music Composition, Gregorian Chant |   |

### Required courses (26 credits):

|        |  |   |
|--------|--|---|
| MU 108 | Music History: Baroque and Classical Periods     | 3 |
| MU 109 | Music History: Romantic and Contemporary Periods | 3 |
| MU 110 | Music History: Medieval to Renaissance           | 3 |
| MU 205 | Sight Singing, Ear Training, and Solfeggio I     | 3 |
| MU 206 | Sight Singing, Ear Training, and Solfeggio II    | 3 |
| MU 208 | Harmony I  | 3 |
| MU 209 | Harmony II                                       | 3 |
| MU 220 | Form and Analysis                                | 3 |
| MU 250 | Gregorian Chant Workshop                         |   |
| MU 430 | Senior Recital                                   | 2 |

### Ensemble (8 credits):

|        |                       |   |
|--------|-----------------------|---|
| MU 185 | Saint Vincent Singers | 8 |
|--------|-----------------------|---|

Additional Courses recommended:

1. Theology (one or two of the following) EM 725: Sacramental Theology and Liturgy; TH 325 Vatican II History and Theology; TH 330 Catholic Sacraments, TH 345 Christian Spirituality
2. Language: LT 101, 102 Elementary Latin, LT 203, 204 Intermediate Latin

## MUSIC MINOR REQUIREMENTS (18 CREDITS):

Students must successfully pass an audition to be admitted to this minor. Please contact the department chairperson to schedule an audition and receive audition guidelines.

### Required each semester:

|        |                    |   |
|--------|--------------------|---|
| MU 090 | Recital Attendance | 0 |
|--------|--------------------|---|

### Required courses (9 credits):

|        |  |   |
|--------|--|---|
| MU 108 | Music History: Baroque and Classical Periods | 3 |
|--------|--|---|

|   |  |        |
|---|--|--------|
| MU 109  | Music History and Literature:<br>Romantic and Contemporary Periods | 3      |
| MU 115  | Fundamentals of Music Theory                                       | 3      |
| <b>Two or three semesters of private instruction (3 credits):</b>   |  |        |
| MU 325  | Primary Instrument for Majors/Minors                               | 1 or 2 |
| Any combination of ensembles or private instruction selected from:<br>(6 credits): Two semesters of piano study are recommended if the<br>minor's primary instrument is non-keyboard. |  |        |
| MU 225  | Secondary Instrument for Majors/Minors                             | 1 or 2 |
| MU 175  | Instrumental Ensemble  | 1      |
| MU 180  | Saint Vincent College Singers                                      | 1      |
| MU 181  | Musical Theater Workshop   | 1      |
| MU 182  | Opera Workshop   | 1      |
| MU 325  | Primary Instrument for Majors/Minors                               | 1 or 2 |

### MUSIC HISTORY MINOR (18 CREDITS):

#### Required each semester:

|        |                    |   |
|--------|--------------------|---|
| MU 090 | Recital Attendance | 0 |
|--------|--------------------|---|

#### Required courses:

|        |   |   |
|--------|---|---|
| MU 106 | World Music   | 3 |
| MU 108 | Music History:<br>Baroque and Classical Periods     | 3 |
| MU 109 | Music History:<br>Romantic and Contemporary Periods | 3 |
| MU 112 | Survey of Musical Theater and Opera                 | 3 |
| MU 205 | Sight, Singing, Ear Training, and Solfeggio I       | 3 |
| MU 720 | Gregorian Chant*                                    | 3 |

\* Offered through Saint Vincent Seminary.

### SACRED MUSIC MINOR

The Sacred Music minor is designed to provide students from any school of the College with formation in the arts and disciplines of Sacred Music performance. Intended for students with previous musical experience who wish to advance in their training, this minor will support and provide structure to their interests in Catholic/Christian sacred music traditions. This will be achieved through (1) private lessons on an instrument or voice, in Gregorian Chant or in sacred composition; (2) participation in specialized choral performances (concert and liturgical), and (3) in supervised liturgical practice (cantoring, small choral ensemble singing, directing, organ service playing). An audition is required for entrance into this minor.

#### Required Courses (Total 18 credits)

- MU 090 Recital attendance — 0 credits
  - MU 325 Primary Instrument — 6 credits (1 credit per semester) from one of the following: Voice, Organ, Sacred Music Composition, Gregorian Chant
  - Gregorian Chant study — 2 credits Either MU 250 Chant Summer Workshops, or one semester of MU 325
  - MU 280 Sacred Music Practicum — 1 credit (2 semesters)
  - MU 180 Saint Vincent Singers — 6 credits (6 semesters)
  - One Music Theory or Music History Course — 3 credits
- MU 115 Fundamentals, MU 205 Sight Singing, MU 208 Harmony I, MU 104 Monasticism, MU 106 World Music, MU 108 Baroque/Classical, MU 109 Romantic/Contemporary Music History

### MUSIC PERFORMANCE STUDENT LEARNING OUTCOMES

Students will:

- Analyze the musical styles of the Western tradition and at least one style from the non-Western traditions.
- Apply vocabulary related to performing and composing music.
- Play the piano proficiently and play the piano, organ, or another instrument, including voice, at the advanced level.
- Apply standards of performance and portfolio development.

### MUSIC PERFORMANCE

Students must successfully pass an audition to be admitted to this major. Please contact the director of music to schedule an audition and receive audition guidelines. The Music Performance major is a select major and is restricted to the following instruments: organ, piano, voice. Only the best students who are single-mindedly resolute to become a professional musician should audition for this major.

All Music Performance majors are required to demonstrate piano proficiency before graduation. In addition, all Music Performance majors are expected to participate in an ensemble each semester.

While it is possible to begin work as a musician after having completed the program, it is recommended that graduates continue their musical training by entering a graduate program to pursue a master's or doctoral degree or an apprenticeship for young artists with an orchestra or opera company.

### MUSIC PERFORMANCE MAJOR REQUIREMENTS (67-69 CREDITS):

#### Required each semester (32 credits):

|        |  |   |
|--------|--|---|
| MU 090 | Recital Attendance                           | 0 |
| MU 425 | Primary Instrument<br>for Performance Majors | 4 |

(4 credits for 8 semesters or a total of 32 credits)

#### Required courses (27 credits):

|        |   |   |
|--------|---|---|
| MU 108 | Music History:<br>Baroque and Classical Periods     | 3 |
| MU 109 | Music History:<br>Romantic and Contemporary Periods | 3 |
| MU 110 | Music History: Medieval to Renaissance              | 3 |
| MU 205 | Sight Singing, Ear Training, and Solfeggio I        | 3 |
| MU 206 | Sight Singing, Ear Training, and Solfeggio II       | 3 |
| MU 208 | Harmony I   | 3 |
| MU 209 | Harmony II  | 3 |
| MU 220 | Form and Analysis                                   | 3 |
| MU 330 | Junior Recital                                      | 1 |
| MU 430 | Senior Recital                                      | 2 |

#### Any combination of ensembles selected from (8 credits):

|        |                               |   |
|--------|-------------------------------|---|
| MU 175 | Instrumental Ensemble         | 1 |
| MU 180 | Saint Vincent College Singers | 1 |
| MU 181 | Musical Theater Workshop      | 1 |
| MU 182 | Opera Workshop                | 1 |

#### Additional requirements for voice majors (2 credits):

|        |   |   |
|--------|---|---|
| MU 317 | Diction for Singers:<br>Italian, Spanish, and Latin | 1 |
| MU 318 | Diction for Singers:<br>English, German, and French | 1 |

### Typical First-Year Music Major Schedule

#### Fall Semester (17 credits)

|           |  |   |
|-----------|--|---|
| MU 090    | Recital Attendance                                 | 0 |
| MU 108    | Music History:<br>Baroque and Classical Periods    | 3 |
| MU 425    | Primary Instrument<br>for Music Performance Majors | 4 |
| MU        | Music Ensemble                                     | 1 |
| CORE 1500 | Core Writing                                       | 3 |
| CORE 1400 | Listening Seminar                                  | 3 |
|           | Core Course  | 3 |
|           | Core Course  | 3 |

#### Spring Semester (17 credits)

|        |                    |   |
|--------|--------------------|---|
| MU 090 | Recital Attendance | 0 |
|--------|--------------------|---|

|           |   |   |
|-----------|---|---|
| MU 109    | Music History:<br>Romantic and Contemporary Periods | 3 |
| MU 425    | Primary Instrument<br>for Music Performance Majors  | 4 |
| MU        | Music Ensemble                                      | 1 |
| CORE 11XX | Theological Foundations                             | 3 |
| CORE 13XX | Investigating and Learning<br>Core Course           | 3 |

If Mathematics was taken in the fall, then one of the following should be taken:

|    |                |   |
|----|----------------|---|
| HI | History        | 3 |
|    | Social Science | 3 |

**MUSIC PERFORMANCE MAJOR —  
CONCENTRATION IN SACRED MUSIC (69 CREDITS)**

**Required each semester (36 credits):**

|        |   |   |
|--------|---|---|
| MU 090 | Recital Attendance  | 0 |
| MU 280 | Supervised Sacred Music Practicum<br>(1 credit per year)  | 4 |
| MU 425 | Primary Instrument for Performance Majors<br>(4 credits for eight semesters or a total of<br>32 credits) Voice, Organ, Sacred Music<br>Composition, Gregorian Chant |   |

**Required courses (28 credits):**

|        |   |   |
|--------|---|---|
| MU 108 | Music History:<br>Baroque and Classical Periods     | 3 |
| MU 109 | Music History:<br>Romantic and Contemporary Periods | 3 |
| MU 110 | Music History: Medieval to Renaissance              | 3 |
| MU 205 | Sight Singing, Ear Training, and Solfeggio I        | 3 |
| MU 206 | Sight Singing, Ear Training, and Solfeggio II       | 3 |
| MU 208 | Harmony I   | 3 |
| MU 209 | Harmony II  | 3 |
| MU 220 | Form and Analysis                                   | 3 |
| MU 430 | Senior Recital/Senior Project                       | 2 |
| MU 250 | Gregorian Chant Workshop                            |   |

**Ensemble (8 credits):**

|        |                       |   |
|--------|-----------------------|---|
| MU 185 | Saint Vincent Singers | 8 |
|--------|-----------------------|---|

**Additional Courses recommended**

- Theology (one or two of the following) EM 725: Sacramental Theology and Liturgy; TH 325 Vatican II History and Theology; TH 330 Catholic Sacraments; TH 345 Christian Spirituality
- Language: LT 101, 102 Elementary Latin, LT 203, 204 Intermediate Latin

**MISSION STATEMENT**

The founder of Saint Vincent College, Boniface Wimmer, stated that we will teach our students, “first what is necessary, then what is useful, and finally, that which is beautiful.” The goal of the Visual Arts is to follow our founder’s goal, demonstrating a connection between what is done in the studio and research in other disciplines.

**ART STUDENT LEARNING OUTCOMES**

Students will:

- Analyze the artistic styles of the Western tradition and at least one style from the non-western traditions.
- Apply vocabulary related to making art.
- Use a variety of materials and techniques, including digital tools.
- Apply professional standards of exhibition and portfolio development.

- Develop their observational skills shown by their use of a representational style.

**ENTRANCE PORTFOLIOS FOR STUDIO ART AND ART EDUCATION**

A portfolio is required for entrance into the Studio Art or Art Education major. Portfolios should be organized as a PowerPoint presentation that includes the student’s name and selected major. Each slide must be labeled with title and material for the artwork. The whole presentation should include 10 images and not exceed 4 MB. Any portfolio that does not meet these requirements will not be reviewed. Students should select their best work for review. The Chairperson of the Fine Arts makes decisions regarding acceptance in consultation with other Fine Arts faculty. Students may be accepted, provisionally accepted, or encouraged to choose a minor in the department. Provisionally accepted students can enter the major after taking a studio course at SVC and receiving a recommendation from the instructor.

**ART EDUCATION MAJOR REQUIREMENTS (42 CREDITS)**

**Required courses (33 credits)**

|                             |  |   |
|-----------------------------|--|---|
| AR 101                      | Caves to Cathedrals                        | 3 |
| AR 102                      | Art History II: Baroque/Present            | 3 |
| AR 130                      | Drawing I                                  | 3 |
| AR 131                      | Point, Line, Plane, and Beyond             | 3 |
| AR 135                      | Materials and Process                      | 3 |
| AR 225                      | Painting I                                 | 3 |
| AR 238                      | Clay and Pottery                           | 3 |
| AR 240                      | Sculpture I                                | 3 |
| AR 366                      | Advanced Drawing and Painting              | 3 |
| AR 405                      | Senior Exhibition and Professional Seminar | 3 |
| One course selected from    |  |   |
| AR 310                      | American Art and Architecture              | 3 |
| One non-western art history |  |   |
| Two courses selected from   |  |   |
| AR 233                      | Drawing and Illustration for Design        | 3 |
| AR 234                      | Introduction to Stained Glass              | 3 |
| AR 236                      | Fiber Arts                                 | 3 |
| AR 330                      | Digital Photo/Post-Production              | 3 |
| AR 338                      | Printmaking I                              | 3 |
| AR 348                      | Printmaking II                             | 3 |
| CA 235                      | *Web Design                                | 3 |
| CA 285                      | *Digital Layout and Design                 | 3 |

\* Course descriptions are listed with the Communication Department.

Note: In addition, Art Education majors seeking certification must also complete the requirements set by the Department of Education. Each student needs to see the Education Department for acceptance in the certification program and receive advising for the particular education courses needed. Some students elect to complete the requirements for the art education major and graduate, and then finish completing the requirements for certification.

**Typical First-Year Art Education Major Schedule**

**Fall Semester (16/18 credits)**

|           |                                |        |
|-----------|--------------------------------|--------|
| AR 101    | Caves to Cathedrals            | 3      |
| AR 131    | Point, Line, Plane, and Beyond | 3      |
| CORE 1400 | Listening Seminar              | 3      |
| or        |                                |        |
| CORE 1500 | Core Writing                   | 3      |
| CORE 12XX | History, Culture and Politics  | 3      |
| MA        | Mathematics                    | 3 or 4 |

If mathematics is postponed, then one of the following should be taken:

|        |                                       |   |
|--------|---------------------------------------|---|
| ED 100 | Foundations of Education              | 3 |
| PY 100 | Introduction to Psychological Science | 3 |

One of the courses listed above will be designated as a First-Year Seminar that will satisfy a core curriculum requirement.

### Spring Semester (16-18 credits)

|        |   |        |
|--------|---|--------|
| AR 102 | Art History II: Baroque/Present           | 3      |
| AR 130 | Drawing I                                 | 3      |
| EL 102 | Language and Rhetoric                     | 3      |
| or     |   |        |
| TH 119 | First Theology                            | 3      |
|        | Elementary Modern or Classical Language   | 4      |
| or     |   |        |
|        | Intermediate Modern or Classical Language | 3      |
| MA     | Mathematics                               | 3 or 4 |

If mathematics was taken in the fall, then one of the following should be taken:

|        |                                       |   |
|--------|---------------------------------------|---|
| ED 100 | Foundations of Education              | 3 |
| PY 100 | Introduction to Psychological Science | 3 |

### DIGITAL ART AND MEDIA MAJOR

#### GRAPHIC DESIGN CONCENTRATION

#### VIDEO AND ANIMATION CONCENTRATION

The Digital Art and Media major is an interdisciplinary program developed by the Fine Art and Communication faculty. The program grew out of the success of the graphic design major. Courses build practical skills balanced with the history and theory of digital art and media viewed from the liberal arts tradition. All students take a set of shared courses and then choose between two specialized concentrations - graphic design or video and animation. The Digital Art and Media minor serves students from other majors who have an interest in the material. Course descriptions for AR courses are listed under the Fine Arts Department and CA courses are listed under the Communication Department.

#### STUDENTS WILL:

- Analyze the artistic styles of the Western tradition and at least one style from the non-western traditions.
- Apply vocabulary related to making art and the application of design.
- Use a variety of materials and techniques, including digital tools.
- Apply professional standards of exhibition, presentation, and portfolio development.
- Develop personal style or artistic process, and when appropriate adapt to the needs of the workplace or client.

### DIGITAL ART AND MEDIA MAJOR REQUIREMENTS (45 CREDITS)

#### 24 credits:

|        |                                    |   |
|--------|------------------------------------|---|
| AR 130 | Drawing I                          | 3 |
| AR 233 | Drawing and Illustration for Media | 3 |
| AR 330 | Digital Photo and Post-Production  | 3 |
| AR 340 | Visual Story Telling               | 3 |
| CA 130 | Digital Video Production           | 3 |
| CA 235 | Web Design                         | 3 |
| CA 285 | Digital Layout and Design          | 3 |
| CA 435 | Digital Media Professional         | 3 |

#### Elective Courses (6 Credits):

|        |                                |   |
|--------|--------------------------------|---|
| AR 202 | Medical Illustration Shadowing | 3 |
| AR 203 | Medical Illustration Shadowing | 3 |
| AR 234 | Intro to Stained Glass         | 3 |
| AR 338 | Printmaking I                  | 3 |
| CA 100 | Introduction to Mass Media     | 3 |

|           |                          |   |
|-----------|--------------------------|---|
| CA 202    | The Sports Movie         | 3 |
| CA 230    | Writing for Media        | 3 |
| CA 274    | Children's Books on Film | 3 |
| CA 309    | Social Media Culture     | 3 |
| CA 345    | Television Criticism     | 3 |
| CA 351    | Media Effects            | 3 |
| CA 371    | Media Literacy           | 3 |
| EL 230    | Small Press Publishing   | 3 |
| AR/CA 550 | Internship               | 3 |

#### GRAPHIC DESIGN CONCENTRATION (15 credits):

|        |  |   |
|--------|--|---|
| AR 101 | Caves to Cathedrals                    | 3 |
| or     |  |   |
| 102    | Art History II: Baroque to Present     | 3 |
| AR 131 | Point, Line, Plane                     | 3 |
| AR 334 | Dynamic Typography and Motion Graphics | 3 |
| CA 325 | Digital Deliberation and Remix         | 3 |
| CA 301 | Sports and Retail Branding and Design  | 3 |

#### VIDEO AND ANIMATION CONCENTRATION (15 credits):

|        |                                   |   |
|--------|-----------------------------------|---|
| AR 218 | Animation and Digital Compositing | 3 |
| AR 318 | 3D Modeling for Art and Animation | 3 |
| CA 200 | Film Studies                      | 3 |
| CA 255 | Documentary Studies               | 3 |
| CA 305 | Advanced Video Editing            | 3 |

### Typical First-Year Digital Art and Media Major Schedule

#### Fall Semester (15/18 credits)

|                                 |                                    |   |
|---------------------------------|------------------------------------|---|
| AR 175                          | Before Disney                      | 3 |
| AR 233                          | Drawing and Illustration for Media | 3 |
| CORE 1400                       | Listening Seminar                  | 3 |
| or                              |                                    |   |
| CORE 1500                       | Core Writing                       | 3 |
| Two or three other Core Classes |                                    |   |

One of the courses listed above will be designated as a First-Year Seminar, which will satisfy a core curriculum requirement.

#### Spring Semester (18 credits)

|                                 |                               |     |
|---------------------------------|-------------------------------|-----|
| AR 130                          | Drawing I                     | 3   |
| CA 130                          | Introduction to Digital Media | 3   |
| CORE 1400                       | Listening Seminar             | 3   |
| Two or Three other Core Classes |                               | 6-9 |

#### DIGITAL ART AND MEDIA MINOR REQUIREMENTS (21 CREDITS)

|        |                                    |  |
|--------|------------------------------------|--|
| AR 130 | Drawing I                          |  |
| AR 233 | Drawing and Illustration for Media |  |
| AR 330 | Digital Photo and Post-Production  |  |
| AR 340 | Visual Storytelling                |  |
| CA 130 | Digital Video Production           |  |
| CA 235 | Web Design                         |  |
| CA 285 | Digital Layout and Design          |  |

#### STUDIO ART MAJOR REQUIREMENTS (42 CREDITS)

#### 21 credits:

|        |  |   |
|--------|--|---|
| AR 101 | Caves to Cathedrals                        |   |
| or 102 | Art History II: Baroque to Present         | 3 |
| AR 130 | Drawing I                                  | 3 |
| AR 131 | Point, Line, Plane, and Beyond             | 3 |
| AR 225 | Painting I                                 | 3 |
| AR 366 | Advanced Drawing and Painting              | 3 |
| AR 404 | Senior Studio                              | 3 |
| AR 405 | Senior Exhibition and Professional Seminar | 3 |

#### 6 Credits of Elective:

|        |                       |   |
|--------|-----------------------|---|
| AR 135 | Materials and Process | 3 |
|--------|-----------------------|---|

|        |                               |   |
|--------|-------------------------------|---|
| AR 234 | Introduction to Stained Glass | 3 |
| AR 238 | Clay and Pottery              | 3 |
| AR 236 | Fiber Art                     | 3 |
| AR 240 | Sculpture I                   | 3 |
| AR 384 | Advanced Stained Glass        | 3 |
| AR 388 | Advanced Ceramics             | 3 |
| AR 386 | Advanced Fiber Arts           | 3 |

**3 credits:**

Any additional Art History or Art Criticism Course

**9 credits:**

Any AR courses or CA 235, CA 285

**Non-credit course:**

Senior Exit Interview

**Typical First-Year Studio Art Major Schedule**

**Fall Semester (15 credits)**

|           |                                    |   |
|-----------|------------------------------------|---|
| AR 101    | Caves to Cathedrals                |   |
| or 102    | Art History II: Baroque to Present | 3 |
| AR 131    | Point, Line, Plane, and Beyond     | 3 |
| CORE 1400 | Listening Seminar                  | 3 |
| or        |                                    |   |
| CORE 1500 | Core Writing                       | 3 |
| CORE 12XX | History, Culture and Politics      | 3 |
|           | Core Course                        | 3 |

One of the courses listed above will be designated as a First-Year Seminar which will satisfy a core curriculum requirement.

**Spring Semester (16-18 credits)**

|           |                   |   |
|-----------|-------------------|---|
| AR 130    | Drawing I         | 3 |
| CORE 1400 | Listening Seminar | 3 |
| or        |                   |   |
| CORE 1500 | Core Writing      | 3 |
|           | Core Courses      | 6 |

**ART HISTORY MINOR REQUIREMENTS (18 CREDITS)**

**6 credits:**

|        |   |   |
|--------|---|---|
| AR 101 | Caves to Cathedrals                       | 3 |
| or     |   |   |
| AR 102 | Art History II:<br>Baroque to the Present | 3 |
| AR 130 | Drawing I                                 | 3 |
| or     |   |   |
| AR 131 | Point, Line, Plane, and Beyond            | 3 |

**12 credits selected from:**

Any AR Art History courses including History of Photography, Film Studies (Communications course), and Musical Theater History

**STUDIO ARTS MINOR (18 CREDITS)**

**Required courses:**

|                         |                                 |   |
|-------------------------|---------------------------------|---|
| AR 130                  | Drawing I                       |   |
| or AR 131               | Point, Line, Plane, and Beyond  | 3 |
| AR 101                  | Caves to Cathedrals             |   |
| or AR 102               | Art History II: Baroque/Present | 3 |
| AR 234                  | Introduction to Stained Glass   |   |
| or AR 236               | Fiber Arts                      |   |
| or AR-238               | Clay and Pottery                | 3 |
| 3 additional AR courses |                                 | 9 |

**FINE ARTS COURSE DESCRIPTIONS**

**MU-00X MUSIC EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

**MU-090 RECITAL ATTENDANCE**

Because attending live musical performances are a key element of a music student's education, all music majors and minors are required to attend six performances each semester. Students have the opportunity to see, hear, and meet internationally acclaimed artists through The Saint Vincent College Concert Series, and four of the six required concerts should be from the Concert Series. The other two concerts may be other performances on or off campus. These concerts should be solo recitals, chamber ensembles, choral concerts, operettas, operas, ballet with live music, or symphony performances. Jazz concerts are also acceptable. The level of proficiency of these concerts should be college-level, semi-professional or professional. Many classical venues give discounts on student admissions, and all Department of Fine Arts-sponsored concerts are free to Saint Vincent students. Required for all music majors and minors every semester. May be repeated. Offered both semesters. Zero credits.

**MU-101 MUSIC APPRECIATION**

A survey of the music of western culture which is frequently generically called classical, but in reality includes Medieval, Renaissance, Baroque, Classical, Romantic, Modern, and Contemporary periods. The course is designed to teach students how to listen to music and how to discuss music's aesthetic nature and purpose. Representative composers and works from the major periods of music will be placed in their historical context, studied, and discussed. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered both semesters. Periodically offered as a first-year seminar or honors course. Three credits.

**MU-102 LISTEN, LOOK, TELL**

This course gives the student a brief overview of the three artistic disciplines of music, visual arts, and theater through experiential learning and encounters with the three artistic disciplines. Students will have the opportunity to visit art exhibitions, and musical and theatrical performances. Three credits.

**MU-104 MONASTICISM AND THE ARTS**

The course will begin with a discussion of beauty and the theology of sacramental aesthetics, taking into account the writings of such authors as St. Thomas Aquinas, St. John Damascene, and Pope Benedict XVI, and then view this through the lens of monastic contributions to art, music, iconography, painting, illumination, sculpture, and architecture up to the present time. Three credits.

**MU-106 WORLD MUSIC**

A survey of the music of the world and an introduction to ethnomusicology. Students explore the music of the world through performance analysis, case studies, and listening to live and recorded performances. The course also looks at the cultural aspects of a society and how they affect the music that the society creates. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered spring semester in even-numbered years. Three credits.

**MU-108 MUSIC HISTORY AND LITERATURE:  
BAROQUE – CLASSICAL**

This course is designed to help the student of music to discover the characteristics of Baroque and Classical styles; to discuss the forms, styles, and compositional techniques of the period; and to identify representative composers and their major works. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered fall semester. Three credits.

**MU-109 MUSIC HISTORY AND LITERATURE:  
ROMANTIC – CONTEMPORARY**

This course is designed to help the student of music to discover the characteristics of Romantic and Contemporary styles; to discuss the forms, styles, and compositional techniques of each period; and to identify representative composers and their major works. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered spring semester. Three credits.

**MU-110 MUSIC HISTORY: MEDIEVAL TO RENAISSANCE**

This course covers the musical history of the Medieval and Renaissance Periods. Representative composers, musical works, and historical events will be discussed in detail. Historical performance practice and critique of performances will be highlighted. Three credits.

**MU-111 THE SPIRITUALITY OF MUSIC**

This course is designed to survey Western music through the lens of the spirituality of the composers who composed the music and to discover the catalyst for their creation of particular pieces of music. Emphasis will be placed on the music of Jewish, Muslim, and Christian composers and how their spirituality influenced the creation of their compositional output. Fulfills the Core Curriculum Fine Arts requirement. Three credits.

**MU-112 SURVEY MUSICAL THEATER AND OPERA**

This course offers students the chance to explore the history of opera and musical theater. Aspects of historical performance practice and the study of specific operas and musicals will be covered. The American musical will be discussed in light of historical and cultural developments. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered spring semester in odd-numbered years. Three credits.

**MU-115 FUNDAMENTALS OF MUSIC THEORY**

This course consists of a thorough and unified presentation of music principles such as notation, intervals, scales, chords, rhythms, and simple piano familiarization. Through interactive classroom and board work, the student will acquire a firm foundation for the study of harmony and all other music courses which follow. Although it is the first music theory course required for all music majors and minors, no prior musical training or knowledge is required so it is equally appropriate for the general student who wishes to gain a basic working knowledge of the fundamentals of music. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered fall semester. Three credits.

**MU-118 MUSIC HISTORY AND LITERATURE  
OF THE MEDIEVAL AND RENAISSANCE ERAS**

This course is designed to help the student of music to discover the characteristics of the music of the Medieval and Renaissance eras; to discuss the forms, styles, and compositional techniques of each period; and to identify representative composers and their major works. For music majors and minors; others with permission of the instructor. Fulfills part of the Core Curriculum Fine Arts requirement. Offered spring semester. Two credits.

**MU-125 INSTRUCTION LESSONS FOR NON-MAJOR/MINOR**

This instruction is for non-music majors and non-music minors at any skill level. One-half hour (1 credit) or one-hour (2 credits) of individual weekly instruction in piano, organ, voice, guitar, violin, flute, trumpet, French horn, clarinet, saxophone, and trombone is available. Can fulfill the Core Curriculum Fine Arts requirement if a total of three credits of lessons on the same instrument are taken. Permission of the instructor and chair required. May be repeated. Offered both semesters. Fee. One or two credits.

**MU-150 CONDUCTING**

The study of conducting technique, score study, and preparation. Engagement with different musical meters, forms, and historical studies. One credit.

**MU-171 MARCHING BAND**

The Saint Vincent Marching Band is an ensemble that performs for football games, parades, and band festivals throughout the fall semester. Students are encouraged to continue their study of their instruments and work in an ensemble through this course. Can fulfill the Core Curriculum Fine Arts requirement if a total of three credits of the same ensemble are taken. May be repeated. Offered fall semesters. Zero or one credit.

**MU-175 INSTRUMENTAL ENSEMBLE**

Because ensemble playing is vital for the training of any music student, students are required to participate in instrumental ensembles as these ensembles become available. Can fulfill the Core Curriculum Fine Arts requirement if a total of three credits of the same ensemble are taken. Permission of the instructor is required. May be repeated. Offered both semesters. Zero or one credit.

**MU-180 SAINT VINCENT COLLEGE SINGERS**

Saint Vincent College Singers is an ensemble that explores the various genres of secular vocal music throughout all periods with an emphasis on popular song and American music. The ensemble is open to majors and non-majors and rehearses once a week. Several concerts are presented each semester. Can fulfill the Core Curriculum Fine Arts requirement if a total of three credits of the same ensemble are taken. Permission of the instructor is required. May be repeated. Offered both semesters. Zero or one credit.

**MU-181 MUSICAL THEATER WORKSHOP**

In this course students participate in every aspect of producing a musical theater production. Aspects of production that will be covered will be musical preparation, stagecraft, and acting. Can fulfill the Core Curriculum Fine Arts requirement if a total of three credits of the same ensemble are taken. Permission of the instructor is required. May be repeated. Offered both semesters. Zero or one credit.

**MU-182 OPERA WORKSHOP**

This course will offer the experience of participating in either an opera scenes program or in a full opera production. Students will be involved in musical preparation including the correct use of the diction of the language in which the piece is composed. Other aspects covered will be acting, stagecraft, and historical performance practice. Can fulfill the Core Curriculum Fine Arts requirement if a total of three credits of the same ensemble are taken. Permission of the instructor is required. May be repeated. Offered both semesters. Zero or one credit.

**MU-185 SAINT VINCENT CAMERATA**

The Saint Vincent Camerata, founded in 1968, specializes in the choral/orchestral repertoire from the Baroque through the Contemporary periods. The Camerata offers two major programs

per year, performing in the Saint Vincent Basilica, and in major churches in Pittsburgh and elsewhere. It is open to all students of the College and to all members of the Saint Vincent community, by audition. Can fulfill the Core Curriculum Fine Arts requirement if a total of three credits of the same ensemble are taken. May be repeated. Offered both semesters. Zero or one credit.

#### **MU-205 SIGHT SINGING, EAR TRAINING, AND SOLFEGGIO I**

This is the first course in learning the ability to sing melodic and harmonic pitches at sight and to be able to recognize these pitches when heard. Melodic and harmonic dictation is included and the study of the effective use of solfeggio syllables, in both rhythmical and tonal articulation, provides a sturdy foundation for a more precise performance of music. Prerequisite MU 115. Offered spring semester in even-numbered years. Three credits.

#### **MU-206 SIGHT SINGING EAR TRAINING II AND SOLFEGGIO II**

This is the second course in the series that continues with a more advanced study of the singing of melodic and harmonic pitches at sight. More rigorous melodic and harmonic dictation and a greater facility of solfeggio syllabification enables the student to attain musical precision both rhythmically and tonally, which is essential for the realization of a more mature and professional performance. Prerequisite MU 205. Offered fall semester in even-numbered years. Three credits.

#### **MU-208 HARMONY I**

Harmony I introduces the student to the harmonic language of Western music. The approach will emphasize composing four-part harmonic phrases, but will also regularly incorporate singing, harmony at the keyboard, ear training, movement, and harmonic analysis. The goal of the study of harmony is to acquire fluency with musical vocabulary (chords) and musical grammar (chord progressions and modulations), understanding both as necessary components of musical literacy. Topics include Major Mode, Minor Mode, and Dissonance Treatment. Prerequisites: MU 115 or permission of instructor. Three credits.

#### **MU-209 HARMONY II**

Harmony II is a continuation of Harmony I, again emphasizing the composition of four-part phrases, together with singing, playing, ear training, movement, and analysis exercises. Topics include Modulation, Harmony and Rhythm, Chromatic Harmony, Cadences, Harmonization of chorale melodies and of figured basses. Prerequisites: MU 208 or permission of the instructor. Three credits.

#### **MU-220 FORM AND ANALYSIS**

The study of musical form, traditionally called "Form and Analysis," integrates previous courses in Music Theory with the student's study of musical repertoire. The goals of Form and Analysis are first, to introduce the student to the most common and significant musical forms, and second, to develop each student's "sense of form." The repertoire to be studied will include an historical survey of a selection of musical forms from Gregorian Chant to the Contemporary period. The development of a "sense of form" comes with active listening, movement exercises, simple composition exercises, and the application of these in musical performance. Prerequisites: MU 209 or permission of the instructor. Three credits.

#### **MU-225 SECONDARY INSTRUMENT LESSONS**

This instruction is for the music major or music minor's secondary instrument of study. Individual instruction in piano, organ, voice,

guitar, violin, flute, trumpet, French horn, clarinet, saxophone, and trombone. Other instruments of study may be arranged through the department chair. One half-hour (1 credit) or one hour (2 credits) of weekly instruction are possible. Permission of the instructor and chair is required. May be repeated. Offered both semesters. Fee. One or two credits.

#### **MU-250 GREGORIAN CHANT WORKSHOP**

The two-week summer Gregorian Chant Workshop is structured in two parts: Part 1. Introduction to Historical Performance Practice which includes an historical outline of Gregorian Chant from its origins to the most recent printed editions, practice in the study of Gregorian Chants characteristic "melodic-verbal style," aesthetics of the Latin language, elements of modality, principles of Gregorian Semiology, and the application of these to singing simpler antiphons from the Graduale Simplex and Graduale Triplex. Part 2. Introduction to Gregorian Semiology of Eugene Cardine, O.S.B., and the New Science of Gregorian Modality (Jean Claire, O.S.B., and Alberto Turco) includes singing simpler Mass antiphons using the Xth century St.Gall neumatic notation, application of recent research into Gregorian Modality including the "mother tones," archaic modes, and an introduction to the Graduale Novum (2011). No prerequisites, but experience with choral singing and the ability to read music are recommended. Two credits.

#### **MU-280 SUPERVISED PRACTICUM**

This course is open only to students enrolled in the Sacred Music minor, or in the concentration in Sacred Music. Students enrolled in this course participate in Liturgies on campus (Wednesday Evening Community Mass, Student Chapel Masses, or other approved liturgies) in a variety of music ministries according to their areas of expertise and level of experience, including: 1. Organ service playing, with supervision in liturgical planning, techniques of hymn and chant accompaniment, choral and vocal solo accompanying. 2. Cantoring and small ensemble singing, with supervision in choral/vocal techniques, liturgical planning, vocal pedagogy, choral pedagogy, rehearsal techniques, conducting, choral repertoire, a cappella singing. 3. Sacred Music Composition of responsorial psalm settings, hymn descants, chant accompaniment, motets. Faculty supervision will focus on the technical, liturgical, pastoral, and spiritual considerations necessary for the formation of liturgical musicians. Students will keep a journal of their activities to be presented at the end of each semester. Course is taken one semester for zero credit and one semester for one credit each academic year.

#### **MU-301 INTRODUCTION TO COUNTERPOINT**

Students will complete species counterpoint exercises, compose in species counterpoint, and improvise species counterpoint at the keyboard. Two credits.

#### **MU-317 DICTION FOR SINGERS ITALIAN, SPANISH, LATIN**

This course deals with the correct articulation of diction and the pronunciation of words for singers as they are sung in Italian, Spanish, and Latin. Students will learn the International Phonetic Alphabet. Required for all music majors whose primary instrument is voice. Offered as needed. One credit.

#### **MU-318 DICTION FOR SINGERS GERMAN, ENGLISH, FRENCH**

This course deals with the correct articulation of diction and the pronunciation of words for singers as they are sung in German, English, and French. Students will learn the International Phonetic Alphabet. Required for all music majors whose primary instrument is voice. Offered as needed. One credit.

### **MU-320 JUNIOR SEMINAR**

This seminar is intended for juniors in the Performing Arts Concentration of the Arts Administration major as a preparation for MU 410 Senior Research Project/Thesis. It will focus on identifying a research topic and emphasize research techniques, presentation skills, and writing skills. For Arts Administration majors with Performing Arts concentration. Offered spring semester or as needed. Three credits.

### **MU-325 PRIMARY INSTRUMENT LESSONS**

This private instruction is for music majors and minors studying their primary instrument (organ, voice, guitar, violin, flute, trumpet, French horn, clarinet, saxophone, and trombone). Majors should register for one hour (two credits) of weekly instruction. Minors may register for one-half hour (one credit) or one hour (two credits) of weekly instruction. A jury is required for both majors and minors. May be repeated. Permission of instructor and chair is required. Offered both semesters. Fee. One or two credits.

### **MU-330 JUNIOR RECITAL**

Music Performance majors are provided with an invaluable opportunity to perform a solo recital on his or her major instrument during the junior year of study. Required for music performance majors. Offered as needed. Fee. One credit.

### **MU-350 INDEPENDENT STUDY—MUSIC**

Topics of research are chosen and developed by the student with the guidance of the faculty member directing the study. For junior or senior music majors and minors only. May be repeated. Permission of the instructor and chair required. Offered as needed. Variable credit.

### **MU-410 SENIOR RESEARCH PROJECT/THESIS**

This Senior Research Project/Thesis takes several forms depending upon the student's major and interest. For instance, Arts Administration majors with a Performing Arts Concentration are guided through the writing of a thesis or documenting of a research project; whereas Music majors or Music Performance majors may wish to do further study, one-on-one with a faculty member in such areas as musical composition, choral or orchestral conducting techniques, music theory, or music history. Whatever form the course takes, the student will work closely with a faculty member who will serve as the advisor. The finished project will be submitted to a committee for review. Offered fall semester, or as needed. Three credits.

### **MU-420 GREGORIAN CHANT**

An introduction to the history, theory, spirituality, and performance of Gregorian chant. Three credits. Offered spring semester in even-numbered years. Cross-listed in Saint Vincent Seminary as MU 720. Three credits.

### **MU-425 PRIMARY INSTRUCTION LESSONS FOR PERFORMANCE MAJORS**

This individual instruction is limited to music performance majors studying piano, organ, or voice. Two hours of weekly private instruction. A jury is required. May be repeated. Permission of instructor and chair is required. Offered both semesters. Fee. Four credits.

### **MU-430 SENIOR RECITAL**

The Senior Recital is the culmination of the Music Performance major's course of study, providing the challenge and prestige of a solo recital on the major instrument. Required for music performance majors. Offered as needed. Fee. Two credits.

### **MU-550 MUSIC INTERNSHIP**

Students may work in a professional setting in order to extend their learning experience beyond college into the professional world of music; relevant experiences can take the form of internships, field work, and cooperative programs, particularly in music studios, music businesses, music schools, music organizations, and music management offices. Students may or may not be paid, depending on the policy of the employer. For junior and senior music division majors and minors only. May be repeated. Offered both semesters. Variable credit.

### **AR-00X ART EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

### **AR-100 ART AND MUSIC OF WESTERN CULTURE**

An interdisciplinary course designed to provide students with an introductory experience in the fine arts. The course is divided into two components. The first consists of a survey of the evolution of art and music in the context of the historical and cultural background of major periods of western civilization. The second is a study of the principles inherent in both musical composition and the structure and meaning of style and expression in architecture, painting, and sculpture. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered both semesters. Periodically offered as a first-year seminar. Three credits.

### **AR-101 CAVES TO CATHEDRALS**

What does art communicate? This course provides an introduction to the art and architecture of western culture from pre-history through the Renaissance. Topics include the Neolithic Age, Ancient Near East Art, Egyptian Art, Greek and Roman Art, the Middle Ages (Early Christian, Romanesque, and Gothic), and Renaissance Art. Emphasis is placed on how art and architecture reinforce the social, religious, and cultural beliefs of civilizations. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered fall semester. Three credits.

### **AR-102 ART HISTORY II: BAROQUE/PRESENT**

How avant-garde is contemporary art really? This course explores art and architecture of western culture and shows how it continues to influence contemporary art. We'll examine Baroque, Neoclassical, and the Romantic periods as well as all the "isms" of the 20th century. Other topics such as poetry, dance, performance, and emerging art forms will be discussed. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Offered spring semester. Three credits.

### **AR-103 MODERN ART AND MODERNISM**

Modernism had a tremendous influence on the politics, culture, and art of the 20th century. This course explores how Modernism is seen in the art of the 20th century. Topics include: the development of modern art, abstraction, surrealism, influential art critics, and art at the close of the 20th century. No prerequisites. Satisfies the Fine Arts Core Requirement. Three credits.

### **AR-106 CONTEMPORARY ART FROM THE MIDDLE EAST AND ISRAEL**

This course will examine what contemporary artists are making who either live in Middle East countries including Israel, or have left those places. Art made for museums, public art, and popular culture including music videos and cinema will be examined. Students will examine style, method of construction, and subject



matter of artworks in order to address the following questions: What artistic styles and techniques influence these artists? What new artistic developments do they pursue? What cultural, political, or religious ideas do these artists explore? How does an artist's background or life experience inform their work? Which of these artists have received international attention? What are the major international art and film venues for their work? Is it possible to form a description of Global Art? Should we? How does our study inform the catholic, Benedictine, liberal arts intellectual tradition? This course satisfies the core requirement in the Fine Arts. This course also satisfies the non-western/American art course requirement for Art Education majors. Three credits.

#### **AR-125 EXPRESS YOURSELF: ACTING I**

This course will teach fundamental skills for acting for the stage. The major emphasis is on actor development and growth through various acting exercises, techniques, character portrayal, monologue work, and scene study. Fulfills the Core Curriculum Fine Arts requirement. No prerequisites. Offered both semesters. Three credits.

#### **AR-130 DRAWING I**

Drawing is fundamental to developing observational skills, brainstorming ideas, and thinking visually. In this course students will learn the fundamentals of form, rendering, and composition. These skills will be used in a variety of ways and with various materials. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Fee. Offered every semester. Three credits.

#### **AR-131 POINT, LINE, PLANE, AND BEYOND**

Pencil, marker, ink, layering, shading, stippling: these are just a few of the materials and techniques students will use in this class. Students will learn about their theoretical and practical uses. Open to all students. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Fee. Offered fall semester. Three credits.

#### **AR-135 MATERIALS AND PROCESS**

Want to explore how to make stuff? Students learn how to use a variety of materials including fiber, clay, glass, and more. Along the way, students will learn about positive and negative form, how materials feel, and how they work. All are welcome. Fulfills the Core Curriculum Fine Arts requirement. Fee. Offered spring semester odd-numbered years. Three credits.

#### **AR-136 INTRODUCTION TO FIBER ARTS**

This class includes traditional and non-traditional fibers. Students will explore various methods of creating artwork using knitting, crocheting, felting, and weaving. Animal, vegetable, and mineral fibers will be spun into useable strands to create cloth and other art pieces. The use of embellishments such as beads, embroidery, and trim will also be employed. Can replace AR 135, AR 240, or AR 336 requirement for all AR majors. This course can replace AR 236 for all major and minor requirements, where listed. Fee. Three credits.

#### **AR-139 OUTSIDE THE BOX; PACKAGE DESIGN**

Walk through any wholesale food store and you'll find cardboard boxes in all shapes and sizes. Some boxes are meant to break open and display product, others are hefty and protect fragile items, and others have eye-catching shapes. Take that same walk through a bookstore and each new publication feels different in your hands. Some are coarse and rugged, other books feel slick and modern. How does the designer use paper and cardboard in so many different ways? This course will include demonstrations, play, and experimentation to explore package design and bookbinding. The course is open to everyone including digital art and media, visual art, and engineering students. Meets the requirements for the Fine Arts

Core Requirement. Fee. No prerequisites. Periodically offered as an honors course. Three credits.

#### **AR-155 HISTORY OF PHOTOGRAPHY**

From its earliest beginnings with albumen egg protein to cell phones, photography has changed how we see the world. This survey lecture course explores the technological and creative developments of photography from pre-photographic discoveries, such as the pin-hole camera, to film, and now, digital imagery. Fulfills the Core Curriculum Fine Arts requirement. Offered fall semesters of even-numbered years. Three credits.

#### **AR-165 MUSICAL THEATER HISTORY**

This course explores the history, development, creators and composers of musical theater. We will discuss the major elements from the mid-18th century to the present of a musical production; the book, lyrics, score, dance, and set design. We will trace the musical's evolution through the colorful eras of Minstrel Shows, Vaudeville, Burlesque, Revue, and the Golden Era up through the British Invasion and to the present day. You will learn the techniques and contributions from such great composers and lyricists as Irving Berlin, Jerome Kern, Cole Porter, Rodgers and Hammerstein II, and Stephen Sondheim's influences on the present day musical theater. Satisfies the Fine Arts Core Requirement. Three credits.

#### **AR-168 MUSICAL THEATRE DANCE STYLES**

This course covers a variety of dance styles used in musical theatre including jazz, ballet, tap, ballroom, musical theatre movement, street dance, and folk dance forms; the development of musical theatre from the early styles of Broadway to the present. It will also include the styles and contributions of major musical theatre choreographers. Three credits.

#### **AR-170 IDOL WORSHIP: ICONOCLASM**

How do we depict the divine? Some say, to even try limits our ability to imagine an all-powerful being. This course will look at a range of art historical examples from Egypt, Byzantine, Early Christian, Renaissance, Non-Western, Jewish, Baroque, and Contemporary Art. Students will also read texts related to religious and cultural laws prohibiting certain images – the most famous being the second commandment's prohibition against graven images in the Old Testament. Students will seek not only theological reason for such laws but historical and cultural influences as well. Satisfies the Fine Arts Core Requirement. Three credits.

#### **AR-175 BEFORE DISNEY: THE ART AND SCIENCE OF ANIMATION**

This course introduces students to the technological developments of animation. Topics include: perception of motion, machines used to create moving pictures, and artistic conventions used by animators. Students will watch, discuss, and write about important historical examples. Students will also create an introductory portfolio of stop motion, drawn, and digital animation. Three credits.

#### **AR-202 MEDICAL ILLUSTRATION**

##### **SHADOWING Human Anatomy & Physiology Lab I**

The professor of the Human Anatomy & Physiology Lab I is our client. In this course, AR-202 Medical Illustration 1 students will shadow the fall semester Human Anatomy & Physiology Lab I course/students and provide illustrations that may be published and used for teaching and testing of medical discovery and instruction.

In this course, the medical illustration needs for our client, would encompass the study of anatomical structures, such as the skeletal system and musculature, macro illustrations of these details, as well as illustrations of photomicrography and histology of such tissues

under the microscope. There will also be the opportunity to provide illustrations of devices and equipment, of flow charts, bar graphs and diagrams; these all are part of medical illustration and are necessary graphics for papers, publications, and presentations. There also will be an opportunity to illustrate images from various surgical procedures, such as a knee replacement for example on a partial cadaver. This course will provide access to a significant library of RAW images compiled from cadaver dissections, providing many images available for detailed, anatomically accurate illustrations of discovery through dissection of anatomical structures and anomalies. Offered fall semester. Three credits.

### **AR-203 MEDICAL ILLUSTRATION II SHADOWING Human Anatomy & Physiology Lab II; Human Cadaver Dissection**

The professor of the Human Anatomy & Physiology Lab II is our client. In this course, AR-203 Medical Illustration II students will shadow the spring semester Human Anatomy & Physiology Lab II (Human Cadaver Dissection) course/students and provide illustrations that may be published and used for teaching and testing of medical discovery and instruction.

The purpose and design of this course is to provide the AR-203 Medical Illustration II students with a realistic medical operating room scenario/environment providing for a surgical physician (client), photographic and illustrative documentation of surgical discoveries, and procedures for teaching and diagnosis. The professor of the Human Anatomy/Physio. Lab II course is our client and requests visual documentation of dissections that are similar to surgical procedures in which the students discover the importance of photographically documenting any kind of anatomical/surgical procedure (in a sometimes tense and always sterile environment). Understanding that a pristine yet stylized and anatomically accurate illustration of the surgical setting is necessary for clear and concise teaching and diagnosis of an anatomical structure that may not be visibly clear during the often spontaneous scenarios encountered in a real life (and sometimes messy) surgical operation/procedure. Offered spring semester. Three credits

### **AR-215 ACTING II**

Continuing to develop a role through script analysis. The course focuses on learning and applying a practical method of analyzing a script for fundamentals using objectives, emotions, and actions. The goal of the course is to teach actors to make and play effective choices that are firmly grounded in text. Exercises include extensive scene study (from both plays and musicals) and may include audition technique work as well as additional improvisations. Prerequisite: AR 125-01. Three credits.

### **AR-218 ANIMATION AND DIGITAL COMPOSITING**

This course introduces students to the history and aesthetics of animation. Class formats range from practical exercises, presentations, and viewings. Topics include the technological development of animation, the principles of perceiving movement, and artists' use of animation in different cultural contexts. Additionally, students will demonstrate their ability to create animated movement using traditional methods and digital tools. Hybrid Course. Prerequisites: AR 130, AR 233, AR 330 and CA 285. Three credits. This course was previously titled "Animation and Effects."

### **AR-225 PAINTING I**

This intermediate level course is for students who want to learn the methods and materials of painting with oils and acrylics. Its purpose is to provide the student with solid foundational skills and an opportunity to explore a variety of approaches in the creation of paintings including layering, glazing, mixing paint medium, and

proper studio maintenance. Prerequisites: AR 130 or AR 131. Fee. Offered fall semester. Three credits.

### **AR-230 DRAWING II**

An introductory course to the methods and materials of drawing. Its purpose is to provide the student with solid foundational skills and the opportunity to explore a variety of approaches to drawing. Line, color, form, value, and composition will be the primary topics. No prerequisites. Fulfills the Core Curriculum Fine Arts requirement. Prerequisites: AR 130 or AR 131. Fee. Offered fall semester. Three credits.

### **AR-233 DRAWING AND ILLUSTRATION FOR MEDIA**

This class develops skills using vector graphics for fine art, illustration, and design. Assignments focus on the use of layers, light, and shadow, and fluency in the use of digital tools. Later assignments explore creative and editorial considerations as well as how to export files to other programs for further work including animation. This course was previously titled "Drawing and Illustration for Design." Offered fall semester. Three credits.

### **AR-234 INTRODUCTION TO STAINED GLASS**

Students will be introduced to the tools and materials needed to create both two- and three-dimensional designs made with stained glass. Processes include: designing stained glass, cutting glass, assembling using the copper foil method and leading glass, soldering lead and copper foil, sealing leaded panels. Can replace AR 135, AR 240, or AR 336 requirement for all AR majors. Does not satisfy Fine Arts Core Curriculum requirement. Fee. Offered fall semester odd-numbered years. Three credits.

### **AR-236 FIBER ARTS**

This class will include both traditional and non-traditional fibers. We will explore various methods of creating artwork using fiber which will include knitting, crocheting, felting, and weaving. Animal, vegetable, and mineral fibers will be spun into usable strands to create cloth and other art pieces. The use of embellishments such as beads, embroidery, and trims added to fabric will also be employed. Can replace AR 135, AR 240, or AR 336 requirement for all AR majors. Does not satisfy Fine Arts Core Curriculum requirement. Fee. Offered fall semester even-numbered years. Three credits.

### **AR-238 CLAY AND POTTERY**

This course will introduce the student to various techniques used when working with clay. Students will create three-dimensional forms in clay through hand-building, pinching, coiling, and throwing on a potter's wheel. The finished forms will be fired in a kiln and glazed. The outcome of this class is to create clay-based art that will be included in the student's final portfolio. Can replace AR 135, AR 240, or AR 336 requirement for all AR majors. Does not satisfy Fine Arts Core Curriculum requirement. Fee. Offered Spring semester of odd-numbered years. Three credits.

### **AR-240 SCULPTURE I**

Sculpture takes many forms. Students will be introduced to a variety of construction techniques involving clay, plaster, wire, fibers, and other materials. Assignments will challenge the student to find the scope of possibilities with each material. In addition to the development of artistic skills, students will participate in critiques that reinforce critical thinking in the classroom. Fee. Offered fall semester odd-numbered years. Three credits.

### **AR-310 AMERICAN ART AND ARCHITECTURE**

This course is a survey of American art and architecture that will focus on the 19th, 20th, and 21st centuries. Emphasis will be placed

on the relationship of American Thought and the ever-shifting relationship between American artists and architects and their European contemporaries. Periodically offered as an honors course. Three credits.

#### **AR-318 3D MODELING FOR ART AND ANIMATION**

This advanced course introduces students to the principles of constructing and rendering three-dimensional forms in digital space. Students will begin by creating three-dimensional objects and environments. Topics include: workflow, building and moving forms, applying textures, and lighting. Class format includes: examination of professional examples, studio time, and demonstrations. Hybrid Course. Fee. Prerequisites: AR 330, CA 130 and CA 285. Three credits.

#### **AR-325 PAINTING II**

This course is a progression of AR 225. Students will refine their skill and have the opportunity to expand their use of materials. The student should begin to develop a personal style. Prerequisite: AR 225. Fee. Three credits.

#### **AR-330 DIGITAL PHOTO/POST-PRODUCTION**

This course teaches students about digital photography and postproduction, providing them with the knowledge, skills, and experience necessary in professions which utilize photographs and digital art in various applications. Topics and skills the course will address include the history and development of the modern digital camera, terminology used in digital imagery, physical components and features of digital cameras, and post-production techniques in image enhancement and manipulation. Since mastering the complexity of the various features available on digital cameras today is an integral part of the course, each student is required to have a personal digital camera to use. This camera should have various features and functions, and be the best quality camera the student can afford. No prerequisites. Three credits.

#### **AR-334 DYNAMIC TYPE AND MOTION GRAPHICS**

The fundamentals of typography will be discussed. This will include an overview of the technology and history of text. Much of the course will be dedicated to the development of skills related to the design of typography. Students will become proficient in the use of vector graphics and understand how size, form, and layout affect legibility. Additionally, assignments will demonstrate how typography acts as a means of communication and a vehicle for expression. Does not satisfy Fine Arts Core Curriculum. This course was previously titled "Typography." No prerequisites. Three credits.

#### **AR-336 SCULPTURE II**

This advanced course is a continuation of AR 240 Sculpture I. Proficiency with a variety of materials is assumed. More challenging conceptual and theoretical assignments will challenge students to develop their own working methods and relationship to materials. Prerequisite: AR 240. Fee. Three credits.

#### **AR-338 PRINTMAKING I**

An introduction to the basic procedures of the four major processes for creating multiple originals: relief, serigraphy, intaglio, and lithography. Prerequisites: AR 130 or AR 131. Fee. Three credits.

#### **AR-340 VISUAL STORY TELLING**

Stories are all around us. They appear in three-pane comic strips, lengthy graphic novels, 15-second commercials, and even in print ads and, of course, animation. How do they work? How are they made? This course will examine a variety of visual storytelling media and introduce students to the basics of story boarding, backgrounds, and simple movement. Students will watch and critique examples. They

will also be introduced to the principles of visual story development, the visual cues that advance narrative even in still pictures, stop-motion animation, and basic digital animation skills. Three credits.

#### **AR-342 STUDIO ART LAB**

This lab course is designed to augment the technical skills related to creative arts practice, development and presentation. Assignments and skills in this lab are technical in nature and are based in materials and techniques. One credit.

#### **AR-348 PRINTMAKING II**

An in-depth investigation of student-selected processes with emphasis on refined basic technique as well as sophisticated technical applications. Prerequisite: AR 338. Fee. Three credits.

#### **AR-350 INDEPENDENT STUDY – ART**

Topics of research are chosen and developed by the student with the guidance of the professor directing the study. Prerequisites: AR 101 and AR 102 or AR 130, AR 131, and AR 225. May be repeated. Permission of the instructor and department chair required. Variable credit.

#### **AR 366 ADVANCED DRAWING AND PAINTING**

This course is designed to build upon drawing and painting techniques learned in Drawing I and Painting I. Class format will include group critiques, work sessions, individual instruction, and student presentations. Course themes include, seeing vs. looking, personal reflection, concrete vs. abstract, and more. Three credits.

#### **AR-368 ADVANCED CLAY AND POTTERY**

This course builds on the basic skills introduced in AR 238. Students will continue to learn how to throw on the wheel, construct complex handbuilt projects, and explore the properties of glazes. Prerequisite: AR 238, Clay and Pottery. This course can replace the Sculpture II requirement for Visual Arts, Art Education, and Digital Art and Media majors. Fee. Three credits.

#### **AR-370 AVANT-GARDE ART: 19TH AND 20TH CENTURY**

This intermediary course follows the development of avant-garde art movements in the 19th and 20th Centuries. The 19th and 20th Centuries are marked by unprecedented change and invention. As the effects of Revolutions in Europe and America began to take form, art and architecture supported and responded to those influences. Even more abrupt are numerous other historical, political, economic, and technological advances. Some of them include: invention of photography, the dominance of Europe followed by the rise of the United States, and regional and world war. The Avant-garde, or perhaps multiple Avant-gardes, rose to prominence throughout the 19th and 20th Centuries. Did these have lasting effect on art? Was this tendency to break with the past the normal response to sudden change? Or did art follow its own history of reinvention? What connections can be drawn between the development of art and history? Are these connections still valid? This course will investigate the ideas and artistic production of those considered part of the Avant-Garde and puzzle over its lasting effects. Multiple disciplines will be used including art history, philosophy and criticism, and cultural history. Prerequisite: AR 101 or AR 102. Periodically offered as an honors course. Three credits.

#### **AR-384 ADVANCED STAINED GLASS**

This advanced course provides the student with new skills to further his or her ability in how she or he works with glass. Glass painting, fusing glass, etching on glass, and the use of beveled glass will take the craft of stained glass art to a whole new realm. We will also work with mosaic designs using the scrap glass. There will be an opportunity to create three-dimensional designs with glass such as

Tiffany style lampshades as well as more modern projects. Students must have the basic techniques of cutting glass and lead assembly of glass well understood before taking this advanced course. One project will become a part of the Saint Vincent Campus for further generations of students to enjoy. Three credits. Fee. Prerequisites: AR 234. This course may be taken again for credit.

#### **AR-385 CONTEMPORARY ART SEMINAR**

The specific subject of this seminar will alternate, but it will always address a significant aspect of contemporary art and architecture. Prerequisite: AR 101 or AR 102. Periodically offered as an honors course. Three credits.

#### **AR-386 ADVANCED FIBER ART**

Having developed basic skills in crocheting, weaving, felting, and sewing, students will now explore how these techniques can be used to create three-dimensional artistic forms. Wearable art, installation, and contemporary fibers will be the focus of the assignments. Students will be encouraged to develop their own vision and apply a mixture of techniques. Prerequisite: AR 236. Fee. Three credits. May be repeated for credit.

#### **AR-388 ADVANCED CERAMICS**

This advanced course will focus on joinery and scale. Students will further develop their consistency with throwing and how to join forms together to create studio pottery and sculptural forms. Basic glaze and firing chemistry will be covered. At the advanced level, students will be encouraged to integrate various techniques into a single project with the goal to develop self-expression and proficiency with the materials. Prerequisite: AR 238. Fee. Three credits. This course may be repeated for credit.

#### **AR-404 SENIOR STUDIO**

What kind of art do you want to make? This capstone course is to be followed by Senior Exhibition and is for graduating art education and visual arts majors only. Assignments are student-directed and faculty-mentored. All materials offered by the department are available for student use. Students are encouraged to develop their own style, be ambitious, and work in a professional manner. Work completed during the course will be exhibited in AR 405 Senior Exhibition. Three credits. Fee. Prerequisites: At least two 200- or 300-level studio courses. Graduating students only or permission of instructor.

#### **AR-405 SENIOR EXHIBITION AND PROFESSIONAL SEMINAR**

Senior Exhibition is the second part of the capstone project for art education and visual arts majors. Students will continue to develop a personal style and portfolio of work. Students are required to exhibit their work in the Saint Vincent College Gallery. To do so, they must follow all the guidelines, due dates, and produce the deliverables required by the Gallery Director and not the course professor. This opportunity affords the student a professional experience that is demanded of the field. Three credits. Fee. Prerequisite: AR 404. Graduating students only or permission of instructor.

#### **AR-550 ART INTERNSHIP**

Students may work in a professional setting in order to extend their learning experience beyond college into the world of work; relevant experiences can take the form of internships, field work, and cooperative programs, particularly in artist studios, commercial graphic design departments, art galleries, museums, and arts management offices. Students may or may not be paid, depending on the policy of the employer. For junior and senior art majors and minors only. May be repeated. Variable credit.

## **GLOBAL ENGAGEMENT CERTIFICATE**

Dr. Elaine Bennett, *Chairperson*

Doreen Blandino; Thad Coreno; Sara Hart; Tina Johnson; David Kelly, O.S.B.; Tim Kelly; Christopher McMahon; Peter Smyntek

The world is increasingly interconnected and our local communities are part of larger political, social, cultural, ecological, and economic systems. The Global Engagement Certificate program seeks to teach students to consider how we, as we live our lives in our local communities, affect and are affected by the world around us.

Students who earn the Global Engagement Certificate will have demonstrated that they have developed skills and ways of thinking that will allow them to work productively with people and institutions from various cultures and backgrounds and that they are able to analyze how their actions, locally, play a part in the complex dynamics of our connected world.

The Global Engagement Certificate is designed to enhance any major program of study and nearly all required course work overlaps with Saint Vincent College core requirements. This is not a minor program, but rather a certificate, in that the focus is not so much on subject matter competence, but rather on habits of mind and skills that are important for understanding and engaging with the world around us, locally and globally.

#### **GLOBAL ENGAGEMENT CERTIFICATE STUDENT LEARNING OUTCOMES**

Students completing the Global Engagement Certificate program will demonstrate ability to:

1. Articulate a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
2. Demonstrate skills that contribute to effective global engagement, including proficiency in a foreign language, interdisciplinary reasoning, and cross-cultural understanding.
3. Analyze the impact of ethical and power relations on people's lives both across the globe and within individual societies.
4. Recognize and exercise personal and social responsibility, locally, nationally, and globally through extra and co-curricular activities and reflection.
5. Apply knowledge and skills involving an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world on the local and global levels to real-life problem-solving both alone and with others.

#### **Program Structure**

There are five major components of the Global Engagement Certificate:

- 1) Global Course work (three required courses and two electives)
- 2) Language Requirement (one course beyond core requirement)
- 3) Education Abroad (28 days of study abroad)
- 4) Extra and Co-curricular Engagement (participation in and reflective essays on five events)
- 5) Global Engagement Portfolio (artifacts from each certificate component and a final reflective essay)

Students pursuing the Global Engagement Certificate will complete

a total of 18 credits of course work to fulfill the global coursework and language requirements. These courses may overlap with their other degree requirements. The course work consists of nine credits of required courses, six credits of elective courses, and three credits in an advanced language course.

The Global Engagement Certificate program also includes focused co-curricular and extracurricular activities and education abroad requirements that guide students to exercise their learning with real world engagement.

Students completing the Global Engagement Certificate will submit artifacts or reflective essays for each component, including a final reflective essay on their portfolios.

### **(1) GLOBAL COURSEWORK**

Global Engagement Certificate students will complete the following three required courses, listed below, and will select two electives from the list of elective options. These credits must come from at least three different departments. (The required courses already include course work in Anthropology and History; at least one of the electives should come from a third department.)

Required courses:

- AN 222—Cultural Anthropology
- HI 288—History of Global Health
- AN 322—Global Engagement Seminar
- Two elective courses
- An advanced language course, beyond the Intermediate II level (discussed in the next section)

*Note: The certificate may only be awarded upon the completion of an academic degree at Saint Vincent College.*

### **ELECTIVE OPTIONS**

Select two—one must be outside of anthropology and history

|          |  |
|----------|--|
| PY 399   | Child Welfare and Development in the International Context |
| HI 226   | Society and the Environment in Historical Perspective      |
| AR 106   | Contemporary Art from the Middle East and Israel           |
| NSCI 140 | Science and Global Sustainability                          |
| NSCI 207 | Energy and Climate Change                                  |
| NSCI 252 | Science of Sustainable Living                              |
| NSCI 265 | Science for International Development                      |
| SO 106   | Sociology and Global Issues                                |
| AN 285   | Medical Anthropology                                       |
| TH 327   | Living Theology in Guatemala                               |
| AN 225   | Anthropology and World Art                                 |
| AN 295   | Culture and Health in Guatemala                            |
| AN 315   | Applied Anthropology                                       |
| ES 230   | Energy and the Environment                                 |
| CA 218   | Intercultural Communication                                |

A relevant internship or capstone project may also fulfill one of the elective requirements, with approval of the program director.

*Note: Some of these courses may have prerequisites and/or lab sections.*

### **(2) LANGUAGE REQUIREMENT**

Three credits of advanced study, beyond core requirement. It is strongly recommended that the students do their education abroad requirement (see #3 below) in a place where they can immerse themselves in the language they are studying.

### **(3) EDUCATION ABROAD**

Students pursuing the Global Engagement Certificate must complete a minimum of 28 days of academically-oriented education abroad. Students who are not able to complete a full 28 days of academically-oriented education abroad can work with the program director to

identify an appropriate in-country experiential learning opportunity that fulfills the objectives of the study abroad, to substitute for up to 14 days of study abroad time.

### **(4) EXTRA AND CO-CURRICULAR ENGAGEMENT**

Students must demonstrate and reflect on active participation in an internationally oriented organization (e.g., a student club or civic organization that engages with global issues) and attending/participating in at least five campus or community globally themed events (e.g., lectures, forums, festivals, service events).

### **(5) GLOBAL ENGAGEMENT CERTIFICATE PORTFOLIO**

Students will compile a digital portfolio documenting their accomplishment of the certificate requirements. Students will compile the portfolio as they complete different requirements for the program, and will finalize their portfolios, including a final reflective essay as part of the Global Engagement Seminar.

**Contact Dr. Elaine Bennett ([elaine.bennett@stvincent.edu](mailto:elaine.bennett@stvincent.edu)) for additional information and more specific details about the program.**

*This program was developed with the support of a U.S. Department of Education Undergraduate International Studies and Foreign Languages grant.*

# HEALTH SCIENCE

Jennifer L. Koehl, *Chairperson*

Caryl Fish; Daryle Fish; Albert Gahr, O.S.B.

Adjunct Faculty: Krista Jobe, JoAnn Thistlethwaite

The major in Health Science at Saint Vincent College provides students with options in the sciences that combine courses from multiple traditional disciplines to meet the needs of students interested in allied health careers. Students will develop basic skills by taking foundational courses in science and mathematics. They then focus on additional science content in advanced courses in a concentration that fulfill the requirements for health programs. Two seminars in the first and fourth year will help students integrate the concepts from multiple disciplines to solve real-world problems through case studies and projects.

The goal of the B.S. degree in Health Science is to educate students so that they may use scientific principles from a multitude of scientific fields in real-world health applications, to train students to work in teams, and to communicate with others in their field as well as society in general.

Students who complete a bachelor's degree in Health Science with the required GPA and appropriate prerequisites may continue on to professional school in areas such as physician assistant, physical therapy, occupational therapy, pharmacy, nursing (second degree and master's degree), athletic training, pathology assistant, chiropractic medicine, and optometry. Students interested in professional schools should consult the requirements for the specific program and school they are interested in attending. Other students may elect to continue their education in graduate programs in areas such as health science, nutrition science, health promotion, health management, and occupational health and safety. Students may also be directly employed in wide variety of sales and technical product specialist positions in the pharmaceutical, medical, instrumental, laboratory, and bio-technological industries.

## HEALTH SCIENCE STUDENT LEARNING OUTCOMES

1. Interdisciplinary Integration. Students will be able to analyze, connect, and integrate knowledge from two or more disciplines to draw conclusions and/or solve complex health-related problems.
2. Scientific Knowledge. Students will be able to demonstrate a proficiency in scientific principles and skills in biology, chemistry and physics.
3. Communication. Students will be able to express themselves clearly in both written and oral communication as appropriate for medical professionals.
4. Data Analysis. Students will be able to analyze scientific and health data and utilize that data as evidence for a conclusion.
5. Information literacy. Students will be able to find, evaluate and utilize sources of scientific and health information appropriately and ethically.
6. Teamwork. Students will be able to work effectively as part of an interprofessional team to accomplish a complex healthcare project.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN HEALTH SCIENCE

### HEALTH SCIENCE MAJOR REQUIREMENTS (60 CREDITS)

#### Foundations I (21 Credits)

|               |  |   |
|---------------|--|---|
| CH 101/103    | General Chemistry I and Lab            | 4 |
| BL150/151     | General Biology I and Lab              | 4 |
| PH 109/113    | College Physics I and Lab              | 4 |
| INTS 222/224  | Human Anatomy and Physiology I and Lab | 4 |
| MA 109 or 111 | Calculus I                             | 4 |
| INTS 101      | Intro to Integrated and Health Science | 1 |

#### Foundations II (19 credits)

|              |   |   |
|--------------|---|---|
| CH 102/104   | General Chemistry II and Lab            | 4 |
| BL 152/153   | General Biology II and Lab              | 4 |
| INTS 223/225 | Human Anatomy and Physiology II and Lab | 4 |
| HSCI 210     | Healthcare Systems                      | 3 |
| INTS 201     | Medical Terminology                     | 1 |
| BL 260       | Biostatistics                           |   |
| or           |   |   |
| PY 203       | Statistics I                            | 3 |

#### Capstone Experience (4 credits)

|          |                               |   |
|----------|-------------------------------|---|
| HSCI 300 | Health Science Senior Seminar | 3 |
| HSCI 550 | Internship                    | 1 |

### SCIENCE AND SOCIAL SCIENCE ELECTIVES (16 CREDITS)

Choose 16 Credits\* (must include labs when available) from the following:

|            |  |   |
|------------|--|---|
| CH 221/223 | Organic Chemistry I and Lab            | 4 |
| CH 222/224 | Organic Chemistry II and Lab           | 4 |
| BL 208/209 | Cell Biology and Lab                   | 4 |
| BL 212/213 | Microbiology and Lab                   | 4 |
| BL 214/215 | Molecular Genetics and Lab             | 4 |
| BL 224/225 | Physiology and Lab                     | 4 |
| BL 220/221 | Comparative Vertebrate Anatomy and Lab | 4 |
| BL 245     | Exercise Physiology                    | 3 |
| BL 226/227 | Neuroscience and Lab                   | 4 |
| CH 251/253 | Proteins and Metabolism and Lab        | 4 |
| CH 252/254 | Nucleic Acids and Membranes and Lab    | 4 |
| BL 255     | Psychopharmacology                     | 3 |
| PY 331     | Biological Psychology                  | 3 |
| PY 322     | Health Psychology                      | 3 |
| INTS 250   | Fundamentals of Nutrition              | 3 |
| PH 110/114 | College Physics II and Lab             | 4 |
| HSCI 230   | Health Analytics                       | 3 |
| SO 248     | Fundamentals of Epidemiology           | 3 |

\*Carefully explore your post-graduation goals to choose appropriate classes

NOTES: Elective courses used to satisfy major requirements cannot be used to satisfy a second major. To earn a minor in a related discipline, students must complete the minor requirements with at least two courses (and associated labs if applicable) in addition to the health science major requirements.

## Typical First-Year Schedule (with Essentials of Chemistry)

### Fall Semester

|           |  |           |
|-----------|--|-----------|
| CH 114    | Essentials of Chemistry                | 3         |
| CH 116    | Essentials of Chemistry Lab            | 3         |
| CORE 1400 | Listening Seminar                      | 3         |
| CORE 1500 | Core Writing                           | 3         |
| INTS 101  | Intro to Integrated and Health Science |           |
| CORE 12XX | History, Culture and Politics          | 3         |
|           | <b>Total</b>                           | <b>15</b> |

### Spring Semester

|           |                                      |           |
|-----------|--------------------------------------|-----------|
| CH 101    | General Chemistry I                  | 3         |
| CH 103    | General Chemistry I Lab              | 1         |
| CORE 15XX | Effective and Charitable Expressions | 3         |
| CORE 16XX | Theology Foundations                 | 3         |
| MA 109    | Calculus I                           | 4         |
|           | <b>Total</b>                         | <b>14</b> |

## Typical First-Year Schedule (with General Chemistry I)

### Fall Semester

|           |  |           |
|-----------|--|-----------|
| CH 101    | General Chemistry I                    | 3         |
| CH 103    | General Chemistry I Lab                | 1         |
| CORE 1400 | Listening Seminar                      | 3         |
| CORE 1500 | Core Writing                           | 3         |
| BL 150    | General Biology I                      | 3         |
| BL 151    | General Biology Lab                    | 1         |
| INTS 101  | Intro to Integrated and Health Science | 1         |
|           | <b>Total</b>                           | <b>15</b> |

### Spring Semester

|           |                                      |           |
|-----------|--------------------------------------|-----------|
| CH 102    | General Chemistry II                 | 3         |
| CH 104    | General Chemistry II Lab             | 1         |
| BL 152    | General Biology II                   | 3         |
| BL 153    | General Biology II Lab               | 1         |
| CORE 15XX | Effective and Charitable Expressions | 3         |
| CORE 16XX | Theology Foundations                 | 3         |
|           | <b>Total</b>                         | <b>14</b> |

## COURSE DESCRIPTIONS

### HSCI 00X HEALTH SCIENCE EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

### HSCI-101 INTRO TO INTEGRATED AND HEALTH SCIENCE

This course will begin the academic program for Integrated Science majors. Students will participate in discussions, case studies, and collaborative projects to explore the integration of the science disciplines to tackle local and global problems. In addition, students will examine career options and develop an academic plan. Finally, students will begin developing a portfolio that showcases their own integration of science and technology. Offered fall semesters. One credit.

### HSCI-201 MEDICAL TERMINOLOGY

A hybrid course that introduces students to a variety of medical terms. Students will complete on-line assignments and tests. Prerequisite BL 152. Offered fall semesters. One credit.

### HSCI 210 HEALTHCARE SYSTEMS

A comprehensive overview of U.S. health care systems covering structure, finance, governance, personnel, history, and cultural

values. Examination of critical challenges and interactions with economic, technological, political, and social forces to include the health care systems' response to these influences. Three credits.

### HSCI-222 HUMAN ANATOMY AND PHYSIOLOGY I

This course is an introduction to the structure and function of the human body. The focus will be on the skeletal, muscular, integumentary, and nervous systems. Students will examine the interrelationships between the anatomical structure and function of the body. Prerequisite: BL 152. Three credits.

### HSCI-223 HUMAN ANATOMY AND PHYSIOLOGY LAB I

This laboratory course investigates the structure and function of the human body. Students will utilize physical and computer models, dissections, and computer data acquisition software. The focus will be on the skeletal, muscular, integumentary, and nervous systems. Students will examine the interrelationships between the anatomical structure and function of the body. Must take with INTS 222. Prerequisite: BL 152. One credit.

### HSCI-224 HUMAN ANATOMY AND PHYSIOLOGY II

This laboratory course investigates the structure and function of the human body. The focus will be on the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems. Students will examine the interrelationships between the anatomical structure and function of the body. Prerequisite: INTS 222. Three credits.

### HSCI-225 HUMAN ANATOMY AND PHYSIOLOGY LAB II

This laboratory course investigates the structure and function of the human body. Students will utilize physical and computer models, dissections, and computer data acquisition software. The focus will be on the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems. Students will examine the interrelationships between the anatomical structure and function of the body. Prerequisite: INTS 222. One credit.

### HSCI 230 HEALTH ANALYTICS

Using a multi-disciplinary approach, the student will gain knowledge and skills in planning, collecting, analyzing, storing, and disseminating health care data and information. In addition, the student will gain an understanding of methods and techniques of enhancing health care data management systems. Three credits.

### HSCI-250 FUNDAMENTALS OF NUTRITION

This course is designed to provide a broad understanding of the basic principles of nutrition and some of the issues and controversies surrounding this body of knowledge. It will identify the essential nutrients and their functions, as well as describe nutritional behaviors and their relationship to health. Topics include energy balance, life span needs, food controversies and diet myths. This course will present the basic principles of nutrition so that students may be better prepared to evaluate nutrition-related issues in the media and to make informed choices about diet intakes in order to promote a healthful lifestyle. Three credits.

### HSCI 300 HEALTH SCIENCE SENIOR SEMINAR

The capstone course for Health Science majors will include research, analysis, and synthesis leading to a comprehensive paper on a specific health topic. In addition, students will examine primary literature and evaluate case studies in collaborative groups. Finally, students will complete a portfolio of their academic work, shadowing experiences, and internships that will include a reflection on the integration of their coursework and professional goals. Offered Fall semesters. Three credits.

### HSCI-550 HEALTH SCIENCE INTERNSHIP

Work experience program extending the learning experience beyond college into the world of work through internships, field work, and cooperative programs. Students may or may not be paid depending on the site. May be repeated up to a maximum of three credits. Variable credit.

### HSCI-551 CAREER EXPLORATION – INTEGRATED SCIENCE

This course is a career exploration course for integrated science majors. Students will be required to complete several programs offered through the Career and Professional Development Center including Handshake, Focus2, and Big Interview. Students will also create a LinkedIn profile and meet with a career consultant. One credit. P/F only.

## HISTORY

Timothy Kelly, *Chairperson*

Gilbert M. Bogner; Brian Boosel, O.S.B.; Karen Kehoe; Rene Kollar, O.S.B. (Wimmer Chair); Susan Mitchell Sommers

Adjunct Faculty: Casey Bowser; Lauren Churilla; Pamela Curtain; Barry Fulks

### DEPARTMENT PHILOSOPHY

The philosophy of the Department of History echoes the College Mission which commits to help students acquire a quality liberal arts education and achieve significant career goals. To accomplish this, the Department prepares students for graduate or professional school, or for a wide variety of careers. Department faculty work with students to develop their intellectual understanding of both the facts of historical events and their broader significance, and nurture students' skills in critical thinking and effective oral and written communication.

Department faculty believe that the study of history provides the context necessary to understand our contemporary world. By analyzing historical events, students can more fully appreciate the complexity of human experience. By examining social changes in other times, they develop a broad perspective and the ability to weigh evidence and arguments that are essential for those who live in a rapidly changing world. The Department of History offers the B.A. degree through programs sufficiently structured to guide the student, yet flexible enough to encourage the development of individual interests.

### HISTORY STUDENT LEARNING OUTCOMES

Students will:

- Demonstrate a detailed academic knowledge of history in particular settings.
- Analyze and evaluate primary and secondary sources.
- Place secondary sources in their historiographical context.
- Trace the interaction of various factors that shape history.
- Demonstrate effective academic writing.
- Demonstrate effective academic speaking.

### REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN HISTORY

*(See core curriculum requirements.)*

The History major consists of 39 credits. The balance of the 124 credits required for graduation can be composed of electives or courses required for one or more minors or a second major. Students should choose electives in consultation with their major advisor.

### MAJOR REQUIREMENTS (39 CREDITS)

#### A. Area Studies

History majors are required to complete three of the following areas for a total of 18 credits at the 100-level:

|             |  |   |
|-------------|--|---|
| HI 102, 103 | Ancient Greece and Rome<br>Europe: 500-1700 A.D. | 6 |
| HI 104, 105 | Contemporary Europe I and II                     | 6 |
| HI 106, 107 | Topics in U.S. History                           | 6 |
| HI 110, 111 | English History                                  | 6 |
| HI 123, 124 | Global History I and II                          | 6 |



## B. Upper Division History Classes

History majors must take three courses, or nine credits, from the 200-level offerings.

## C. Majors-only courses

History majors will be required to take HI 100 in their first semester as a major; HI 303: the fall of their sophomore year, HI 300: in the spring of their sophomore year; HI 301: in their junior year; and HI 302 in the fall of their senior year. 15 credits.

## D. Non-Western Course Requirement

The History major is required to take one course that is designated non-Western. This is not an additional course, but should be fulfilled by careful selection of either area studies or upper division courses. Courses in this catalog that are designated as non-Western include: HI 123, HI 124, HI 224, HI 232, HI 233, HI 245, HI 280, HI 281, and HI 288. Most non-Western courses will be offered on a two- to four-year rotation, so students should be aware of what is available in any given academic year. For an updated list of non-Western courses, consult with your advisor.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN PUBLIC HISTORY

(See core curriculum requirements.)

The Public History major consists of 48 credits. The balance of the 124 credits required for graduation can be composed of electives or courses required for one or more minors or a second major. Students should choose electives in consultation with their major advisor.

## MAJOR REQUIREMENTS (48 CREDITS)

### HISTORY REQUIREMENTS

Public History majors are required to complete two of the following area studies courses for a total of 12 credits at the 100 level:

|             |  |   |
|-------------|--|---|
| HI 102, 103 | Ancient Greece and Rome<br>Europe: 500-1700 A.D. | 6 |
| HI 104, 105 | Contemporary Europe I and II                     | 6 |
| HI 106, 107 | Topics in U.S. History                           | 6 |
| HI 110, 111 | English History                                  | 6 |
| HI 123, 124 | Global History I and II                          | 6 |

### Upper Division History Classes

Public History majors must take two courses, or six credits, from the 200-level offerings. 6

### Majors-only courses

Public History majors will be required to take HI 101 in their first semester as a major; HI 303: the fall of their sophomore year, HI 300: in the spring of their sophomore year; HI 301: in their junior year; and HI 302 in the fall of their senior year. 15 credits. The courses are:

|        |                               |   |
|--------|-------------------------------|---|
| HI 100 | Introduction to History Major | 3 |
| HI 300 | The Historian's Profession    | 3 |
| HI 301 | Junior Research Seminar       | 3 |
| HI 302 | Senior Writing Seminar        | 3 |
| HI 303 | Historical Writing            | 3 |

### PUBLIC HISTORY REQUIREMENTS

Public History majors must complete five courses, 15 credits, in Public History courses. The courses are:

|        |                                |   |
|--------|--------------------------------|---|
| HI 201 | Introduction to Public History | 3 |
| HI 202 | Practicum in Public History    | 3 |

|        |  |   |
|--------|--|---|
| HI 200 | Digital Humanities or                    |   |
| or 293 | Museum Studies: An Introduction          | 3 |
| HI 306 | Introduction to Non-Profit Organizations | 3 |
| HI 550 | Internship in History                    | 3 |

## PUBLIC HISTORY ELECTIVES (3 CREDITS)

Select one from recommended electives:

|        |   |  |
|--------|---|--|
| BA 102 | Survey of Accounting                          |  |
| BA 170 | Organizational Behavior                       |  |
| BA 220 | Principles of Marketing                       |  |
| BA 398 | Project Management                            |  |
| CA 100 | Introduction to Mass Media                    |  |
| CA 110 | Introduction to Organizational Communication  |  |
| CA 130 | Introduction to Digital Media                 |  |
| CA 285 | Digital Layout and Design                     |  |
| EL 131 | American Literature: Exploration to Civil War |  |
| EL 132 | American Literature: Civil War to Present     |  |
| EL 113 | Women's Literature                            |  |
| EL 139 | African American Literature                   |  |
| AN 101 | Introduction to Anthropology,                 |  |
| AN 222 | Cultural Anthropology                         |  |
| AN 230 | Archaeology                                   |  |

Other courses will be considered through consultation with the public history advisor.

## TEACHER PREPARATION FOR ELEMENTARY AND SECONDARY CERTIFICATIONS

### Requirements for Social Studies Certification and Elementary Education

In addition to a major in History and fulfillment of the Core Curriculum, the certification candidate must satisfy the requirements of the Education Department of Saint Vincent College in this *Bulletin*.

## MINOR IN HISTORY

A minor in History consists of 18 credit hours. The Department requires that three (3) of the 18 credits be at the 200 level.

## MINOR IN PUBLIC HISTORY

The minor in Public History consists of 18 credit hours. Required courses are HI 201, HI 202, HI 258, HI 306, and HI 550. The remaining credits may come from: AR 101, AR 102, HI 254, CA 100, CA 110, CA 130, CA 230, CA 240, or CA 245. Students are urged to take additional 200-level history courses. HI 201 and HI 202 cannot fulfill history major requirements. The option list may change as new courses are developed; check with the Public History minor director or your advisor for the most current list.

## INTERDISCIPLINARY COURSES

Some semesters, the History Department may offer interdisciplinary or cross-listed courses. Students are urged to consult the course listings for each semester on the availability of these courses.

## PRE-LAW

History majors interested in pursuing law as a career should consult with their academic advisor in the History Department. In addition, students with a major in History are eligible to participate in a cooperative program between Saint Vincent College and Duquesne Law School that allows students to earn their bachelor's degree and Juris Doctor degree in six years. In this program, qualified students who complete their first three years of study at Saint Vincent, fulfilling the core curriculum requirements

and the requirements for the major, may transfer into the Law Program and complete the requirements for the Juris Doctor in three years. For details, see the explanation of this program in the Pre-Law section of the *Bulletin*.

### Typical First-Semester Schedule

#### Fall

|           |                                   |   |
|-----------|-----------------------------------|---|
| CORE 1400 | Listening Seminar                 | 3 |
| CORE 1500 | Core Writing                      | 3 |
| HI 100    | Introduction to the History Major | 3 |
| HI 107    | Topics in U.S. History since 1865 | 3 |
|           | Elective                          | 3 |

### HISTORY COURSE DESCRIPTIONS

#### HI-00X HISTORY EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

#### HI-100 INTRODUCTION TO HISTORY MAJOR

This course introduces students to the history major at Saint Vincent College. Students will learn about the nature of history and the ways that "academic" history both resembles and differs from "popular" history. The course will introduce students to some of the disciplinary conventions as well as to the particular programs, faculty, and opportunities in the Saint Vincent College history department. Finally, the course will introduce students to some of Saint Vincent College's history. One credit.

#### HI-102 ANCIENT GREECE AND ROME

This course surveys the civilizations developed by the ancient Greeks and Romans, ca. 800 BC - AD 500. Topics include: the Trojan War; the rise of Greek city-states; the Persian and Peloponnesian Wars; Alexander the Great and the Hellenistic world; the Roman Republic and the formation of empire; the birth and spread of Christianity; the Roman imperial state; and the transformation of the Roman world.

#### HI-103 EUROPE: 500-1700 A.D.

This course surveys the history of Europe, ca. AD 500 - 1700. Topics include: the Germanic migrations and the disintegration of the Roman Empire; Charlemagne and the Carolingian world; the development of secular and papal monarchy; the Twelfth-Century Renaissance; the Crusades; the Black Death; the Italian Renaissance; the Protestant and Catholic Reformations; and the Age of Exploration. Three credits.

#### HI-104 CONTEMPORARY EUROPE I

In this course we will focus thematically on the political, social, economic, and cultural development of Europe in the 17th-19th centuries. Lecture topics include: comparisons of different political structures present in Europe and the Americas, the geography of Europe and its colonial possessions, the Scientific Revolution and the Enlightenment, the French Revolution, the Industrial Revolution, national unification movements, Romanticism, liberal revolutions, the growth of science, and the Age of New Imperialism. Extensive use of audio/visuals. Map work. Periodically offered as an honors course. Three credits.

#### HI-105 CONTEMPORARY EUROPE II

In this course we will focus thematically on the political, social, economic, and cultural development of Europe from the late 19th through the end of the 20th century. Lecture topics include: World War I, the Great Depression, the Spanish Civil War, World War II, Modern Art, the loss of colonies, the Cold War and its aftermath, and European economic and political unification. Explicit comparisons will be made between the different social, economic, and political structures present in Europe and America in the 20th century. We will discuss the geography of Europe and her colonies. Extensive use of audio/visuals. Map work. Three credits.

#### HI-106 TOPICS U.S. HISTORY TO 1865

This course surveys American History from the Colonial Era to the Civil War. Using a topical approach, the class will read about and discuss a wide variety of topics in the economic, social, political, and intellectual history of the United States. Periodically offered as a first-year seminar. Three credits.

#### HI-107 TOPICS U.S. HISTORY SINCE 1865

This course surveys American History from the end of the Civil War in 1865 to recent times. A variety of readings introduce students to questions that historians are asking about the modern history of the United States. Periodically offered as a first-year seminar or honors course. Three credits.

#### HI-110 ENGLISH HISTORY TO 1485

This course traces the development of British life and institutions from the Celts to the Tudor Revolution in 1485. The lectures will discuss the following topics: early invasions, Anglo-Saxon society, the Norman Conquest, kingship and the royal prerogative, the growth of common law, the development of Parliament, and the role of the Roman Church in English society. The personality of various monarchs and statesmen will be treated in respect to their contribution to the emergence of systematized government. Three credits.

#### HI-111 ENGLISH HISTORY: 1485 TO PRESENT

This course covers British history from the Tudors to Margaret Thatcher. Areas to be discussed include: the Reformation of Henry VIII and Elizabeth I, the Puritan Revolution, Industrialism, Victorianism, the 20th-century welfare state, the rise and decline of the British empire, the position of Great Britain in the 20th century with emphasis on the British rule in Ireland, World War I, and the European Economic Community. Periodically offered as an honors course. Three credits.

#### HI-123 GLOBAL HISTORY I

This course surveys the origins, development, and decline of the world's early civilizations, empires, and regional states. Taking a comparative approach, it examines complex and diverse societies in relation to each other. What geographic, economic, social, and cultural factors molded these societies? How have different peoples interpreted, depicted, and shaped the worlds in which they lived? Periodically offered as a first-year seminar or honors course. Three credits.

#### HI-124 GLOBAL HISTORY II

This course focuses on the increasing interactions among the world's societies since the 15th century. It begins with the age of Columbus and ends with the contemporary world. Topics include imperialism, industrialization, nationalism, revolution, and war. Three credits.

### **HI-200 DIGITAL HUMANITIES**

In many ways, humanities scholarship is already digital as we find it second nature to use digital resources in our reading, our research and our writing. Instead of searching through drawers of library catalogs, we use databases. We no longer write with pen and ink, but rather type our thoughts into being. The computer is part of our everyday lives. But what might we gain in humanist study if we begin to use the computer as a way to assess data rather than just access it, in a way that can only be done through computational analysis? What could we discover if we read every book published in the nineteenth century? What would we learn if we could visually break down and compare the language in newspaper stories around the globe? How would it change our understanding of crime in Victorian London if we laid it out in geographical space? Does reading sources have different meaning if you can only do it on a computer? In this course students will learn to describe the history and intellectual landscape of the types of digital scholarship that humanists are using. Topics will include the central concepts, debates, digital tools and platforms current in the discipline. Students will analyze digital tools and platforms as complex cultural objects: shaped by, and shaping, wider social concerns around race, class, gender, cultural values, political hierarchies, and the ways we construct knowledge and meaning.

### **HI-201 INTRODUCTION TO PUBLIC HISTORY**

This class explores the connections between historical understanding and the interpretation of history in the public realm. While studying a period of local history in traditional academic sources, students will be introduced to a wide range of professional settings that cater to public audiences of all ages. Students will learn about the opportunities and challenges of presenting history through such varied methods and mediums as archives, museums, historic preservation organizations, historic sites, and historical agencies. Through readings, discussion, field trips, and projects, the class will explore the development of the field of Public History. This class serves as an introduction to HI 202: Practicum in Public History but can be taken independently. It is limited to freshman and sophomore students unless the student has the permission of Dr. Karen Kehoe to enter the class. Three credits.

### **HI-202 PRACTICUM IN PUBLIC HISTORY**

In this course we will apply the research, analysis, and writing skills of a historian in order to develop and complete a project for the use and benefit of an audience outside of academia. Students will work as a part of a team and will be responsible for all aspects of the project from defining the purpose of the project to its final presentation to the public. Possible projects include nominations of historic properties to the National Register of Historic Places, the creation of a museum exhibit, the creation of historic tourism guides and brochures, grant writing, or an oral history project. Three credits.

### **HI-203 MODERN INTELLECTUAL HISTORY**

This course will examine the history of ideas in the West from the Scientific Revolution and Enlightenment through the present. Students will consider intellectual developments in the context of history to more fully integrate their understanding of human events and the ideas that inform them. The focus of this course will be cultural, with extensive use of images, films, and primary texts. Seminar format. Discussion-based. Three credits.

### **HI-205 CHIVALRY AND CHASTITY: LIFE AND THOUGHT IN MEDIEVAL EUROPE**

This course examines various aspects of life and thought in medieval Europe, ca. 500 to 1500, through the reading of a selection of texts from the period. Topics include nobility and chivalry, women and courtly love, monastic life, philosophical thought, forms of poetry, views of space and time, art and architecture, town and country, animals and plants, education, and drama. Three credits.

### **HI-206 ACUPUNCTURE TO ALCHEMY MEDICINAL HISTORY**

Chinese and Western medical theories and practices both have ancient and divergent roots. Though significantly different, the development of Chinese and Western medicine has followed similar trajectories, and in both the ancient and the modern display a series of interesting parallels. This class will examine and explore topics common to both traditions, such as traditional medicine, medical theories, the professionalization and “modernization” of medicine, irregular, or quack medicine, and gender in medicine. Activities include: Lecture, readings, online databases, and projects. Designated non-Western. Three credits.

### **HI-207 AMERICAN WOMEN, AMERICAN WARS**

A study of the effects of warfare on the history of American women and of the ways that American women have influenced war. We will use class readings from both primary and secondary sources, discussion, and film analysis to study the lives and influences on women during the American Revolution, the Civil War, World Wars I and II, the Vietnam Conflict, and the modern Gulf Wars. Three credits.

### **HI-211 SWORD AND SIEGE: WAR IN MEDIEVAL EUROPE**

This course will examine selected aspects of European military history from the 5th through the 15th centuries. Students will study not only military campaigns and technology, but also the interplay between warfare and society during this fascinating period. Three credits.

### **HI-212 AMERICAN WOMEN'S HISTORY**

Women's experience in the past helps us understand the history of the United States. This course will examine the themes that defined women and have helped to determine the shape of women's lives today. The lectures, readings, and films will focus on the ways that women's roles as they relate to family, work, politics, and culture have varied over time. We will consider carefully the ways that women have dealt with the definitions of the feminine that society enforced, and will look especially at how women have altered those norms. The course will emphasize the diverse understandings of those issues. Students can expect to do extensive reading and writing, participate in class discussions, and complete a substantial research project. Three credits.

### **HI-213 DAME AND DISTAFF: WOMEN IN MEDIEVAL EUROPE**

This course examines, both collectively and individually, the lives, roles, and achievements of European women from the 5th through the 15th centuries. The goal is to understand better how medieval women fit into and often influenced the largely patriarchal society in which they lived. In particular, we will try to hear the “medieval female voice” through the writings they have left us. Topics include queens and noble ladies, monastic life, female mysticism, urban and rural women, sexuality, marriage and children, scholarship, and the practice of medicine. Three credits.

### HI-214 MODERN IRELAND

This course will introduce the student to the social, political, economic, and religious dimensions of Ireland from the French Revolution to the Hunger Strikes at the Maze Prison. After brief remarks about the Ireland of Cromwell and William III, 19th-century Ireland will be presented within the framework of the British Empire. Some topics are: Catholic Emancipation, Daniel O'Connell, the Famine, the problem of the land and agrarian violence, William Gladstone and the crisis of Home Rule, and the career of Charles Stewart Parnell. The second half of the course will discuss the emergence of the Republic of Ireland and the province of Ulster. Lloyd George, Eamon de Valera, the Easter Rising, and the current problems concerning Ulster are the subjects of the lectures. Can Ireland ever become a united island? Three credits.

### HI-216 AMERICAN COLONIAL HISTORY

This course is designed to give students an in-depth grounding in many of the major issues relating to the creation and development of colonial North America. Placed in an Atlantic World context, we will study the social consequences of colonization, migration, and war in America from 1400-1775. Emphasis is placed on the interaction of British colonies with competing European cultures (French, Dutch, Portuguese, and Spanish) as well as with Native Americans, and with African American slaves. We will explore these interactions through lectures, readings, films, and discussions. Three credits.

### HI-220 DEVIL AND THE PROBLEM OF EVIL

This course is an examination of the problem of evil in Western thought, with special attention to the personification of evil in the devil. We will examine the historical emergence of the devil as a being distinct from God in the ancient civilizations of the Middle East. The course will then consider in turn: The devil in the Old and New Testament; his treatment in the West from medieval Christianity to the Renaissance and Reformation; the impact of the Enlightenment on the problem of evil in western thought; and the modern psychological approach to evil and the question of possession. Prerequisite: TH 119. Three credits.

### HI-223 REVOLUTIONARY AMERICA 1740-1820

This course will examine the social, political, economic, cultural, and religious ferment in Colonial America that led to the transition from colonies of the British Empire to the revolutionary republic of the United States. The role of women, minorities, and indigenous people, Enlightenment ideology, the Great Awakening, the American Revolution, and the struggle over the Constitution will be highlighted. Western Pennsylvania was the stage for many of these dramatic events and this course will utilize as fully as possible local public history resources having to do with the period from the French and Indian War to the Whiskey Rebellion of 1794. The course will spend several classes on 18th- and early 19th-century historical interpretation in museums and historic sites and museum methodology, and explore career possibilities in museums and public history. There will also be guest speakers from local historical sites. Three credits.

### HI-224 NATIVE AMERICAN HISTORY/CULTURE

This course will examine the history and cultures of selected nations of indigenous people who inhabited the North American continent beginning as early as 40,000 B.C. We will look at the sociocultural/religious, political, and military history of each nation, the details of everyday life, gender relations and kinship systems, division of labor and economics. Areas of particular concern will be the relationship of indigenous nations to the European populations of America in the colonial period. We will then explore the relationship between the indigenous people of North America and the United States

of America from the Revolution to the present. Designated non-Western. Three credits.

### HI-226 SOCIETY AND THE ENVIRONMENT IN GLOBAL PERSPECTIVE

Students in this course will explore the way that humans have interacted with their environment in what is now the United States from pre-colonial contact to the present day. We will explore two great questions in a number of different times and places, seeking answers that should inform our interaction with the environment today. How and why has society shaped the American environment, and how and why has that environment shaped our social, cultural, economic, and political lives? Finally, we will look at ourselves looking at our interaction with the environment in our focus on the emerging environmental movement of the 20th century. Three credits.

### HI-227 "BRING OUT YER DEAD!" MEDIEVAL EUROPE ON FILM

This course uses movies as springboards for exploring selected aspects of medieval European society and outlooks. The focus is on the relationship between the 'real' Middle Ages, how historians have reconstructed the period using primary sources, and the 'reel' Middle Ages, how filmmakers have reconstructed the period for popular consumption. Although the films used may change, in the past they have included *Lion in Winter*, *Kingdom of Heaven*, *Excalibur*, *The Seventh Seal*, and, of course, *Monty Python and the Holy Grail*. Three credits.

### HI-228 20TH-CENTURY AMERICA

Students will explore various developments in America from World War II until the present. The course will address different questions and topics in different semesters, but will focus on the ways that Americans strove to manifest the ideals of liberty, equality, justice, and community throughout the period. Three credits.

### HI-230 HISTORY AND MEMORY

History and Memory will explore the complex relationships between individual and collective memory, myth, and history. Students will study the ways that history "frames, preserves, enshrines, and controls" the memories of significant events and how and why the process silences some voices while amplifying others.

Lectures, readings, video, and discussions of major historical sites and events will be used to explore the basic concepts of historical memory and will lead students through a contemplation of how collective memory functions to sift through personal experiences to create the stories we tell, how popular culture reflects those experiences and, in turn, influences the stories. The major project for this class will be the preparation of a case study in which students will analyze the elements of historical memory and its effects. Three credits.

### HI 231 GARTERS AND GREEN KNIGHTS: THE AGE OF THE HUNDRED YEARS WAR

Utilizing as a framework one of the longest military conflicts in history, this course explores various aspects of European civilization in what is known as the Late Medieval period, ca. 1300-1500, a time of tremendous upheaval and remarkable creativity. Topics include monarchy and nobility, war and chivalry; women and gender; faith and piety; art and scholarship; science and technology; class and conflict; disease and death. Three credits.

### HI-232 RACE AND ETHNICITY HISTORICAL PERSPECTIVE

This course explores the role that the social phenomena of race and ethnicity have played in shaping Americans' lives in the past 400

years. We will focus on the formal legal structures that Americans established to regulate racial and ethnic experiences (slavery, restrictive covenants, laws, etc.), the less formal but often equally powerful social customs that governed people's opportunities, the experiences of those who had to navigate those formal and informal structures, as well as the efforts of those who have tried to create a society that lives out the ideals set out in the Declaration of Independence. Designated non-Western. Three credits.

### **HI-233 HISTORY OF LATIN AMERICA**

This course will trace the history of Latin America from the major pre-Columbian civilizations through the early 19th century. The focus of the course will revolve around the conflict between cultures, their transformation, and creation of new cultures. Discussion topics include: the Maya, Inca, and Aztec civilizations, the discovery and founding of Spanish and Portuguese empires in the New World, development and integration of the empires into the world economy, the creation of new American cultures, the struggle for independence, and the problems of the new nations through the 19th century. Extensive use of maps, images, and primary source readings. Designated non-Western. Three credits.

### **HI-236 WORLD WAR II IN EUROPE**

This is a general course in the history of the European theater of the Second World War. The war's origins will be studied in some detail, beginning with the tenuous reconstruction of the European state system in the wake of World War I and the rise of the Fascist regimes that challenged this system. The historical, economic, social, and ideological determinants of German expansionism will then be discussed and related to the outbreak of war in Europe. Although much attention will be focused on the evolution of Allied and Axis strategy and the development of the military struggle between 1939 and 1945, the war's all-encompassing nature necessitates that such topics as propaganda, economic mobilization, occupation policies, and the Holocaust also be discussed. The course will conclude with an analysis of war-time diplomacy, the post-war settlement, and the onset of the Cold War. Class instruction will take the form of lectures, discussions, group activities, videos, and other instructional modalities deemed appropriate and effectual by the instructor. Three credits.

### **HI-242 ARTISTS, WRITERS, AND REBELS**

This course will explore the development of the European Renaissance from the late Medieval period through the beginning of the Reformation. The course will explore the rebirth of European culture, Arts, Language, Religion, Architecture, Politics, and Literary movements throughout one of the richest historical periods in Western Civilization, the Renaissance. Three credits.

### **HI-245 COLONIES AND EMPIRE: EUROPE/WORLD**

This course explores the dynamic of colonialism between the 18th and mid-20th centuries. We will use a global perspective to look at the relationship between European countries and their colonial possessions during and after the colonial era. In particular, we will consider the causes and justifications for colonialism and the acquisition of empire, as well as its economic, religious, social, ethnic, and political implications for both the European and colonial nations. Extensive use of images, films, and maps. Designated non-Western. Three credits.

### **HI-247 CATHOLIC AND PROTESTANT REFORM**

The general themes of the course will be the continuities and discontinuities of the reform movements of the 16th century (Protestant and Catholic) with the late medieval period, and the relation, variety, and interchange between the various reform

movements in different regional and social contexts. Emphasis will be placed on religion in the European context, but some attention will be paid to mission fields, and the impact of the "new world" discoveries on church and society. Three credits.

### **HI-248 HISTORY OF CHRISTIAN CHURCHES I**

This course will explore the development of Christianity from the first century A.D. through the end of the Renaissance period. The course will highlight such historical epochs of Christianity as the Apostolic period, the age of the Fathers of the Church, the monastic movement, the men's and women's religious movements of the Middle Ages, the Schism between the Eastern and Western Churches, and the Church in the Renaissance period. Offered alternate years. Three credits.

### **HI-249 HISTORY OF CHRISTIAN CHURCHES II**

The second part of the course will explore Christianity during the periods of the Protestant Reformation, The Catholic Reformation, religious pluralism, the Enlightenment and Age of Revolutions, 19th-century movements in Christianity, the Church and the World Wars, the Second Vatican Council, and Christianity in the post-modern world. Offered alternate years. Three credits.

### **HI-251 WAR AND ENLIGHTENMENT**

This course deals with the so-called long 18th century, which lasted from 1688 (the year of the Glorious Revolution in England) to 1815, the year of Napoleon's defeat at Waterloo. This was a crucial time, as it brought dramatic changes to the social fabric, political institutions, economies, and cultures of Western Europe. We will look at these developments in some detail, focusing on the Enlightenment, 17th- and 18th-century political theories and institutions, the rise of the middling classes, and the evolution of modern warfare. Treatment will be both chronological and thematic, with ample use of films, maps, and images to help set the scene for historic events. Three credits.

### **HI-253 RELIGION AND SOCIETY**

Opinion polls taken from the 1940s through today report annually that more than 90 percent of Americans believe in God. Our earliest institutions, when they were not churches themselves, reflected a strong religious influence. Americans have felt religious competition so keenly in various times in our history that they have rioted in support of one denomination over another. Why was (is) this so? How have Americans experienced, thought about, and manifested their various religious beliefs throughout our history, and how have Americans interacted with fellow citizens of differing beliefs? How has religion influenced the development of our current institutions, and why do Americans believe what they do? This course examines these and other issues connected to American religious development. Three credits.

### **HI-254 DOCUMENTARY HISTORY**

This course explores the video documentary as a text that conveys history. Americans increasingly learn their history from video documentaries, but historians are just beginning to address these texts in a sophisticated manner. Students will analyze historical documentaries critically by viewing the videos, reading critical analyses of them, and participating in discussions of these texts. They will then write their own critical analyses of the documentaries. The documentaries that the course examines will vary from semester to semester, but they will mostly be texts designed to convey historical information. Students will also participate in the production of a documentary on a historical event or development. Three credits.

### **HI-255 AMERICAN ECONOMIC HISTORY**

This course examines the development of the various forms our economy has taken over the past four centuries or so, as well as upon various developments within the economy in the form it takes currently. Though we will discuss the economy as a human social construction, we will also explore other perceptions of the economic organization (is it a natural phenomenon?) and pay special attention to developing Catholic perceptions of the economy and economic life. Three credits.

### **HI-257 MOVIES, SPORTS, AND TOYS**

This course explores various American cultural manifestations in historical context. We experience our lives through cultural constructions that mediate our understanding of our world, and this course will target various forms each semester. The specific cultural forms may vary each time the course is taught, but will likely cover the broad categories of recreation (sports, games, television, movies, other leisure activities), work (factories, farms, markets, transportation), religion (liturgies, revivals, devotions, sects, holidays), home (family, architecture, neighborhood), art (literature, music, painting, and sculpture), and formal public expressions. Three credits.

### **HI-258 PENNSYLVANIA HISTORY**

This course explores the development of Pennsylvania from the pre-European era to current times. The topics covered will include the diversity of the Commonwealth, Pennsylvania's key roles in the development of the United States, and the sources and methods that can be used to uncover the history of the state. Three credits.

### **HI-259 THE CIVIL WAR IN THE U.S.**

Students in this course will study the period leading up to and away from the Civil War, focusing on those areas commonly known as the ante-bellum period, the Civil War, and Reconstruction. We will address slavery, culture, and social change in the nation in the early part of 19th century, explore the political efforts to deal with these contentious areas, and study the military manifestation of that political divide. Finally, we will explore the world the war made as we study the Reconstruction era. The course will require extensive reading, discussion, and much formal writing, culminating with a substantial research paper. Three credits.

### **HI-263 PLAY BALL**

This course examines the history of sports in 20th-century America, with particular attention paid to the development transition from amateur to professional athletics, the emergence of women's participation in sports, and the fitness focus of the most recent three decades. Students will approach this study through class discussions based on readings and video documentaries. Three credits.

### **HI-264 HORSES, HARDTACK, AND HEROES**

This course uses Hollywood films and literature to explore some of the major themes and events of the American Civil War. Film is a major influence in mass culture and has helped to create and disseminate messages about the past. We will examine the strengths and the limitations of film and popular literature as conveyors of the truth about the past. Three credits.

### **HI-266 FOOD IN U.S. HISTORY**

The food that people eat and the methods used to procure and store that food can help to explain much about their cultures and their values. Taught through lecture, film, discussion, exploration of material culture, and through student research, this food history course will explore the evolution of the American diet and try to

unravel the way that food choices influenced people's lives and the development of our nation from the colonial period until the present day. Three credits.

### **HI-267 HOUSES IN U.S. HISTORY**

This course examines the ways Americans have housed themselves throughout our history and the ways those houses have shaped our lives. Three credits.

### **HI-268 BUILDING THE PAST: HISTORIC PRESERVATION**

How might Americans best study and preserve our past? This seminar explores the history, theory, and practice of historic preservation in the United States. Using directed readings, illustrated lectures, and case studies, the course will provide students with an understanding of the origin, development, and practice of the field of historic preservation; a basic knowledge of American architectural building styles; and an exploration of the workings of the National Register of Historic Places. Students will confront the questions: What is preserved? Why is it preserved? For whom? Three credits.

### **HI-279 HISTORY OF AMERICAN CHILDHOOD**

This course will focus on the history of American childhood from 1600 to the present day. It will address issues such as child rearing practices, childhood experiences, the emergence of the "teenager" as a separate social category, and the ways that gender, race, ethnicity, class, and religion have shaped childhood across time. The course will necessarily focus on the ways that historians have studied childhood over time, and will ask students to utilize some of these approaches as they conduct their own research papers. Three credits.

### **HI-280 ISLAMIC CIVILIZATION I**

Islamic Civilization will examine the religion, politics, and culture of the Islamic world from pre-Islamic Arabia, through the 13th-century Mongol invasions. Special attention will be paid to the life of the Prophet, beliefs, practices, and divisions within Islam, the Caliphate, the Umayyad, and Abbasid empires and successor states, historic areas of contact and conflict between Islam, Christianity, and Judaism. Treatment will be both chronological and thematic, with use of films, maps, and images to help set the scene for historic events. Designated non-Western. Three credits.

### **HI-281 ISLAMIC CIVILIZATION II**

This course is designed as a stand-alone complement to HI 280. Islamic Civilization II will examine the religion, politics, and culture of the Islamic world from the Mongol invasion of the 13th century, the rise of the Turkic peoples, the development and decline of the Ottoman Empire, through its fall at the end of WWI. Time permitting, the course will examine the independence of Middle Eastern territories, and the foundations of nationalism as a force in modern Islamic countries. Treatment will be both chronological and thematic, with use of films, maps, and images to help set the scene for historic events. Designated non-Western. Three credits.

### **HI-282 AMERICAN CHILDHOOD HISTORY**

This course explores topics in the history of American childhood. Topics will vary from semester to semester, but may include such developments as the "invention" of childhood in America, the "discovery" of the teenager, children's experiences in the home, the school, the workplace, the family, and society. It will inevitably focus on changes in childrearing patterns, the ways that society imagined and presented children through media, and children's legal status. Three credits.

### **HI-284 ROBBER BARONS AND SUFFRAGISTS**

This class will analyze a variety of social movements from the 19th and 20th centuries and look at the underlying causes that inspired action among these benevolent organizations. The class will focus on how and why these movements have evolved over time through their composition, strategies, issues, and effectiveness. We will focus on the structure, gender, and class makeup of these movements. Reform-minded individuals banded together to combat poverty, slavery, drinking, prostitution, child labor, suffrage/anti-suffrage, civil rights, and combating the many other “evils” of society through political and social change. Three credits.

### **HI-285 OFF WITH THEIR HEADS!**

This course examines the historical epoch of English history beginning in 1485 with the ascension of Henry VII as the first monarch of the Tudor dynasty through the death of the last Stuart monarch, Queen Anne, in 1714. During this important period of English history, England advanced from a small kingdom to a united kingdom and a major world power. The course pays special attention to that transformation of the small realm of England into a new entity: The Kingdom of Great Britain. The course will cover such major topics and themes as the reigns of Henry VIII, Mary I, and Elizabeth I, James I, James II, Charles I, and William and Mary; as well as the English Reformation, the rise of the Stuart Dynasty, the Union of Crowns, the growth of puritanism, the English Civil War, Oliver Cromwell and the Protectorate, and the Glorious Revolution of 1688. The course readings will be drawn from primary sources. Three credits.

### **HI-287 SACRE BLEU: FRENCH REVOLUTION**

This course examines the history of France during the early modern period. The course traces French history beginning in 1589 with the ascension of the first Bourbon monarch, Henri IV, through the final defeat of Emperor Napoleon I at Waterloo in 1815. Special attention is paid to the topics of life, politics, gender, and education during the ancient régime, as well as absolutism, the French Enlightenment, Jansenism, the Huguenots, French peasant life, the French revolutions, and the First Empire. This course provides a careful study of the lives of prominent figures of early modern France, including Henri IV, Richelieu, Voltaire, Louis XIV, Marie Antoinette, Madame de Staël, Vincent de Paul, Abbé Saint-Cyran, Robespierre, Danton, Napoleon I, and Joséphine de Beauharnais, among many others. The course readings will draw from primary source documents as well as particular scholarly studies. Three credits.

### **HI-288 HISTORY OF GLOBAL HEALTH**

This course examines historical and current global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequities, health systems reforms, and major global initiatives for disease prevention and health promotion. We will explore the importance of understanding and addressing global health through multidisciplinary frameworks of the natural sciences, social-behavioral sciences, and humanities. This course is required for the public health minor. Three credits.

### **HI-289H WOMEN’S VOICES GENDER HONORS COURSE**

This course examines early modern European history through the lens of gender and the experiences of women, among which but not limited to, education, gender roles, sexuality, professions, religion, agency, and ritual. Through class lectures, frequent discussions, and writing assignments, students will be exposed to early modern gender history, and through primary sources and historical monographs, challenged to discover, discuss, and relate the experiences of early

modern women within the broader context of European history. Three credits.

### **HI-290 PEACE AND JUSTICE/HISTORICAL PERSPECTIVE**

This course introduces students to key concepts of peace and justice studies and ways that people have understood them over time. We will examine case studies taken primarily from American history, and these cases may vary from semester to semester. This is also a service-learning class that asks students to join a peace and justice organization to introduce them to the kind of efforts undertaken in today’s world. In addition, this course serves as one of two gateway courses to the Peace and Justice Studies minor program. Three credits.

### **HI-293 MUSEUM STUDIES: AN INTRODUCTION**

This course introduces students to the professional world of museums, which are among the most significant institutions for preserving and interpreting historical, artistic, and scientific resources. Students will forge a deeper and more complex understanding of topics such as exhibit development, educational programming, collections management, archiving, ethics, and the history of museums. At the same time, these topics will raise important discussions about how museums of various types are sharing knowledge, encountering challenges, and creatively engaging the public in the 21st century. Students considering a career in museum work, who have a love for museums, or who would like to know more about these important institutions are encouraged to take the course. Three credits.

### **HI-294 HISTORY OF ENGLISH COMMON LAW, 600-1800**

The Common Law of England was created over many centuries by kings and judges seeking to provide a uniform legal structure to adjudicate disputes, avoid feuds and reckless bloodshed, and raise revenues for royal coffers. This course surveys the evolution of this legal tradition in Britain, including its pre-Roman, classical, ecclesiastical, and Germanic antecedents, from King Aethelbert of Kent’s sixth century code, through to Sir William Blackstone’s Commentaries of the 18th century. We will chart the development and growth of Common Law and Courts of Common Law within historic and especially political contexts using both primary sources and secondary analyses. While the course is explicitly about the legal history of Britain, by the end of the semester we will touch on the application and transfer of common law to Britain’s empire, and through that, modern American jurisprudence, politics, and history. Three credits.

### **HI-296 HISTORY AND CULTURE OF PERU**

Learn about the culture and politics surrounding the legendary Machu Picchu. As we explore Cusco, Machu Picchu, and Peru’s Sacred Valley studying the history and culture of this region, we will examine how historical power structures shape the stories we tell about ancient people. This three-credit course is structured around a spring break trip to the Cusco region of Peru. Before the trip, students will take part in on-line coursework to prepare to get the most out of our excursions and activities in Peru. After the trip, students will complete projects synthesizing what they have learned. Three credits.

### **HI-297 ARCHIVES IN THE DIGITAL AGE**

Archives serve a fundamental role as institutions of social memory and preservation. Rapid technological change has spurred immense developments in the management, dissemination, retrieval, and preservation of archival material. This course introduces traditional archival theory and practice and explores the principles of digital archives. Topics covered include basic archival principles and

methodologies, digitization, born-digital collections, preservation and records management tools, archival metadata standards, legal issues, intellectual property rights, and social media outreach. Three credits.

### **HI-298 INTRODUCTION TO ORAL HISTORY**

Introduction to Oral History will explore the theory and practice of oral history. Students will learn basic methodological techniques and study the special characteristics and possible uses of oral history interviews. We will address how to critically evaluate oral evidence and integrate it with other forms of historical evidence. We will explore the ways oral history sources have provided new perspectives on old historical debates and how they can bring neglected subjects to the light of historical investigation.

Lectures, readings, and discussions will emphasize the theory of and practical issues influencing oral history as well as the legal and ethical issues involved in this methodology. We will examine a variety of historical works based on oral sources in order to explore the ways they can be put to use in, for example, scholarly monographs, documentaries, radio shows, exhibits, and other forms of public presentation.

Each student will conduct fieldwork entailing the entire process of oral history, including conceptualization, research, interviewing, transcribing, editing, evaluating the historical significance of the work, and writing/designing a presentation of that work. Three credits.

### **HI-300 THE HISTORIAN'S PROFESSION**

History majors will take this introduction to the profession in the fall or spring semester of their sophomore year. In the course, students will become acquainted with varieties of internships and career paths available to history majors. Students will also receive intensive instruction in basic research methods for historians, including such things as developing a research plan, thoroughly learning the library's layout, becoming familiar with finding aids, using historical journals, understanding ILL, evaluating and using the internet as a research tool, proper use of primary and secondary sources, and mastering citation practices. Finally, students will become familiar with ethical issues and expectations related to historical writing and careers. Majors only. Three credits.

### **HI-301 JUNIOR RESEARCH SEMINAR**

History majors will take this the spring semester of their junior year. The purpose of this seminar is two-fold. The primary goal will be for the student to prepare to write the senior thesis. Students will be asked to identify a research topic of interest, and then develop a viable thesis topic. Following that, students will complete preliminary source identification, write a literature review (historiographical essay), thesis outline, and bibliographies. By the end of the semester, students will be well-poised to complete the thesis in HI 302 the following fall term. The second goal of the Junior Research Seminar will be the mastery of types of writing typically encountered in the profession, as well as conventions and considerations that go along with historical scholarship and writing. Majors only. Three credits.

### **HI-302 SENIOR WRITING SEMINAR**

History majors will take this course in the fall semester of their senior year. The purpose of this seminar is to produce a scholarly piece of research and writing. The senior project, or thesis, must be organized around a scholarly thesis statement or question, utilize appropriate primary and secondary sources, and adhere to the conventions of historical writing learned in HI 300 and HI 301. The thesis will be completed by the end of the fall semester. Students will have the opportunity to present a version of the final project at spring conferences or colloquia. Majors only. Three credits.

### **HI-303 HISTORICAL WRITING**

The academic experience of the historian is often worked out within the realm of historical writing. Each history major at Saint Vincent College begins her/his practice of historical prose with the course, HI 303, *Historical Writing*. In this course, typically taken in the first semester of the sophomore year, the student is introduced to the building blocks that the instructor perceives are the basis of historical writing. The student will learn those narrative practices that historians employ and will engage finely crafted historical monographs of the instructor's choosing. Each student will compose a variety of history-related writing assignments including, but not limited to précis, gists, book reviews, article reviews, essays, etc., culminating in a longer final written project which highlights her/his mastery of the craft of historical writing learned during the semester. Three credits.

### **HI-306 INTRODUCTION TO NON-PROFITS AND FUNDRAISING**

The purpose of this course is twofold: to familiarize students with the structure, unique characteristics, and operating environment for non-profit organizations; and to provide students with a brief history of philanthropy, familiarize them with the principles of fundraising, and help them develop skills and competency in fundraising methods, special events, direct mail, major gifts, grant writing, capital campaigns and planned giving within a competitive fundraising environment. This course is appropriate for students who may work or volunteer with non-profits in the future as well as for those who are currently working with non-profit organizations in a staff or volunteer capacity. This course does not fulfill history major 200-level requirements. This course does fulfill public history minor credit requirements and elective requirements. Three credits.

### **HI-350 INDEPENDENT STUDY—HISTORY**

May be repeated. Course requirements to be developed in consultation with supervising faculty. Variable credit.

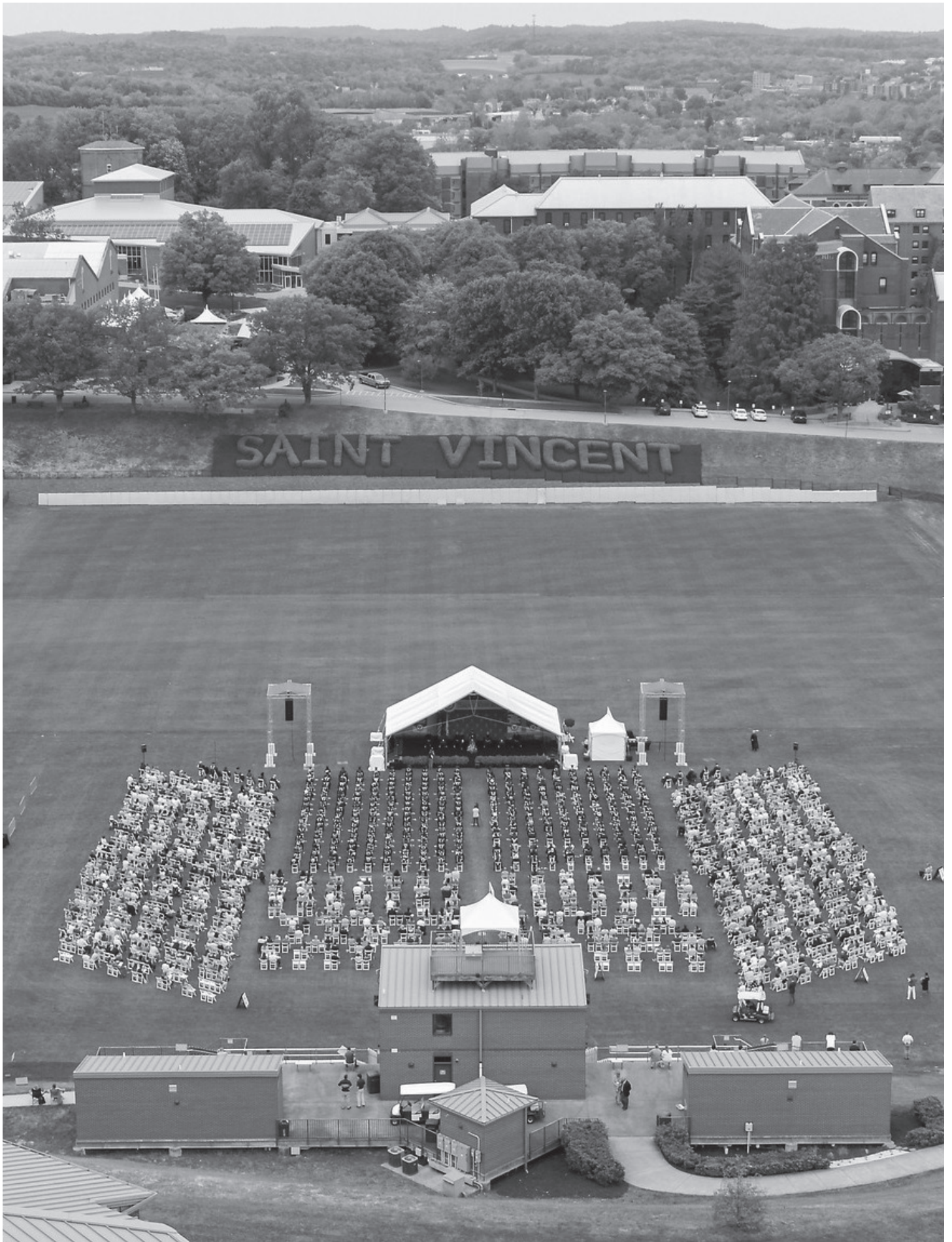
### **HI-550 HISTORY INTERNSHIP**

Professional work experience in the community, which complements and strengthens academic in-class learning. Academic credit is variable depending on the nature and duration of the experience. Students may or may not be compensated depending on the company/agency. Students must receive departmental approval to participate. This course will additionally serve as the capstone course in the Public History Minor. May be repeated. Variable credit.

### **HI-555 PEACE AND JUSTICE INTERNSHIP**

Students enrolling in this program will work with a program, organization, institution, company, or entity that advances the values of peace and/or justice in cooperation with a supervising faculty member. Variable credit.





# INTERNATIONAL STUDIES MINOR

Doreen Blandino, Tina Phillips Johnson, *Directors*

Minor in International Studies with an area concentration in French, German, Italian, Spanish, or Chinese: 24 credits.

The Department of Modern and Classical Languages sponsors the minor in International Studies. The minor consists of either a concentration for the Liberal Arts major or a minor with a language and culture area concentration. The primary purpose of the minor in International Studies is to give participants a global awareness and a broader perspective of the modern world. A secondary purpose is the development of skills and abilities in speaking, writing, and reading a second language in order to enhance cross-cultural understanding. We strongly encourage students who minor in International Studies to consider study abroad.

## REQUIREMENTS FOR A MINOR IN INTERNATIONAL STUDIES (24 CREDITS):

### Required courses (18 credits)

Two language courses at the 300 level or above for French, German, Italian, or Spanish. One course must be in either Culture and Civilization or Contemporary Cultures in relation to area of concentration.

For Chinese, six credits of language at the 200 level or above.

|               |                             |   |
|---------------|-----------------------------|---|
| SO 106        | Sociology and Global Issues | 3 |
| PS 242        | International Relations     | 3 |
| HI 123 or 124 | Global History I or II      | 3 |

One history course from the following in relation to area of concentration (3 credits): (Only one 100-level HI course will count toward core requirements).

|               |  |   |
|---------------|--|---|
| HI 102 or 103 | Western Civilization I or II               | 3 |
| HI 104 or 105 | Contemporary Europe I or II                | 3 |
| HI 108 or 109 | Traditional or Modern East Asian Societies | 3 |
| HI 205        | Medieval Thought and Culture               | 3 |
| HI 208        | Modern China                               | 3 |
| HI 209        | Issues in Contemporary East Asia           | 3 |
| HI 233        | History of Latin America                   | 3 |
| HI 270        | The Rise of Chinese Civilization           | 3 |
| HI 274        | China and Japan in Fiction and Film        | 3 |
| HI 283        | Health Medicine in East Asia               | 3 |
| HI 288        | History of Global Health                   | 3 |
| HI 280        | Islamic Civilization I                     | 3 |

Two courses from the following in relation to area of concentration (6 credits):

|        |   |   |
|--------|---|---|
| AN 222 | Cultural Anthropology                                     | 3 |
| AN 225 | Anthropology and World Art                                | 3 |
| AN 242 | Anthropology of Religion                                  | 3 |
| AN 328 | Linguistic Anthropology                                   | 3 |
| AR 205 | World Art History   | 3 |
| BA 250 | Global Business Management                                | 3 |
| BA 251 | International Business                                    | 3 |
| BA 395 | Global Marketing  | 3 |
| BA 470 | International Accounting                                  | 3 |
| EC 351 | International Trade and Development                       | 3 |
| EC 353 | International Finance                                     | 3 |
| EL 145 | Multi-Ethnic Literature of the United States              | 3 |
| HI 211 | Sword and Siege: War in Medieval Europe                   | 3 |
| HI 213 | Mystics, Maids, and Monarchs:<br>Women in Medieval Europe | 3 |
| HI 232 | Race and Ethnicity in Historical Perspective              | 3 |
| PL 303 | Eastern Thought   | 3 |
| PS 341 | Global Terrorism  | 3 |
| PS 343 | Comparative Politics                                      | 3 |
| SO 200 | Race and Ethnicity  | 3 |
| TH 380 | World Religions   | 3 |
| TH 385 | Buddhism  | 3 |

Additions and substitutions may be made with consent of advisor.

# LIBERAL ARTS

Eric Mohrn, *Director*

Doreen Blandino; Bridget Canzonieri; Jessica Jones

*“A liberal education gives a clear, conscious view of one’s own opinions and judgment, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches one to see things as they are, go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to disregard what is irrelevant. It prepares one to fill any post with credit, and to master any subject with facility.”*

– St. John Henry Cardinal Newman

The liberal arts refer to a long-standing Western educational tradition guided by the insight that education is environmental (integrated and wholistic) rather than compartmental (an array of unrelated fields). A kind of liberation and independence comes in the ability to grasp meaningful connections between different aspects of reality and areas of study. This enables a more self-directed and conscientious way of living. Seeing connections between the parts not only gives a better sense of the whole, but a sense of the whole in turn provides greater meaning to each of the parts. The Liberal Arts major is distinctive in that its students design their own curriculum with a broad focus on multiple areas of study, with attention to the interesting and relevant connections between these areas of study. The skills accessible by this educational approach are applicable to both personal and professional growth.

## AN INDIVIDUALIZED CURRICULUM

The Liberal Arts program offers the opportunity for a general interdisciplinary education with the ability to customize a curriculum tailored to the student’s particular academic interests and professional goals. Building upon a small number of required courses, and in close consultation with an academic advisor, Liberal Arts students construct a course of study comprised of a *primary and secondary area of concentration*. The self-designed nature of the major allows the student to have a greater command and autonomy over their course of study than a fixed academic program permits. The versatility of the program, on account of both the choice and the breadth of content, makes its students well-poised for a variety of post-graduation opportunities, such as: academic advancement in professional and graduate schools, elementary and secondary education, careers in legal work, public and social services, professional health, business and managerial service, etc. Students are also encouraged to participate in cooperative education, internship and study abroad experiences that complement their individualized curriculum.

## STUDENT LEARNING OUTCOMES

Liberal Arts majors will have the opportunity to:

- Demonstrate understanding of the meaning of a liberal arts education
- Integrate knowledge acquired in the primary and secondary concentration and required liberal arts courses
- Develop communication skills in speaking and writing
- Demonstrate critical thinking and concept analysis
- Demonstrate information literacy

Students and their advisors may identify specific SLOs that connect to their concentrations

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN LIBERAL ARTS

**Liberal Arts Major Requirements (51 credits):**

|                                       |   |
|---------------------------------------|---|
| PL 102 The Art of Socratic Dialogue*  | 3 |
| or                                    |   |
| PL 120 Logic and Theory of Knowledge* | 3 |

|                           |           |
|---------------------------|-----------|
| Humanities Electives      | 6         |
| LA 200 Research Methods   | 3         |
| LA 325 Senior Seminar     | 3         |
| Primary Concentration**   | 21        |
| Secondary Concentration** | 15        |
| <b>Total</b>              | <b>51</b> |

\* Specific program requirements that do not satisfy core requirements

\*\* A maximum of six (6) credits can be used to satisfy core requirements.

Electives must be chosen from among the following courses, from two different departmental offerings, including core options:

|           |   |
|-----------|---|
| CORE 1201 | American Regime                               |
| CORE 1601 | Profiles in Catholic Social Justice           |
| CORE 1603 | Love, Dignity, and Justice                    |
| AN 222    | Cultural Anthropology                         |
| EL 113    | Women’s Literature                            |
| EL 138    | Multiethnic Literature                        |
| HI 256    | Society and Environment in Global Perspective |
| HI 290    | Peace and Justice in Historical Perspective   |
| PL 215    | Ethics  |
| PS 205    | Classical Political Thought                   |
| PS 210    | Modern Political Thought                      |
| SO 200    | Race and Ethnicity                            |
| SO 235    | Inequality and Social Problems                |
| TH 250    | Introduction to Moral Theology                |
| TH 252    | Peace, Justice, and Forgiveness               |

## THE CONCENTRATIONS

In consultation with the Liberal Arts program director and/or advisor, students will design a curriculum comprised of a *primary* and a *secondary* concentration. To ensure integrity as a program of the School of Arts, Humanities, and Social Sciences, at least one of the two concentrations must be substantively connected with an AHSS field of study; as a liberal arts program, a field of the humanities is strongly encouraged.

### Primary Concentration

The primary concentration can either be disciplinary or multidisciplinary. The *disciplinary* concentration is a specific focus on an existing traditional academic discipline such as history, theology, philosophy, foreign language, English, sociology, biology, etc. Only one introductory level course (100-level) is permitted for disciplinary concentrations. The multidisciplinary concentration has a broader focus, comprised of courses from more than one discipline. No more than two introductory level courses are permitted for *multidisciplinary* concentrations. The primary concentration must be comprised of course at least equivalent to 21 credit hours.

### Secondary Concentration

The secondary concentration will be selected from among the college’s minor programs and must be comprised of courses at least equivalent to 15 credit hours. Ultimately, the credit hours required for completion are determined by the minor course of study.

By the end of the first year of entrance into the program, Liberal Arts students should submit a written proposal to their advisor and the program director on the type (disciplinary or multidisciplinary) and areas of concentration. The proposal should be a product of initial advising meetings that assist students in connecting their interests and goals to specific areas of study. With assistance from advisor, the student should make a case as to how the elected concentrations proposed make sense as liberal arts curriculum.

## THE LIBERAL ARTS SCHOLAR CONCENTRATION

The Liberal Arts Scholar program is a complementary curriculum of the Listening, Learning, Loving Core Curriculum that offers the opportunity of study of traditional liberal arts disciplines. Students earn the designation ‘Scholar of the Liberal Arts’ by 1) completing all core requirements, 2) completing one elective in each of the following disciplines: theology, philosophy, history, politics, literature, math or natural science; 3) demonstrating proficiency in a foreign language at the intermediate level.

The LAS program can be considered a *primary concentration* of the Liberal Arts major. No more than six (6) credits from the LAS concentration may be used to fulfill core requirements. And no more than nine (9) credits can be earned by taking introductory level courses. The LAS concentration, along with a secondary concentration will effectively satisfy requirements for the Liberal Arts degree. This option is ideal for students either exploring areas of study and program options or who simply value a breadth of disciplinary exposure.

## TRANSITIONAL OPTIONS

*Transitioning out of Liberal Arts.* A student may use this program as a means to eventually transitioning into a different degree program. The Liberal Arts structure allows students to explore areas of specific interest and begin working toward an anticipated major program through a customized concentration that includes courses in common with the anticipated major. Students seeking broadly to identify a major may explore their options by taking courses in a variety of areas (provided there is some coherent trajectory to courses taken). In this case, the Liberal Arts Scholar concentration could enhance the exposure to a variety of areas of study. If at any point a student decides not to transition out of the Liberal Arts major, they can continue toward earning the Bachelor of Arts degree in Liberal Arts.

*Transitioning into Liberal Arts.* A student may transition into this program if their plans for an originally declared program have shifted and a customizable degree program is in their interest. In such cases, students can apply the courses already taken to either their primary or secondary concentration. If the major program that the student is transitioning out of is not an AHSS program, unless there is a reason for an exception, their other concentration must have substantive connection with an AHSS program.

## THE SENIOR CAPSTONE PROJECT

In the final semester of their course of study, students must complete and present a project that pertains to the areas of their concentration, with attention to the significant connections between the areas of concentration. The project may take any number of forms depending on the areas of concentration: thesis, essay, intellectual journal, poetry, short story, stage design, art exhibit, internship with portfolio, and physical or social science research, etc. The sequence for the Liberal Arts capstone projects is as follows:

*Phase 1:* The work for the academic project begins in the junior year when students take LA 200 The Methods and Techniques of Research. Class work is directed toward the Liberal Arts project and provides students with the opportunity to clarify their research project so that by the end of the course, they have identified a topic area for their project and have completed preliminary research with an annotated bibliography.

*Phase 2:* In the first semester of the senior year, students will enroll in LA 325 Senior Seminar. In this course, the student will make regular presentations of the work being completed on the project. The course will include writing workshops and peer review.

*Phase 3:* Once project advisors have reviewed the final draft, both copies are returned to the student for final corrections and revisions. The student will participate in the College’s Annual Academic Conference in April.

## LIBERAL ARTS--HEALTH STUDIES

Students who are pursuing a Bachelor of Science in Nursing from Carlow University at Saint Vincent College have the option to pursue a dual degree in Liberal Arts from Saint Vincent College if they reach a total of 150 credits. In addition to the 124 credits that are required for completing the BSN from Carlow at Saint Vincent, students who elect this option will complete an additional 26 credits of core classes and electives. Students will work with the designated HLA advisor to elect courses that will apply to this program. All BSN students are required to take LA 275: Research and Composition in the Liberal Arts and Sciences, as part of their requirements from Carlow University. BSN students pursuing the dual degree from Saint Vincent College will also take LA 350: Senior Seminar for Liberal Arts Majors.

## LIBERAL ARTS COURSE DESCRIPTIONS

### LA-00X LIBERAL ARTS EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student’s registration upon submission of the graduation application. Zero credits. Pass/Fail.

### LA-200 METHODS AND TECHNIQUES OF RESEARCH

This course will introduce the student to techniques of research, investigation and writing, evaluation of sources, library use, and bibliography. The course will also focus on the Liberal Arts project: choice of subject, methodology, outline, and bibliography. Meetings with individual members of the Liberal Arts faculty will help the student define and clarify the project. Students will present their plan of studies for the major to the Liberal Arts faculty during a formal presentation. Three (3) credits.

### LA-275 RESEARCH AND COMPOSITION IN THE LIBERAL ARTS AND SCIENCES

This course will reinforce the writing skills introduced and practiced in CORE 1500 Core Writing, and builds upon those skills with assignments that require students to practice multiple strategies for critical reading and analysis of advanced interdisciplinary texts. This course enables students to understand and practice advanced research strategies and apply their research to inform their argumentative writing. Students will also continue to strengthen and master their knowledge of grammatical principles and rhetorical modes. Each assignment will require students to follow a process approach to composition and to participate in a critique of their own and their peers’ work. All assignments will be compiled in a final portfolio, and students will synthesize their learning outcomes in a final reflection of their coursework. Three (3) credits.

### LA-325 SENIOR SEMINAR LIBERAL ARTS

This course is designed for the student who is in the final stages of the Liberal Arts Project. The course will utilize a workshop format, and class meetings will focus on the stylistic and technical aspects of the senior project. Fall semester. A BSN student who is pursuing the dual degree from Saint Vincent will create a portfolio as the final project, and that portfolio will include a reflection of the core curriculum. Three (3) credits.

L

### **A-350 INDEPENDENT STUDY – LIBERAL ARTS**

May be repeated. Variable credit.

### **LA-550 LIBERAL ARTS INTERNSHIP**

Professional work experience in the community which complements and strengthens academic in-class learning. Academic credit is variable depending on the nature and duration of the experience. Students may or may not be compensated depending on the company/agency. Students must receive departmental approval to participate. May be repeated. Variable credit.

## **LEGAL STUDIES MINOR**

*The Criminology Department oversees the administration of this Minor.*

The Legal Studies minor is meant to address the needs of students on many levels. It seeks to do so through a fundamentally liberal arts approach.

First, there is an upswing in student interest in attending law school, and effective preparation for the rigors of that curriculum will be served by a course of study directed to that purpose. The program will provide a good testing ground for future graduate study.

The study of the legal system, however, is of great importance for students who will pursue career paths other than formal legal training.

Those entering the world of business will soon appreciate that management decisions cannot be made effectively without an understanding of the legal environment of the time. Managers need to understand what lawyers can provide them as well as why the legal aspects of decisions are not always conclusive.

Those entering the government service at any level need to grasp that the infrastructure of government is cast in a legal framework. To deal within that infrastructure effectively, an appreciation of the legal elements of the system must be achieved.

And for those who seek to effect social change, an understanding of the structure of the legal system and the mechanisms of change within it are crucial to bringing about a more just process for all concerned.

### **PROGRAM OBJECTIVES AND ASSESSMENT PLAN**

To prepare students in any of the contexts set forth above, it is critical that the minor embrace a true liberal arts approach to the subject. The context of the law, in its historical and philosophical bases, is as crucial to embrace as are the structural and more nuanced components of the legal system. The curriculum proposed is meant to enable the students who complete the minor to demonstrate that they are capable of: 1) understanding and analyzing legal issues; 2) hypothesizing and applying appropriate solutions to those issues; c) using the skills gleaned to enrich their communities and succeed in their endeavors; and d) appreciating the societal place of the legal system and the expectations the community has of it.

Students enrolled in the program will be assessed based on their performance in each of the courses that they take.

### **PROGRAM STRUCTURE**

The Legal Studies minor requires the completion of 21 credits of coursework, 15 required course credits, and 6 elective credits. The minor can readily be achieved over the normal course of 8 semesters.

To avoid double-counting certain courses required by Criminology and Politics majors taking the minor, certain specific rules apply for the satisfaction of the minor.

These rules are set forth below.

## COURSEWORK

Legal Studies minor students will complete the following courses (18 credits)

- CORE 1201 American Regime
- Humanities Courses:\*
  - HI 294 History of Common Law, 600-1800
  - PL 272 Philosophy of Law
- One of the following:\*\*
  - PS 339 Constitutional Law: National Powers
  - PS 369 Constitutional Law: Civil Rights and Liberties
- One of the following:\*\*\*
  - CLS 227 Criminal Law and Process
  - CLS 230 Constitutional Criminal Procedure
- Choice of two electives\*\*\*\*
  - BA 340 Business Law
  - CLS 205 Criminal Trial Evidence
  - CLS 210 Civil Rights Law
  - CLS 227 Criminal Law and Process
  - CLS 230 Constitutional Criminal Procedure
  - CLS 355 Sentencing
  - CLS 361 The Investigation and Prosecution of Urban Street Gangs
  - CLS 375 International Criminal Law
  - CLS 376 Federal Criminal Law
  - CLS 344 White Collar Crime
  - CLS 440 Constitutional Litigation and Analysis
  - PS 290 Institutions
  - PS 336 American Political Thought
  - PS 339 Constitutional Law: National Powers
  - PS 369 Constitutional Law: Civil Rights and Liberties
  - PS 345 Domestic Public Policy
  - PS 390 Environmental Law and Policy
  - PST 734 Intro to Canon Law

It is also strongly suggested that a student take EL 202 Intermediate Writing.

\*These courses cannot count toward the minor if they are also being taken to satisfy core curriculum requirements.

\*\*Politics majors must choose another Politics course at the 300 level or higher (to be approved by the director), but not a course that they are counting as a general elective in the Politics major.

\*\*\*CLS majors must choose another CLS course at the 300 level or higher (to be approved by the director), but not a course that they are counting as a general elective in the CLS major.

\*\*\*\*Students taking one of these elective courses for their major are required to take an additional course from this list.

## MATHEMATICS

Daniele Arcara, *Chairperson*

Sarah Dumnich; Norman W. Hippos, O.S.B.; Whitney Liske; Jennifer White

Adjunct Faculty: Donald Cole; Shannon Nesser

Professor Emeritus: Richard A. Gosser

Mathematics, the study of numbers and shapes, and the language of the physical sciences, has emerged from its classical roots as the principal tool for the analysis and comprehension of many current problems. Chaos and fractals, cryptography, data compression algorithms, tomography, and turbulence are only a few of the many areas currently studied by mathematicians. In addition, promising research continues to be done in the fields of analysis, topology, algebra, and number theory. These exciting areas of study all utilize the fundamentals of mathematics within a rigorous logical structure.

The Department of Mathematics prepares the student by teaching the ability to comprehend and use the language of mathematics. Students will come to appreciate the logical structure and beauty of the mathematical development. The student will come to formulate the needed mathematical methods to analyze and solve real problems.

The courses offered prepare mathematics majors for graduate studies, research, engineering, teaching, and positions in industry and government. They also provide the necessary background for students in engineering and the social and physical sciences. Finally, the courses allow for the study of mathematics for its own sake.

As a culminating activity mathematics majors must take Abstract Algebra I or Real Analysis I during the first semester of their senior year.

### MATHEMATICS STUDENT LEARNING OUTCOMES

Students earning a degree in mathematics will be able to:

- Use the definitions of fundamental concepts and the major theorems of analysis and algebra to solve problems.
- Construct a rigorous proof of various propositions.
- Demonstrate critical thinking by analyzing and solving problems.

### TEACHER PREPARATION

All students who are interested in pursuing the teacher certification should contact the chairperson of the Education Department at their earliest possible convenience (see additional information under the Education Department). Students must also declare their Education minor in the Registrar's Office. The required Mathematics courses would be MA 111, MA 112, MA 211, MA 212, MA 251, MA 301, MA 311, MA 421, and MA 451. Other courses in other disciplines are also required.

### REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN MATHEMATICS

#### Major Requirements (44 Credits)

|        |   |   |
|--------|---|---|
| MA 111 | Analytical Calculus I                       | 4 |
| MA 112 | Analytical Calculus II                      | 4 |
| MA 211 | Analytical Calculus III                     | 4 |
| MA 212 | Ordinary and Partial Differential Equations | 4 |

Three other MA courses at 200 or 300 levels (3 credits each)\*\* 9



### **MA-112 ANALYTICAL CALCULUS II**

Various techniques of integration: integration by substitution, integration by parts, trigonometric integrals, trigonometric substitution, partial fractions. Improper integrals. Approximations of definite integrals. Differential Equations: separation of variables, first order linear. Parametric functions. Polar coordinates. Sequences. Series. Geometric series. Telescoping series. Series tests for convergence. Taylor series. Maclaurin series. Offered spring semester. Prerequisite: MA 111. Four credits.

### **MA-121 BASIC APPLIED STATISTICS**

The ideas and tools of practical statistics using data in context. Methods and strategies for exploring data graphically and quantitatively. Statistical reasoning and the tools of inference that go beyond the data to draw conclusions about a wider population with attention paid to the uncertainty of these conclusions. Students will conduct standard one- and two-sample statistical analyses. Offered spring semester. Three credits.

### **MA-211 ANALYTICAL CALCULUS III**

Three-dimensional vectors and surfaces. Lines and planes. Multi-variable functions and partial differentiation. Double and triple integrals and applications. Offered fall semester. Prerequisite: MA 112. Four credits.

### **MA-212 ORDINARY AND PARTIAL DIFFERENTIAL EQUATIONS**

First order equations and applications, classical and numerical methods; second order linear equations and applications; solution in series; Bessel's and Legendre's equations; Laplace transform solutions; higher order equations; introduction to partial differential equations, separation of variables and Fourier series. Offered spring semester. Prerequisite: MA 112. Four credits.

### **MA-231 METHODS OF PROOF**

An introduction to the more rigorous and theoretical aspects of mathematics. The course will focus on the construction and analyzing of mathematical proofs, including direct proof, proof by contrapositive, proof by contradiction, and mathematical induction. The basics of some mathematical logic, sets, number theory, algebra, and calculus will be covered as subject matter for the proofs. Prerequisite: MA 110 or MA 112. Not offered on a regular basis. Three credits.

### **MA-241 STATISTICS I**

An introduction to statistics including some probability. Topics include set theory, combinations and permutations, laws of probability, measures of central tendency and dispersion, probability functions, confidence intervals, hypothesis testing, and linear regression. Prerequisite: Either MA-111 or MA-109. Offered fall semester. Three credits.

### **MA-242 STATISTICS II**

Students will learn to build statistical models and develop skills for implementing regression analysis in real-world problem. Topics include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression difficulties and residual analysis. Additional topics will be covered if time permits. Students will gain experience not only in the mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, selecting inferential techniques to answer a particular question, interpreting results and diagnosing problems. Offered Spring Semester. Prerequisite: MA 241. Three credits.

### **MA-251 LINEAR ALGEBRA**

Matrices and systems of linear equations. Vector spaces and linear transformations. Determinants. Inner product spaces, eigenvalues and eigenvectors. Offered spring semester. Prerequisite: MA 112. Three credits.

### **MA-301 HISTORY OF MATHEMATICS**

This course will be a survey of mathematics from ancient times to modern times. We will also look at the historical context and implications of various mathematical discoveries, in addition to exploring the lives of the mathematicians responsible for these breakthroughs. Topics may include ancient counting systems, Euclidean and non-Euclidean geometry, algebra, calculus, probability, number theory, logic, and set theory. Additional topics will be covered as time permits. Offered spring semester. Prerequisite: MA 112. Periodically offered as an honors course. Three credits.

### **MA-311 PROBABILITY AND STATISTICS I**

Discrete probability including such topics as independence, conditional probability, Bernoulli trials, and Bayes Theorem, Calculus of probabilities including random variables, discrete and continuous distributions, expectation, and variance. Prerequisite: Either MA 110 or MA 112. Offered fall semester. Three credits.

### **MA-312 PROBABILITY AND STATISTICS II**

The second of a two-course sequence in mathematical probability and statistics. Focuses on continuous random variables. Offered spring semester. Prerequisite: Both MA 211 and MA 311. Three credits.

### **MA-321 COMPLEX VARIABLES**

The complex number system the Cauchy-Riemann equations, contour integrals, the Cauchy integral theorem and formula, sequences, power series and Laurent series, residue theory, and conformal mapping. Prerequisite: MA 211. Offered fall semester of odd-numbered years. Three credits.

### **MA-341 GRAPH THEORY**

Graph theory is the study of networks and their connections. Topics studied will include trees, matchings, connectivity and Hamiltonicity, coloring, planarity. Additional topics will be covered as time permits. Offered spring semester of even-numbered years. Prerequisite: MA 211. Three credits.

### **MA-350 INDEPENDENT STUDY — MATHEMATICS**

May be repeated. Variable credit.

### **MA-421 REAL ANALYSIS I**

A rigorous study of calculus. Sequences. Limits of sequences. Subsequences. Cauchy sequences. Functions. Limits of functions. Continuity. Uniform continuity. Absolute continuity. Convexity. Differentiation. Properties of differentiable functions. Integration. The Riemann integral. Lebesgue's Theorem. The Riemann-Stieltjes integral. The Lebesgue integral. Offered fall semester of even-numbered years. Prerequisite: MA 212. Four credits.

### **MA-422 REAL ANALYSIS II**

Infinite series. Sequences of functions. Series of functions. Fourier series. Metric spaces. Topological spaces. Connectedness. Compactness. Fixed point theorems. Offered spring semester of odd-numbered years. Prerequisite: MA 421. Four credits.

### **MA-451 ABSTRACT ALGEBRA I**

Integers, Euclidean algorithm, congruences, rings, ring homomorphisms, integral domains, fields, ideals, quotient rings,



polynomial rings, basic properties of groups, cyclic groups.  
Prerequisite: MA 212. Offered fall semester of odd-numbered years.  
Four credits.

#### **MA-452 ABSTRACT ALGEBRA II**

Groups, cyclic groups, subgroups, normal subgroups, quotient groups, Lagrange's Theorem, isomorphism theorems, direct products, finite Abelian groups. Prerequisite: MA 451. Offered spring semester of even-numbered years. Four credits.

#### **MA-550 MATHEMATICS INTERNSHIP**

Work experience program extending the learning experience beyond the college into the world of work. Students are employed in an area related to their academic endeavor. Academic credits are P/F and are awarded according to the extent of the work experience. Students may or may not be paid depending on the site. The purpose of the program is to integrate academic studies and employment activities. May be repeated. Variable credit.

## **ACTUARIAL SCIENCE (MATHEMATICS, 3-2)**

Daniele Arcara, *Chairperson*  
Jennifer White

Saint Vincent College has an agreement with Robert Morris University for a 3-2 program in Actuarial Science. Students in the program spend three years at Saint Vincent College, and then, upon completion of all of the requirements, transfer to Robert Morris University, where they spend two more years studying actuarial science. The students receive two bachelor degrees: a B.A. in Mathematics from Saint Vincent College and a B.S. in Actuarial Science from Robert Morris University.

The Actuarial Science program at Robert Morris University is currently one of only 17 programs in the United States to earn the designation as a Center of Actuarial Science by the Society of Actuaries. As defined on their webpage, "Centers of Actuarial Excellence (CAE) are university/college actuarial programs that have met eight specific requirements related to degree, curriculum, graduate count, faculty composition, graduate quality, appropriate integration, connection to industry, and research/scholarship." Department of Mathematics prepares the student by teaching the ability to comprehend and use the language of mathematics. Students will come to appreciate the logical structure and beauty of the mathematical development. The student will come to formulate the needed mathematical methods to analyze and solve real problems.

Actuarial Science is a discipline that assesses financial risks in the insurance and finance fields using mathematical and statistical methods. It applies probability and statistics to study the financial implications of uncertain future events. In order to be an actuary one must pass a series of actuarial exams through the Society of Actuaries professional organization. Successful completion of the first actuarial exam is required before students transfer from Saint Vincent College to Robert Morris University.

In order to transfer, students in the program need to complete all of the required courses (see list below), maintain a GPA of 3.3/4.0, and successfully pass the first actuarial exam.

Students will receive their degree from Saint Vincent College upon successful completion of enough credits at Robert Morris University to bring their total number of credits to 124 (counting both the credits that were approved while at Saint Vincent and those completed at Robert Morris).

#### **SAINT VINCENT'S REQUIREMENTS FOR THE 3/2 ACTUARIAL SCIENCE PROGRAM**

##### **Core Curriculum Requirements (33 Credits)**

Since 3/2 actuarial science students stay at Saint Vincent College only three years, they are required to take only 33 credits in the core curriculum instead of the full 45 credits. Students should confer with the chairperson to see which core courses would be best to take.

**Major Requirements (59 Credits)**

|        |  |   |
|--------|--|---|
| MA 111 | Analytical Calculus I                          | 4 |
| MA 112 | Analytical Calculus II                         | 4 |
| MA 211 | Analytical Calculus III                        | 4 |
| MA 212 | Ordinary and Partial<br>Differential Equations | 4 |
| MA 251 | Linear Algebra                                 | 3 |
| MA 311 | Probability and Statistics I                   | 3 |
| MA 312 | Probability and Statistics II                  | 3 |

|  |                                  |   |
|--|----------------------------------|---|
| Two MA courses at 400 level (4 credits each) |                                  | 8 |
| BA 100                                       | Financial Accounting I           | 3 |
| BA 101                                       | Financial Accounting II          | 3 |
| BA 320                                       | Corporate Finance I              |   |
| BA 350                                       | Business Statistics              |   |
| CA 120                                       | Public Presentation              |   |
| CS 102                                       | Fundamentals of IT and Computing |   |

Two series (i.e., two courses with respective labs)  
out of these six series 8

|                |                              |
|----------------|------------------------------|
| BL 150 and 151 | General Biology I and Lab    |
| BL 152 and 153 | General Biology II and Lab   |
| CH 101 and 103 | General Chemistry I and Lab  |
| CH 102 and 104 | General Chemistry II and Lab |
| PH 111 and 113 | General Physics I and Lab    |
| PH 112 and 114 | General Physics II and Lab   |

**MEDIEVAL STUDIES MINOR**

Contact: Gilbert M. Bogner

**PROGRAM PHILOSOPHY AND DESCRIPTION**

Medieval Studies is an interdisciplinary minor consisting of a wide range of courses that focus in significant ways on the civilization of the West in the medieval period, also known as the 'Middle Ages', ca. AD 500-1500. Arising out of the unique blending of Classical, Christian, and Germanic elements beginning in late antiquity, medieval culture became a vital and formative part of the Western heritage. Medieval people created sophisticated philosophical systems; beautiful forms of art and music; innovative styles of architecture; new expressions of piety and varieties of religious life; lively and imaginative poetry; the first universities; and the earliest forms of French, German, English, and other languages so commonplace today. The Middle Ages also saw the origin and early evolution of most European countries, as well as the first contacts and conflicts between Christians and Muslims. It is thus certainly a culture and era worthy of our attention. The purpose of the minor in Medieval Studies is to give students a broad understanding of medieval Western civilization by approaching it from a variety of perspectives. Courses are offered in literature, art, history, languages, philosophy, and theology.

**REQUIREMENTS FOR A MINOR IN MEDIEVAL STUDIES (18 CREDITS)**

The Medieval Studies minor consists of six courses in at least three disciplines, although students are encouraged to take courses from as many disciplines as possible.

**Required course (3 credits):**

HI 103 Cloisters and Castles: A History of Medieval Europe

**Five courses from the following list (15 credits):**

|        |  |
|--------|--|
| EL 114 | British Literature: Middle Ages to Restoration                 |
| EL 147 | Arthurian Literature   |
| EL 211 | Medieval Studies   |
| EL 212 | Chaucer  |
| AR 101 | Castles to Cathedrals  |
| HI 110 | English History to 1485  |
| HI 211 | Sword and Siege: War in Medieval Europe                        |
| HI 213 | Dame and Distaff: Women in Medieval Europe                     |
| HI 227 | "Bring Out Yer Dead!" Medieval Europe on Film                  |
| HI 231 | Garters and Green Knights: the Age of the<br>Hundred Years War |
| HI 248 | The History of the Christian Churches I: to 1500               |
| HI 294 | History of English Common Law, 600-1800                        |
| FR 321 | Survey of French Literature I                                  |
| GE 321 | German Literature of the Middle Ages                           |
| LT 321 | Latin Hymns of the Roman Church                                |
| MV 110 | Music History: Medieval to Renaissance                         |
| PL 202 | Medieval Philosophy  |
| PL 240 | The Influence of Philosophy on Theology,<br>Then and Now       |
| PL 280 | Thomistic Philosophy   |
| TH 320 | Theology of Medieval Christianity                              |

**Course Substitutions**

With permission of the program contact, other courses suitably related to the Middle AGes can sometimes be counted toward the minor. This includes courses taken in study abroad programs.

# MODERN AND CLASSICAL LANGUAGES

Doreen Blandino, *Chairperson*

Juan Carlos Rivas; Paul-Alexander Shutt, O.S.B.

Adjunct Faculty: Robert Bufalini; Jerome DiBernardo;

Judith Washburn, Wan-Ning Yeh

The Department offers the Bachelor of Arts degree in French and Spanish as well as minors in Chinese, French, German, Italian, Latin, and Spanish. The Department also sponsors the minor in International Studies. The minor in International Studies fulfills requirements for the minor or concentration for the Liberal Arts major. The curriculum in the Department allows students to develop skills in a second language as part of the College's mission to produce a well-rounded graduate who is prepared for life and citizenship as well as for a career. Because today's world is enriched by diversity, faculty strive to cultivate in each student an understanding and appreciation of other cultures. Respect for self and others must be at the basis of any worthwhile communication. It is in this sense that the Department considers the study of other languages integral to a liberal arts education.

All classes foster the skills of communication and understanding in a second language. Listening, speaking, reading, and writing are integrated at each level of study. The program also provides students with the opportunity to develop insights into other cultures through the study of foreign literatures, art, and film.

The Department's offerings are of interest to students preparing for careers in business, education, government, history, law, journalism, and public services. Faculty members in the Department of Modern Languages encourage students to enrich their undergraduate studies through participation in study abroad or internship programs. Information on international studies programs is discussed in this *Bulletin* under Special Programs.

## MODERN AND CLASSICAL LANGUAGES STUDENT LEARNING OUTCOMES

- Demonstrate skills in speaking and writing the target language in a culturally appropriate manner.
- Demonstrate understanding of spoken and written discourse from a variety of sources.
- Link to other disciplines by analyzing how texts and other cultural artifacts reflect cultural values and religious, historic, political, geographical, and economic elements.
- Compare world cultures through analytical reflection of the connection between cultural perspectives, products, and practices.

## FRENCH

### Major Requirements (36 credits)

(See core curriculum requirements.)

A major in French requires 12 courses. French 203 and French 204 fulfill six credits for the major. In addition, a major in French requires 10 courses above 204. The following courses are required:

### Three required courses (9 credits):

|        |   |   |
|--------|---|---|
| FR 315 | Advanced French Grammar and Composition   | 3 |
| FR 316 | Reading French                            | 3 |
| FR 320 | Developing Oral Proficiency and Phonetics | 3 |

|  |                                 |    |
|--|---------------------------------|----|
| One course from the following 3 credits:     |                                 |    |
| FR 343                                       | Contemporary France             | 3  |
| FR 444                                       | French Culture and Civilization | 3  |
| FR 445                                       | France through the Centuries    | 3  |
| FR 446                                       | Contemporary French Cinema      | 3  |
| Electives: Any four (4) courses above FR 204 |                                 | 12 |

Two (2) courses must be in literature 6  
Credits earned in approved study abroad programs fulfill requirements for the major. Prior approval of study abroad programs is required from the department chairperson.

### Required Core Courses:

|  |  |   |
|--|--|---|
| One course from the following 3 credits: |  |   |
| AR 100                                   | Art and Music of Western Culture       | 3 |
| AR 101                                   | Caves to Cathedrals                    | 3 |
| AR 102                                   | Art History II: Baroque to the Present | 3 |

|  |                         |   |
|--|-------------------------|---|
| One course from the following 3 credits: |                         |   |
| AN 222                                   | Cultural Anthropology   | 3 |
| AN 328                                   | Linguistic Anthropology | 3 |

|  |                                   |   |
|--|-----------------------------------|---|
| One course from the following 3 credits: |                                   |   |
| EL 147                                   | Arthurian Literature              | 3 |
| EL 224                                   | The Romantic Age                  | 3 |
| EL 236                                   | Modern European Literature        | 3 |
| EL 250                                   | Global Literatures in Translation | 3 |
| EL 252                                   | Literary Translation Workshop     | 3 |

|  |   |   |
|--|---|---|
| One course from the following 3 credits: |   |   |
| HI 103                                   | Medieval and Renaissance Europe                               | 3 |
| HI 104                                   | Contemporary Europe I   | 3 |
| HI 105                                   | Contemporary Europe II  | 3 |
| HI 205                                   | Chivalry and Chastity:<br>Life and Thought in Medieval Europe | 3 |

French majors are required to pursue a second major or a minor. French majors are also required to develop a portfolio and undergo annual assessments of their oral skills. French majors are required to study in a French-speaking country. Students who are not able to study abroad may substitute language study in an immersion setting. All programs must be approved by the department chair.

### TEACHER PREPARATION

Students seeking French certification, grades K-12, will take a minor in Education. Students are directed to read about the teacher certification requirements in the Education section of this *Bulletin*. They are also advised to contact the chairperson of the Education Department for additional guidance.

### Requirements for French Minor (18 credits):

A minor in French requires six (6) courses above FR203. The following three (3) courses are required (12 credits):

|                                    |   |   |
|------------------------------------|---|---|
| FR 315                             | Advanced French Grammar and Composition | 3 |
| FR 320                             | Developing Oral Proficiency in French   | 3 |
| Any 300-level course in literature |   | 3 |

|  |                                 |   |
|--|---------------------------------|---|
| One course from the following three (3) credits: |                                 |   |
| FR 343   | Contemporary France             | 3 |
| FR 444   | French Culture and Civilization | 3 |
| FR 445   | France through the Centuries    | 3 |
| FR 446   | Contemporary French Cinema      | 3 |
| Electives: Any two (2) courses above FR203       |                                 | 6 |

## Typical First-Year Schedule

### Fall Semester

|           |                                 |           |
|-----------|---------------------------------|-----------|
| CORE 1200 | History, Culture, Politics      | 3         |
| CORE 1400 | Listening Seminar               | 3         |
| CORE 1500 | Core Writing                    | 3         |
| XXXX      | Elective                        | 3         |
| FRZ       | French Placement recommendation | 3         |
|           | <b>Total</b>                    | <b>15</b> |

### Spring Semester

|           |                                    |           |
|-----------|------------------------------------|-----------|
| CORE 1100 | Theological Foundations            | 3         |
| CORE 1600 | Ethics and Service                 | 3         |
| HI 242    | Artists, Writers, Rebels           | 3         |
| or        |                                    |           |
| HI 258    | Sacre Bleu                         | 3         |
| FR 204X   | Intermediate French II or Advanced | 3         |
| XXXX      | Elective                           | 3         |
|           | <b>Total</b>                       | <b>15</b> |

## SPANISH

### Requirements for a Bachelor of Arts Degree in Spanish

(See core curriculum requirements.)

#### Major Requirements (36 credits):

A major in Spanish requires 12 courses. Spanish 203 and Spanish 204 fulfill six (6) credits for the major. In addition, a major in Spanish requires 10 courses above Spanish 204. The following courses are required:

The following 15 credits are required:

|  |   |   |
|--|---|---|
| SP 315   | Advanced Spanish Grammar and Composition      | 3 |
| SP 317   | Introduction to Spanish Literary Analysis     | 3 |
| SP 320   | Developing Oral Proficiency and Phonetics     | 3 |
| SP 444   | Peninsular Culture and Civilization           | 3 |
| SP 445   | Spanish American Culture and Civilization     | 3 |
|  | Electives: Any 300 or 400 level               | 3 |
| Any 300- or 400- level Spanish American Literature class |   | 3 |
|  | Electives: Any three (3) courses above SP 204 | 9 |

Credits earned in approved study abroad programs fulfill requirements for the major. Prior approval of study abroad programs is required from the department chairperson.

#### Required Core Courses:

|        |                          |   |
|--------|--------------------------|---|
| HI 233 | History of Latin America | 3 |
|--------|--------------------------|---|

One course from the following 3 credits:

|        |  |   |
|--------|--|---|
| AR 100 | Art and Music of Western Culture       | 3 |
| AR 101 | Caves to Cathedrals                    | 3 |
| AR 102 | Art History II: Baroque to the Present | 3 |

One course from the following 3 credits:

|        |  |   |
|--------|--|---|
| EL 138 | Multi-Ethnic Literature of the United States | 3 |
| EL 250 | Global Literatures in Translation            | 3 |
| EL 252 | Literary Translation Workshop                | 3 |

One course from the following 3 credits:

|        |                         |   |
|--------|-------------------------|---|
| AN 222 | Cultural Anthropology   | 3 |
| AN 328 | Linguistic Anthropology | 3 |
| SP 550 | (highly recommended)    |   |

Spanish majors are required to pursue a second major or a minor. Spanish majors are also required to develop a portfolio and undergo annual assessments of their oral skills. Spanish majors are required to study in a Spanish-speaking country.

Students who are not able to study abroad may substitute language study in an immersion setting. All programs must be approved by the department chairperson.

#### TEACHER PREPARATION

Students seeking Spanish certification, grades K-12, will take a minor in Education. Students are directed to read about teacher certification requirements in the Education section of this *Bulletin*. They are also advised to contact the Chairperson of the Education Department for additional guidance. A student should declare an education minor in the Registrar's office.

#### Minor Requirements (18 credits):

A minor in Spanish requires six (6) courses above SP 203. The following four (4) courses are required (12 credits):

|        |  |   |
|--------|--|---|
| SP 315 | Advanced Spanish Grammar and Composition   | 3 |
| SP 320 | Developing Oral Proficiency and Phonetics  | 3 |
|        | Any 300-level course in literature         | 3 |
|        | Any course in culture and civilization     | 3 |
|        | Elective: Any two (2) courses above SP 203 | 6 |

## Typical First-Year Schedule

### Fall Semester

|            |                                  |           |
|------------|----------------------------------|-----------|
| CORE 1400  | Listening Seminar                | 3         |
| CORE 1500  | Core Writing                     | 3         |
| CORE 1200  | History, Culture, Politics       | 3         |
| XXXX       | Elective                         | 3         |
| SP 203-215 | Spanish Placement recommendation | 3         |
|            | <b>Total</b>                     | <b>15</b> |

### Spring Semester

|           |                             |           |
|-----------|-----------------------------|-----------|
| CORE 1100 | Theological Foundations     | 3         |
| CORE 1600 | Ethics and Service          | 3         |
| HI 233    | History of Latin America    | 3         |
| or        |                             |           |
| HI 296    | History and Culture of Peru | 3         |
| SP 204    | Intermediate Spanish II     | 3         |
| or        |                             |           |
| SP 317    | Literary Analysis           | 3         |
|           | <b>Total</b>                | <b>15</b> |

## CHINESE

### Requirements for a Minor in Chinese Language and Culture (21 credits):

#### Required Language Courses (9 credits):

|  |  |   |
|--|--|---|
| CHI 204  | Intermediate Chinese II  | 3 |
| Choose 2 from the following courses (6 credits): |  |   |
| CHI 305  | Advanced Chinese Conversation I  | 3 |
| CHI 306  | Reading Chinese  | 3 |
| CHI 307  | Advanced Chinese Conversation II   | 3 |
| CHI 320  | Topics in Chinese Language, Civilization or Literature (taught in Chinese) | 3 |

#### Traditional Chinese History (3 credits):

Choose one from the following courses:

|        |                                  |   |
|--------|----------------------------------|---|
| HI 108 | Traditional East Asian Societies | 3 |
| HI 270 | The Rise of Chinese Civilization | 3 |

#### Modern Chinese History (3 credits):

Choose one from the following courses:

|        |                                     |   |
|--------|-------------------------------------|---|
| HI 109 | Modern East Asian Societies         | 3 |
| HI 208 | Modern China                        | 3 |
| HI 209 | Issues in Contemporary East Asia    | 3 |
| HI 274 | China and Japan in Fiction and Film | 3 |

#### Elective Courses (6 credits):

Maximum of three (3) credits from one Department.

Choose two (2) from the following courses:

|         |  |   |
|---------|--|---|
| CHI 310 | Chinese Literature in Translation            | 3 |
| CHI 311 | Selected Readings in Chinese                 | 3 |
| HI 232  | Race and Ethnicity in Historical Perspective | 3 |
| PL 303  | Eastern Thought                              | 3 |
| TH 385  | Buddhism                                     | 3 |
| TH 380  | World Religions                              | 3 |

## GERMAN

### Requirements for German Minor (18 credits):

A minor in German requires six (6) courses above GE 203.

The following four (4) courses are required (12 credits):

|        |   |   |
|--------|---|---|
| GE 305 | Conversational German                   | 3 |
| GE 315 | Advanced German Grammar and Composition | 3 |
|        | Any 300-level course in literature      | 3 |
|        | Any course in culture and civilization  | 3 |

Elective: Any two (2) courses above GE 203

## ITALIAN

### Requirements for Italian Minor (18 credits):

A minor in Italian requires six (6) courses above IT 203.

The following four (4) courses are required (12 credits):

|        |  |   |
|--------|--|---|
| IT 305 | Developing Oral Proficiency in Italian                   | 3 |
| IT 315 | Stylistics: Techniques of Composition and Interpretation | 3 |
|        | Any 300-level course in literature                       | 3 |
|        | Any 300-level course in culture and civilization         | 3 |

Elective: Any two courses above IT 203

## LATIN

### Requirements for Minor in Classical Latin (18 credits)

A minor in Latin requires six courses above LT 203 both in the target language as well as non-language courses that are offered by other departments of the college. The following language courses are required (12 credits):

|        |   |   |
|--------|---|---|
| LT 204 | Intermediate Latin II                                     | 3 |
|        | Any 300-level course(s) and above in literature           | 6 |
|        | Any 300-level course(s) and above in culture/civilization | 3 |

#### Select any two non-language courses from the following (6 credits):

|        |  |   |
|--------|--|---|
| EL 210 | Classical Greek Poetry and Drama         | 3 |
| HI 102 | Ancient Greece and Rome                  | 3 |
| AR 101 | Art History: Ancient through Renaissance | 3 |
| AN 230 | Archaeology                              | 3 |

## STUDY ABROAD

Participation in an approved program, either self-designed or in conjunction with a SVC-approved third party program or exchange university. Students studying Chinese are encouraged to study at our sister college, Fu Jen Catholic University in Taiwan. Student must have the approval of the department before commencing any studies abroad. Variable credit.

## STUDY ABROAD COURSE DESCRIPTIONS

### STAB-099 STUDY ABROAD PRE-DEPARTURE ORIENTATION

This course is required for all students engaging in four-week or more summer or semester programs. The orientation begins midway through the semester prior to study abroad and ends the final week of classes. Students and International Education Office staff will meet regularly to discuss important orientation topics such as scholarship applications, cultural awareness and sensitivity, health and safety, career application, etc. Variable (0-1) credit. P/F only.

### STAB-100 STUDY ABROAD (DIRECT/THIRD-PARTY)

This is the placeholder course for direct or third-party study abroad program enrollment. Permission from Director of International Education required. Federal, state, and non-institutional financial aid may be applied; scholarship funding may be available. Fee. Prerequisite: STAB-099. Credits vary according to term and program. Minimum 12 credits for semester programs. P/F only.

### STAB-200 STUDY ABROAD (EXCHANGE)

This is the placeholder course for exchange study abroad program enrollment. Permission from Director of International Education required. Federal, state, and institutional aid may be applied; scholarship funding is available. Fee. Prerequisite: STAB-099 Study Abroad Pre-Departure. Credits vary according to term and program. Minimum 12 credits for semester programs. P/F only.

### STAB-300 SVC SUMMER INSTITUTE IN ROME

This is the placeholder course for SVC Summer Institute in Rome enrollment only. Study and live in Rome for five weeks at the Benedictine monastery Sant' Anselmo on the Aventine Hill, just south of the Colosseum and walking distance from Saint Peter's Basilica, the Pantheon, the Roman Forum, and much else. Enjoy day trips, experience Italian culture and food, discover the centrality of Rome to Western Civilization and the Catholic Church, and grow in friendship with fellow Saint Vincent students.

Permission from Director of International Education and Director for Center of Catholic Thought and Culture required. Additional fee. Variable credit. P/F only.

## INTERNATIONAL STUDIES MINOR

### Minor in International Studies with an area concentration in French, German, Italian, Spanish, or Chinese: 24 credits

The Department of Modern and Classical Languages sponsors the minor in International Studies. The minor consists of either a concentration for the Liberal Arts major or a minor with language and culture area concentration. The primary purpose of the minor in International Studies is to give participants a global awareness and a broader perspective of the modern world. A secondary purpose is the development of skills and abilities in speaking, writing, and reading a second language in order to enhance cross-cultural understanding. We strongly encourage students who minor in International Studies to consider study abroad.

### Requirements for a minor in International Studies (24 credits):

#### Required courses (18 credits)

Two language courses at the 300 level or above for French, German, Italian, or Spanish. One course must be in either Culture and Civilization or Contemporary Cultures in relation to area of concentration.

For Chinese, 6 credits of language at the 200 level or above. 6

|               |                             |   |
|---------------|-----------------------------|---|
| SO 106        | Sociology and Global Issues | 3 |
| PS 242        | International Politics      | 3 |
| HI 123 or 124 | Global History I or II      | 3 |

One history course from the following in relation to area of concentration (3 credits): (Only one 100-level HI course will count toward core requirements).

|               |   |   |
|---------------|---|---|
| HI 102 or 103 | Ancient Greece and Rome,<br>Medieval Renaissance Europe       | 3 |
| HI 104 or 105 | Contemporary Europe I or II                                   | 3 |
| HI 108 or 109 | Traditional or Modern East<br>Asian Societies                 | 3 |
| HI 205        | Chivalry and Chastity:<br>Life and Thought in Medieval Europe | 3 |
| HI 209        | Issues in Contemporary East Asia                              | 3 |
| HI 233        | History of Latin America                                      | 3 |
| HI 270        | The Rise of Chinese Civilization                              | 3 |
| HI 280        | Islamic Civilization I  | 3 |

Two courses from the following in relation to area of concentration (6 credits):

|        |   |   |
|--------|---|---|
| AN 222 | Cultural Anthropology                           | 3 |
| AN 225 | Anthropology and World Art                      | 3 |
| AN 242 | Anthropology of Religion                        | 3 |
| AN 328 | Linguistic Anthropology                         | 3 |
| AR 370 | Avante-Garde Art: 19th and 20th Century         | 3 |
| AR 205 | World Art History                               | 3 |
| BA 250 | Global Business Management                      | 3 |
| BA 251 | International Business                          | 3 |
| BA 395 | Global Marketing                                | 3 |
| BA 470 | International Accounting                        | 3 |
| EC 351 | International Trade and<br>Development          | 3 |
| EC 353 | International Finance                           | 3 |
| EL 250 | Global Literatures in Translation               | 3 |
| EL 145 | Multi-Ethnic Literature of the<br>United States | 3 |
| HI 211 | Sword and Siege: War in<br>Medieval Europe      | 3 |

|        |   |   |
|--------|---|---|
| HI 213 | Dame and Distaff:<br>Women in Medieval Europe   | 3 |
| HI 232 | Race and Ethnicity in<br>Historical Perspective | 3 |
| HI 290 | Peace and Justice in Historical Perspective     | 3 |
| PL 303 | Eastern Thought                                 | 3 |
| PS 341 | Global Terrorism                                | 3 |
| PS 343 | Comparative Politics                            | 3 |
| SO 200 | Race and Ethnicity                              | 3 |
| SO 235 | Inequalities and Social Problems                | 3 |
| TH 380 | World Religions                                 | 3 |
| TH 385 | Buddhism  | 3 |

Additions and substitutions may be made with consent of advisor.

## MODERN AND CLASSICAL LANGUAGES COURSE DESCRIPTIONS

### CHI-101 ELEMENTARY CHINESE I

For beginners in the language. The two courses form a sequence and are normally completed as a unit. No prerequisite for CHI 101. Satisfactory completion of CHI 101 is a prerequisite for CHI 102. The entire two-semester course aims at acquisition of the usual basic language skills of listening, speaking, reading, and writing. Presentation of basic grammar and an introduction to Chinese culture. Pinyin (the most-widely used Chinese phonetic system) will be taught as a tool to learn the spoken language. Students will also learn Chinese characters in order to be able to communicate effectively in real Chinese situations. Approximately 200 words and expressions in both Pinyin and character forms will be taught. Offered fall semester. Three credits.

### CHI-102 ELEMENTARY CHINESE II

For beginners in the language. The two courses form a sequence, and are normally completed as a unit. Satisfactory completion of CHI 101 is a prerequisite for CHI 102. The entire two-semester course aims at acquisition of the usual basic language skills of listening, speaking, reading, and writing. Presentation of basic grammar and an introduction to Chinese culture. Pinyin (the most-widely used Chinese phonetic system) will be taught as a tool to learn the spoken language. Students will also learn Chinese characters in order to be able to communicate effectively in real Chinese situations. Approximately 400 words and expressions in both Pinyin and character forms will be taught. Offered spring semester. Three credits.

### CHI-203 INTERMEDIATE CHINESE I

This course is designed for students with prior experience on listening, speaking, reading, and writing Chinese at the elementary level. While students will be trained in all four skills, more emphasis will be given to reading and writing Chinese characters, expanding vocabulary, understanding Chinese culture. To facilitate the study of the language, different aspects of Chinese culture and society will be introduced through group activities, multimedia programs, and research project throughout the course. Offered fall semester. Three credits.

### CHI-204 INTERMEDIATE CHINESE II

This course offers Chinese for daily communication through intensive study and practice in written and spoken Chinese. Students will carry on conversations and participate in classroom discussions in Mandarin Chinese on various topics associated with daily life and learn to write short passages in Chinese characters. This course also explores definitions of culture and analyzes the dynamic role of language in culture and culture in language, with an aim to foster cross-cultural awareness and self-realization while

developing proficiency in Chinese. Offered spring semester.  
Three credits.

#### **CHI-305 ADVANCED CHINESE CONVERSATION I**

This course aims to improve the ability to speak and understand Chinese, emphasizing correct pronunciation and intonation. Active participation from the students is required. Students will have the opportunity to converse on a variety of topics. Prerequisite: CHI 204. Three credits.

#### **CHI-306 READING CHINESE**

This course provides an introduction to reading Chinese. Reading materials include newspaper articles, poetry, and short stories. Students are required to complete written assignments and discuss the readings. Cultural awareness, reading, writing, and speaking skills will be enhanced. Three credits.

#### **CHI-307 ADVANCED CHINESE CONVERSATION II**

This course continues to develop students' conversational abilities through daily use of the target language. Students will engage in real-life situational role plays and engage in discussions of and make formal oral presentations of cultural and literary readings. This course promotes cultural awareness and communicative proficiency. Three credits.

#### **CHI-308 ADVANCED CHINESE GRAMMAR I**

The course is designed to further build on students' Chinese grammatical foundation and facilitate their language use with proper syntax in both their verbal and written communication. Contextualized materials will be used to further develop speaking, listening, reading, and writing skills in order to gain mastery over Chinese grammar. Three credits.

#### **CHI-309 ADVANCED CHINESE GRAMMAR II**

The course will continue to further strengthen students' Chinese grammatical foundation and facilitate their language use with advanced syntax in both their verbal and written communication. Individual presentations and collaborative work will be implemented to further enhance students' communicative skills. Three credits.

#### **CHI-310 CHINESE LITERATURE IN TRANSLATION**

This course introduces students to the classical literature and culture of the Tang, Song, Yuan, Ming, and Qing Dynasties. Readings will include poetry, prose, dramas, and novels. All readings, papers, and class discussions are in English. Three credits.

#### **CHI-311 SELECTED READINGS IN CHINESE**

This course explores the major literary works of modern Chinese literature and the significant historical events during this period. Students will gain insights to Chinese culture through a variety of readings. The short story is emphasized along with selected poems and plays of the 20th century. All readings, papers, and class discussions are in English. Three credits.

#### **CHI-320 TOPICS IN CHINESE LANGUAGE**

The contents of this course will vary from an emphasis on difficult aspects of Chinese language and conversation practice, to reading a variety of genres which include essays, poems, short stories, and plays. Historical and political developments will be discussed. Students will enhance their understanding and appreciation of cultural beliefs, attitudes, and practices. Three credits.

#### **CHI-321 INTRODUCTION TO CHINESE MOUNTAIN CULTURE**

In this course, students will discuss several important mountains, each with particular political and religious significance. Students will gain a better understanding of Chinese values and ways of thinking as they explore the significant role that mountains hold in Chinese culture. This course is designed for students at the advanced level with a basic vocabulary of 400 or more Chinese characters. Three credits.

#### **CHI-350 INDEPENDENT STUDY – CHINESE**

May be repeated. Variable credit.

#### **FR-00X FRENCH EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail. This course will be automatically added to the student's registration upon submission of the graduation application.

#### **FR-101 ELEMENTARY FRENCH I**

For beginners in the language. The entire two-semester course aims at acquisition of the usual basic language skills of listening, speaking, reading, and writing. Presentation of basic grammar and an introduction to the culture of French-speaking peoples. Offered fall semester. Three credits.

#### **FR-102 ELEMENTARY FRENCH II**

For beginners in the language. Satisfactory completion of FR 101 is a prerequisite for FR 102. The entire two-semester course aims at acquisition of the usual basic language skills of listening, speaking, reading, and writing. Presentation of basic grammar and an introduction to the culture of French-speaking peoples. Offered spring semester. Three credits.

#### **FR-203 INTERMEDIATE FRENCH I**

Systematic grammar review and vocabulary building, with stress on nouns, adjectives, pronouns, and on the common tenses of regular and irregular verbs. Introduction to reading techniques suitable to college-level study. Prerequisite: appropriate score on the College's language placement examination, or six (6) to eight (8) credits of college elementary French. Offered fall semester. Three credits.

#### **FR-204 INTERMEDIATE FRENCH II**

Understanding and use of the literary tenses, emphasis on the subjunctive, complex grammatical structures, and idiomatic usages. Reading, compositions, and oral exercises. Both courses build an awareness of French-speaking cultures. Prerequisite: satisfactory completion of FR 203, or appropriate score on the College's language placement examination. Offered spring semester. Three credits.

#### **FR-305 CONVERSATIONAL FRENCH**

Development of speaking and listening skills beyond intermediate level. Fosters the ability to participate in daily life situations, social interchange, and discussion of topics read in newspapers or magazines and heard from audio sources. Phonetic, grammatical, and cultural components. Three credits.

#### **FR-310 FRENCH FOR BUSINESS**

Development of oral and written skills. This course presents the essentials of modern commercial French through the medium of situations commonly found in the business world. Practical themes include currency exchange, travel, job interviews, telephone etiquette, and cultural expectations. Three credits.

**FR-315 ADVANCED FRENCH GRAMMAR AND COMPOSITION**

This course provides students with a solid foundation in French syntax. It is a writing-intensive course directed toward improvement of stylistic skills. Thorough review of tenses, complex grammatical structures, and idiomatic expressions. Writing assignments progress in difficulty and will include journals, compositions, and critical essays. Three credits.

**FR-316 READING FRENCH**

This course provides students with an introduction to reading a variety of French texts. Students have the opportunity to develop their reading, speaking, and writing skills through several assignments that progress in difficulty. Three credits.

**FR-320 DEVELOPING ORAL PROFICIENCY AND PHONETICS IN FRENCH**

This course is designed to help students develop their oral proficiency, pronunciation, and intonation in French. Course activities focus on a variety of discourse strategies and encompass real-life linguistic situations and tasks. Pronunciation skills will be enhanced through the study of phonetics. Oral proficiency will be developed through role-play, presentation, debate, and collaborative language use in a variety of content areas. Three credits.

**FR-321 SURVEY EARLY FRENCH LITERATURE I**

Survey of literary movements from the Middle Ages through the 17th century, with selections from the major writers. Grammar review, oral presentations, and compositions in French. Three credits.

**FR-322 SURVEY OF FRENCH LITERATURE II**

Survey of literary movements from the 18th century to the present, with selections from the major writers. Grammar review, oral presentations, and compositions in French. Three credits.

**FR-330 READINGS IN 19TH-CENTURY AUTHORS**

Selected readings from Chateaubriand, Balzac, Hugo, Baudelaire, Flaubert, Stendhal, Zola, and others will be covered. Emphasis will be placed on turbulent political and social movements of the century and their reflection in literature of this period. Three credits.

**FR-332 READINGS IN 20TH-CENTURY AUTHORS**

Study of selected works by modern French authors with attention to social and historical settings and content. Readings from Camus, Colette, Gide, Green, Fournier, Mauriac, Proust, and others. Three credits.

**FR-343 CONTEMPORARY FRANCE**

A study of contemporary France, presenting an overview of the social and political issues. Students will expand their reading, writing, and conversational skills through course readings and assignments. Three credits.

**FR-350 INDEPENDENT STUDY - FRENCH**

May be repeated. Variable credit.

**FR-444 FRENCH CULTURE AND CIVILIZATION**

A survey of French history from the 16th century to the present. The course will look at political and social movements, reform, and revolution as well as the influence of religion, culture, science, and literature. Three credits.

**FR-445 FRANCE THROUGH THE CENTURIES**

French politics, history, economics, and aspects of daily life will be discussed through the use of selected readings and authentic documents. Students will further develop their reading, writing, and speaking skills through the study of French culture. Three credits.

**FR-446 CONTEMPORARY FRENCH CINEMA**

This course will cover an analysis of films from major cinematic movements from 1980 to the present. Thematic units will include colonialism, marginality, immigration, and polarization with an analysis of the historical context of the cinematic work and the socio-cultural impact of each film. Cinematic techniques will be analyzed in relation to the theme and setting of each production. Exams, oral presentations, and papers are required. Three credits.

**FR-550 FRENCH INTERNSHIP**

Professional work experience in the community which complements and strengthens academic in-class learning. Academic credit is variable depending on the nature and duration of the experience. Students may or may not be compensated depending on the company/agency/education setting. Students must receive departmental approval to participate. May be repeated. Variable credit.

**GE-101 ELEMENTARY GERMAN I**

For beginners in the language. No prerequisite for GE 101. The entire two-semester course aims at acquisition of the usual basic language skills of listening, speaking, reading, and writing. Presentation of basic grammar and an introduction to the culture of German speaking peoples. Offered fall semester. Three credits.

**GE-102 ELEMENTARY GERMAN II**

For beginners in the language. Satisfactory completion of GE 101 is a prerequisite for GE102. The entire two-semester course aims at acquisition of the usual basic language skills of listening, speaking, reading, and writing. Presentation of basic grammar and an introduction to the culture of German speaking peoples. Offered spring semester. Three credits.

**GE-203 INTERMEDIATE GERMAN I**

Thorough grammar review, development of speaking, listening, reading, writing, and enhancement of cultural understanding. Prerequisite: appropriate score on the College's language placement examination, or six (6) to eight (8) credits of college elementary German. Offered fall semester. Three credits.

**GE-204 INTERMEDIATE GERMAN II**

Emphasis on development of reading and discussion skills, with material dealing with German culture. Written exercises, translation, and discussion. Prerequisite: satisfactory completion of GE 203 or appropriate score on the College's language placement examination. Offered spring semester. Three credits.

**GE-305 CONVERSATIONAL GERMAN**

This course aims at improving the ability to speak and understand German, with the main emphasis on the pronunciation and intonation of German, and the expansion of active and passive vocabulary. Class sessions will revolve around conversations on a variety of topics based on personal interest, supplemented by material from the web, videos, films, short stories, and magazine articles, as well as vocabulary and grammar quizzes, dictations, and oral presentations. Each student will give a mid-term and final presentation on a German-related topic. Three credits.



### **GE-307 GERMAN FOR READING KNOWLEDGE**

This course is designed for students required to prove a reading knowledge of German for graduate school. Focus on the pronunciation and intonation of German will be limited to the reading environment, with the main emphasis on the acquisition of German grammar, syntax, and vocabulary. Three credits.

### **GE-308 GERMAN PHONETICS**

This course is designed to help students develop their oral proficiency, achieve correct word intonation, and develop a sense for various sentence rhythms. Three credits.

### **GE-309 HISTORY OF THE GERMAN LANGUAGE**

This course will present an overview of the history of the German language, from the Indoeuropean origins to Old High German, Middle High German, Early New High German, and High German. The focus will be on linguistic, geographical, and historical developments, conveyed through close readings of unedited texts representative for each period. An excellent foundation course for all the other period courses. Three credits.

### **GE-315 ADVANCED GERMAN GRAMMAR AND COMPOSITION**

This course provides students with a solid foundation in German syntax. It is a writing-intensive course directed toward improvement of stylistic skills. Thorough review of tenses, complex grammatical structures and idiomatic expressions. Writing assignments progress in difficulty and will include journals, compositions, and critical essays. Three credits.

### **GE-321 GERMAN MEDIEVAL CULTURE**

This course gives an overview of the earliest literary documents of the late 8th century, texts of the Carolingian Renaissance, as well as the courtly poetry and epics of the early 13th century, against the backdrop of linguistic and historical developments. Three credits.

### **GE-322 GERMAN BAROQUE LITERATURE AND CIVILIZATION**

This course will focus on literary developments of the German Baroque (Language Societies, Opitz, Gryphius, Grimmelshausen), its music (Froberger, Reincken), and art (the Dutch School), against the backdrop of conceptual and historical developments, such as the Thirty Years' War. Three credits.

### **GE-332 EARLY 20TH-CENTURY GERMAN CULTURE**

An introduction to German and Austrian literature and art from approximately 1900 - 1950. Texts under consideration will include unedited prose and poetry by authors George, Hofmannsthal, Heym, Benn, Brecht, Joseph Roth, in addition to memoirs, interviews, letters, and films. Focus on stylistical, contextual, and historical analyses. Three credits.

### **GE-333 GERMANY IN THE 18TH CENTURY**

This course will focus on the (re)discovery of classicism in German thought and literature, the standardization of the German language, "Sturm und Drang" in music and literature, against the backdrop of significant historical developments (Friedrich's Prussia, French Revolution). Three credits.

### **GE-340 GERMAN ROMANTIC PERIOD**

This course will focus on literary developments during the Romantic period (Novalis, Eichendorff, Holderlin, Heine), the renewed focus on German philology and mythology (Grimm, Schlegel), and also gloss the music and art of the time, against the backdrop of historical developments. Three credits.

### **GE-342 19TH-CENTURY GERMAN LITERATURE**

An introduction to German and Swiss novels and novellas by, among others, Fontane, Storm, Keller, Mörike. Texts will be unedited; with focus on stylistical, comparative and historical analyses. Three credits.

### **GE-343 GERMAN SPECIAL TOPICS**

The contents of this course will vary, as it will examine in greater detail one particular author (for example, Goethe), or one particular period (for example, Sturm und Drang), or one particular work (for example, Fontane's *Effi Briest*), or one particular topic (for example, the University system, or the spelling reform). Discussion of selected readings; written exams, oral presentations. Three credits.

### **GE-350 INDEPENDENT STUDY – GERMAN**

May be repeated. Variable credit.

### **GE-550 GERMAN INTERNSHIP**

Professional work experience in the community which complements and strengthens academic in-class learning. Academic credit is variable depending on the nature and duration of the experience. Students may or may not be compensated depending on the company/agency/educational setting. Students must receive departmental approval to participate. May be repeated. Variable credit.

### **IT-101 ELEMENTARY ITALIAN I**

For beginners in the language. The entire two-semester course aims at acquisition of the usual basic language skills of listening, speaking, reading, and writing. Presentation of basic grammar and an introduction to the culture of Italian-speaking peoples. IT 101 offered fall semester. Three credits.

### **IT-102 ELEMENTARY ITALIAN II**

For beginners in the language. The two courses form a sequence, and are normally completed as a unit. No prerequisite for IT 101. Satisfactory completion of IT 101 is a prerequisite for IT 102. The entire two-semester course aims at acquisition of the usual basic language skills of listening, speaking, reading, and writing. Presentation of basic grammar and an introduction to the culture of Italian-speaking peoples. IT 102 offered spring semester. Three credits.

### **IT-203 INTERMEDIATE ITALIAN I**

Systematic grammar review and vocabulary building, emphasizing the major components of grammatical forms and syntax, always within the context of the spoken and written forms of the language. Prerequisite for IT 203: appropriate score on the College's language placement examination, or six (6) to eight (8) credits of college elementary Italian. Offered fall semester. Three credits.

### **IT-204 INTERMEDIATE ITALIAN II**

Understanding and use of all the tenses with emphasis on the subjunctive mood in both the spoken and written language. Readings, written and oral exercises, discussion. Prerequisite for 204: satisfactory completion of IT 203 or appropriate score on the College's language placement examination. Offered spring semester. Three credits.

### **IT-305 DEVELOPING ORAL PROFICIENCY IN ITALIAN**

This course is designed to help students develop their oral proficiency. The activities will focus on a variety of discourse strategies, will encompass real-life linguistic situations and tasks, and will be developed through role play, presentation, debate, and collaborative language use in a variety of content areas. Three credits.

### **IT-315 STYLISTICS TECHNOLOGY COMPOSITION/ INTERPRETATION**

This course is designed to improve the student's ability to write Italian correctly and with a certain elegance of style. Selections from modern authors will be analyzed for their effectiveness and manner of expression. Sensitivity to appropriate register of language will be stressed, as well as distinctions between the written and spoken language. Written assignments will include linguistic exercises, short translations, from English to Italian, summaries, compositions, comments, and interpretations of a variety of texts. Three credits.

### **IT-321 INTRODUCTION TO ITALIAN LITERATURE**

An introduction to writing and reading in Italian that will prepare the student for a more systematic introduction to literary analysis in later courses. Basic inquisitive reading skills and clarity of written expression are stressed in this course. Students will study texts so that they will be able to reconstruct the process of literary creation as well as be introduced to some of the general vocabulary of poetics, genre, and literary criticism. Some of the authors to be studied are: Ungaretti, Ginzburg, Petracca, Eco, Primo Levi, Deledda, et al. Three credits.

### **IT-330 L'ITALIA AL CINEMA**

Film is a legitimate means for discovering the language and culture of any country, and Italy is no exception. This course will look at some of the classic as well as contemporary films of Italy in order to improve oral/aural skills as well as expand the student's understanding of certain cultural or linguistic aspects of Italian through cinema. Three credits.

### **IT-343 INTRODUCTION TO CONTEMPORARY ITALY**

This course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is contemporary Italian culture, including contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers, newsmagazines, and short stories, will enhance and complete the learning experience. Three credits.

### **IT-350 INDEPENDENT STUDY – ITALIAN**

May be repeated. Variable credit.

### **LT-101 ELEMENTARY LATIN**

For beginners in the language. No prerequisite for LT 101. The entire two-semester course aims at the acquisition of the basic language skills of a highly inflected language such as Latin. Emphasis will thus be placed on morphology, syntax, vocabulary culture, and the unique sentence structure that is so characteristic and inherent in Latin. Offered fall semester. Three credits.

### **LT-102 ELEMENTARY LATIN II**

For beginners in the language. Satisfactory completion of LT 101 is a prerequisite for LT 102. The entire two-semester course aims at the acquisition of the basic language skills of a highly inflected language such as Latin. Emphasis will thus be placed on morphology, syntax, vocabulary culture, and the unique sentence structure that is so characteristic and inherent in Latin. Offered spring semester. Three credits.

### **LT-203 INTERMEDIATE LATIN I**

Systematic review of basic morphology, syntax, and vocabulary is presented. The indicative and imperative moods are presented in their entirety. There are also presentations on cultural elements and vocabulary expansion. Reading passages reflect Græco- Roman culture and mythology as well as passages from Christian literature. Prerequisite for LT 203: appropriate score on the College's language placement examination. Three credits.

### **LT-204 INTERMEDIATE LATIN II**

Building on material covered in LT 203, more complex grammatical structures will be covered with special emphasis on the use of participles, e.g., ablative absolutes, periphrastics, etc. Reading passages will reflect material covered and be taken from both classical and Christian literature, the latter through the medium of Gregorian chant. Prerequisite: satisfactory completion of LT 203. Exceptions may be made by the Modern Language Department and a qualifying exam may be required. Offered spring semester. Three credits.

### **LT-315 ADVANCED LATIN GRAMMAR**

This course provides students with a comprehensive review of basic Latin syntax through a review of tenses and moods, idiomatic expressions, complex grammatical structures, and stylistic devices so that the student will be able to more easily read extant passages of classical Latin prose and poetry. Three credits.

### **LT-321 LATIN HYMNS OF THE ROMAN CHURCH**

The Good News of the Incarnation began with a hymn when the angels sang Gloria in excelsis Deo. Hymns are at the center of Jewish and Christian worship. This course will look at some of the most famous biblical hymns of both testaments as well as those written by some of the greatest Latin poets of the Roman Church: Saint Ambrose, Prudentius, Pope Saint Gregory the Great, Venantius Fortunatus, et alii. These hymns will be studied at two levels: textual and musical. The basics of Gregorian chant will also be presented. Three credits.

### **LT-335 CICERO I**

This course focuses on the four Catilinarian orations delivered in 63 B.C. before the Senate and the People of Rome during the turbulent final years of the Republic. Due consideration will be given to the historical, political, and social environment as well as the literary style of this great Roman orator. Three credits.

### **LT-337 CICERO II**

Students will read the Pro Archia poeta oratio in which Cicero gives a brilliant defense of the role of literature and the humanities in society. His perspective will be compared to those of Cardinal Newman and Alexander Solzhenitsyn. Three credits.

### **LT-340 ROMAN POETRY I**

A study of style and theory in late Republican poetry. Selections to be read are taken from the major Republican and Augustan poets Catullus and Ovid and will investigate the role of intertextuality in the reading of Roman poetry. Three credits.

### **LT-350 INDEPENDENT STUDY – LATIN**

May be repeated. Variable credit.

### **LT-443 AENEID I**

Books I-VI of the great Roman epic will be studied. Students will review dactylic hexameter and develop their metrical skills so as to be able to read aloud this masterpiece of Roman literature. Three credits.

### **SP-00X SPANISH EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

### **SP-105 REVIEW SPANISH**

Prerequisite: Appropriate score on the College's language placement examination or permission of instructor. A one-semester course which emphasizes vocabulary, grammar, and cultural awareness. This course assumes little or no prior knowledge of Spanish. Offered spring semester. Three credits.

### **SP-203 INTERMEDIATE SPANISH I**

Systematic grammar review and vocabulary building, with stress on nouns, adjectives, pronouns, and on the common tenses of regular and irregular verbs. Introduction to reading techniques suitable to college-level study. Prerequisites: Six (6) to eight (8) credits of college Elementary Spanish, SP 105 or appropriate score on the College's language placement examination. Offered fall semester. Three credits.

### **SP-204 INTERMEDIATE SPANISH II**

Further understanding of Spanish syntax with emphasis on the subjunctive, complex grammatical structures, and idiomatic usages. Reading, compositions, and oral exercises. Both courses build an awareness and appreciation of the variety of Spanish cultures. Prerequisite: satisfactory completion of SP 203 or appropriate score on the College's language placement examination. Offered spring semester. Three credits.

### **SP-208 SPANISH FOR HEALTH CARE**

This course continues to develop listening, speaking, reading, and writing skills in Spanish. Emphasis is on vocabulary building and developing appropriate strategies to communicate in a variety of health care settings. Students will have the opportunity to engage in role-play scenarios that are common to the health care field. Offered spring semester. Does not fulfill minor or major requirements if SP 315 has been completed. Prerequisite: SP 203 or approval of department chair. Three credits.

### **SP-215 SPANISH FOR HEALTH PROFESSIONALS I**

This course develops listening, speaking, reading, and writing skills in Spanish within the context of health care. Students begin to explore the significance of cultural perspectives in medical encounters. Emphasis is on developing vocabulary and basic conversation skills. Students have the opportunity to engage in typical role-play scenarios from the patient's perspective as well as that of health professionals. Three credits.

### **SP-216 SPANISH FOR HEALTH PROFESSIONALS II**

This course continues the development of skills necessary for communication within a healthcare setting. Through cultural readings, dialogues and videos students explore beliefs, customs, traditions, and health issues among Latinos. Role-plays enable students to practice communication skills while demonstrating intercultural competence and sensitivity. Three credits.

### **SP-310 SPANISH FOR BUSINESS**

Development of oral and written skills. This course presents the essentials of modern commercial Spanish through the medium of situations commonly found in the business world. Practical themes include currency exchange, travel, job interviews, telephone etiquette, and common types of written business correspondence. Emphasis on cross-cultural understanding and exploration of

business practices in Hispanic countries and the United States. Prerequisite: SP 315 or approval of department chair. Three credits.

### **SP-315 ADVANCED SPANISH GRAMMAR AND COMPOSITION**

This course provides students with a solid foundation in Spanish syntax. It is a writing-intensive course directed toward improvement of stylistic skills. Thorough review of tenses, complex grammatical structures, and idiomatic expressions. Writing assignments progress in difficulty and will include journals, compositions, and critical essays. Offered fall semester. Three credits.

### **SP-317 INTRODUCTION TO SPANISH LITERARY ANALYSIS**

This class is an introduction to the literary analysis of the four major genres in Peninsular and Spanish American literature: narrative (prose), poetry, drama, and essay. Different texts will be discussed and analyzed in conjunction with their respective sociocultural contexts. Students will acquire the necessary terminology and tools for a formal literary analysis in Spanish. They will be able to recognize the major Peninsular and Spanish American writers and literary movements, discuss and analyze the different genres, and present their findings in written and oral form. Prerequisite: SP-315 or approval of department chair. Offered spring semester. Three credits.

### **SP-320 DEVELOPING ORAL PROFICIENCY AND PHONETICS IN SPANISH**

Development of listening, speaking, and pronunciation skills through the study of phonetics. Familiarity with dialectal variations. Advanced practice in oral expression. Topics may include current events, films, and daily situations. Prerequisite: SP 315 or prior approval of department chair. Three credits.

### **SP-321 PANAROMA OF PENINSULAR LITERATURE**

Survey of literary movements in Spain from the Middle Ages through the 19th century, with reading and discussion of selections from the major writers. Grammar review, oral presentations, and composition in Spanish. Prerequisite: SP 317 or approval of department chair. Three credits.

### **SP-322 PANORAMA OF SPANISH AMERICAN LITERATURE I**

Survey of Spanish American literary movements starting in the Pre-Columbian era and continuing in the Colonial period through the 19th century, with reading and discussion of selections from the major writers. Grammar review, oral presentations, and compositions in Spanish. Prerequisites: SP 317 or approval of department chair. Three credits.

### **SP-326 PANORAMA OF PENINSULAR LITERATURE II**

Survey of literary movements in Spain in the 20th century, with reading and discussion of selections from the major writers. Grammar review, oral presentations, and composition in Spanish. Prerequisite: SP317 or approval of department chair. Three credits.

### **SP-327 PANORAMA OF SPANISH AMERICAN LITERATURE II**

Survey of Spanish American literary movements of the 20th century, with reading and discussion of selections from the major writers. Grammar review, oral presentations, and compositions in Spanish. Three credits.

### **SP-350 INDEPENDENT STUDY - SPANISH**

May be repeated. Variable credit.

**SP-410 SPANISH GOLDEN AGE DRAMA**

This class focuses on the reading and analysis of the canonical texts of Golden Age Drama. We will examine the most representative texts of 17th-century Spanish Comedia along with their historical, cultural, religious, and philosophical contexts. Students will acquire a thorough understanding of this unique genre and its influence on the literature and tradition of many different countries. Prerequisite: SP 317 or approval of department chair. Three credits.

**SP-415 COLONIAL SPANISH AMERICAN LITERATURE**

This course explores some of the most important and provocative texts written in the Spanish American Colonial period. The first part of the course focuses on texts that offer different historical accounts of the “Conquista” of the so-called “New World.” The second part presents texts from the perspective of native and mestizo writers, as well as texts from significant “criollo” authors. Students will acquire a more complete understanding and appreciation of this essential period in history, its cultural and religious repercussions, and its connection to the identity of Latin American people. Prerequisite: SP 317 or approval of department chair. Three credits.

**SP-420 SPANISH GOLDEN AGE HYBRID MASTERPIECES**

This class studies Spanish Renaissance and Baroque masterpieces, and focuses on issues related to hybrid genres in the different texts. Among the books students will read are the well-known “Tragicomedia,” *La Celestina*, and the founder of the Spanish Picaresque Novel, *El Lazarillo de Tormes*. All the texts are studied in relation to their historical, cultural, religious, and philosophical contexts. Students will get an appreciation for the texts responsible for some of the most transcendent archetypes in Hispanic literature and culture. Prerequisite: SP 317 or approval of department chair. Three credits.

**SP-423 CERVANTES’ DON QUIXOTE**

Spanish 423 focuses on the study and analysis of Cervantes’ masterpiece, *Don Quixote*. The main goal of the course is the thorough reading of the text itself, although its historical, cultural, philosophical, and religious context will also be considered. Cervantes’ biography will also be examined since it relates to the book and the way in which it was conceived. The close reading and analysis of *Don Quixote* will take us to the consideration of previous literary influences, as well as to comparisons to subsequent works of art. We will also explore the way in which the text has been portrayed in the visual arts, including movies. Overall, students will attain an enhanced awareness of Cervantes’ aesthetic achievement and a better understanding of the continuous popularity of *Don Quixote* and its place among the best texts in World Literature. Three credits

**SP-425 SPANISH AMERICAN SHORT STORY**

This class focuses on some of the short stories that were written by several well-respected writers in this genre in the 20th century. Students will develop an awareness of the various writers’ significant contributions to the literature from Latin America through an overview of the canonical texts and figures in this genre. Prerequisites: SP 317 or approval of department chair. Three credits.

**SP-426 PENINSULAR SHORT STORY**

This class focuses on some of the short stories that were written by several well-respected writers in this genre in the 19th and 20th century. Students will discuss issues related to this genre in Peninsular Literature. Students will develop an awareness of the various writers’ significant contributions to the literature from Spain through an overview of the canonical texts and figures in this genre. Prerequisite: SP 317 or approval of department chair. Three credits.

**SP-427 SPANISH AMERICAN POETRY**

This class focuses on some of the poems that were written by several well-respected authors in this genre in the 19th and 20th centuries. Students will discuss issues related to this genre in Spanish American Literature. Students will develop an awareness of the various writers’ significant contributions to the literature from Latin America through an overview of the canonical texts and figures in this genre. Prerequisite: SP 317 or approval of department chair. Three credits.

**SP-428 PENINSULAR POETRY**

This class focuses on some of the short stories that were written by several well-respected authors in this genre in the 19th and 20th centuries. Students will discuss issues related to this genre in Peninsular Literature. Students will develop an awareness of the various writers’ significant contributions to the literature from Spain through an overview of the canonical texts and figures in this genre. Prerequisite: SP 317 or approval of department chair. Three credits.

**SP-430 CERVANTES’ NOVELAS EJEMPLARES**

In this course, we will study a very significant part of Cervantes prose, his *Novelas Ejemplares*. Cervantes is well-known for his masterpiece *Don Quixote*, but his importance in the development of this genre is considerable since he is the first one to write such innovative literature in Spanish. Students will analyze the different texts and its diverse characters, along with their historical, cultural, religious, and philosophical contexts. They will learn to appreciate this genre and its importance in the development of the short story. Prerequisite: SP 317 or approval of department chair. Three credits.

**SP-435 SPANISH AMERICAN DRAMA**

This class focuses on the reading and analysis of important dramatic plays written by several well-respected authors in this genre in the 19th and 20th centuries. Students will discuss issues related to this genre in Spanish American Literature. Students will develop an awareness of the various writers’ significant contributions to the literature from Latin America through an overview of the canonical texts and figures in this genre. Prerequisite: SP317 or approval of department chair. Three credits.

**SP-444 PENINSULAR CULTURE AND CIVILIZATION**

This course is a survey of the major historic events that shaped Spain. It includes discussions of different historic periods and cultural influences and movements. Prerequisite: SP 315 or approval of department chair. Three credits.

**SP-445 SPANISH AMERICAN CULTURE AND CIVILIZATION**

This course is a survey of the major historic events that shaped Spanish America. It includes discussions of different historic periods and cultural influences and movements. Prerequisite: SP 315 or approval of department chair. Three credits.

**SP-450 STUDY SPANISH IN MEXICO I**

A foreign language and cultural experience open to beginners or students at any level. There are no prerequisites. Students choose a designed or flexible program of small-group study, at each one’s level of proficiency and live with local families in Cuernavaca, Mexico. Saint Vincent offers equivalency credits for study at the UNIVAC Language Center. Programs are available at all times of the year. Course content varies according to choice. Variable credit.

### **SP-451 STUDY SPANISH IN MEXICO II**

A foreign language and cultural experience open to beginners or students at any level. There are no prerequisites. Students choose a designed or flexible program of small-group study, at each one's level of proficiency and live with local families in Cuernavaca, Mexico. Saint Vincent offers equivalency credits for study at the UNIVAC Language Center. Programs are available at all times of the year. Course content varies according to choice. Variable credit.

### **SP-550 SPANISH INTERNSHIP**

Professional work experience in the community which complements and strengthens academic in-class learning. Academic credit is variable depending on the nature and duration of the experience. Students may or may not be compensated depending on the company/agency/educational setting. Students must receive departmental approval to participate. May be repeated. Variable credit.

## **NATURAL SCIENCES**

### **NATURAL SCIENCE CORE:**

NSCI courses are designed as courses for non-science majors. Many of these courses include the use of the scientific method, while others involve the application of science and science related processes. Several NSCI courses are included in majors and minors across the Saint Vincent program offerings.

The natural science courses listed in this section meet core curriculum requirements only for students who matriculated into Saint Vincent College prior to Fall 2021.

These courses do not meet core curriculum requirements for students matriculating to the College for the Fall 2021 semester or later; students enrolling for Fall 2021 or later should refer instead to CORE13xx Investigating and Reasoning course offerings.

### **NATURAL SCIENCES COURSE DESCRIPTIONS**

#### **NSCI-100 ASTRONOMY**

This course provides an introduction to the study of astronomy focusing on the development of our understanding of the universe. Subjects of emphasis include the development of classical mechanics as an explanation of the motion of the planets; the structure, formation, and evolution of the sun and other stars; and our modern understanding of cosmology. This course provides a more advanced application of the scientific process. Formerly PH 151. Prerequisite: MA 104. Three credits.

#### **NSCI-101 ASTRONOMY LABORATORY**

This course consists of hands-on laboratory exercises chosen to illustrate topics in modern astronomy. Topics of the exercises may include stellar photometry, observation and measurement of star clusters and galaxies, and observation of the moon and planets. Offered in conjunction with NSCI 100 Astronomy. Formerly PH 153. One credit.

#### **NSCI-103 THE BIOLOGY IN ART**

This course will provide the students with a scientific understanding of the properties of the materials used in the creative arts and the relationship to the biological processes involved in the synthesis of these materials. The course will focus on properties of the fibers used in the arts and allow the students to understand how this relates to their proper use of the materials. In the laboratory portion of the course, the students will be instructed in the scientific method and use this to investigate the properties of the fibers and compare the uses of the fibers with differing biological origin. Students are expected to have a better appreciation of the features of the fibers and how this affects their use in the creative arts. Four credits.

#### **NSCI-107 THE BIOLOGY OF BIRDS**

This course provides an introduction to ornithology, the study of birds. Lecture topics include the evolutionary history of birds from dinosaur ancestors; avian anatomy and physiology; the physics of bird flight; patterns of migration; reproductive cycles and behavior; and how birds set up territories, find food, and avoid predators. Each class will obviously be filled with avian examples, but the general concepts learned may be applied to other animals, as well. Lab sessions include dissection of preserved specimens, capture and release of live birds, bird feeder observations, bird song experiments, and bird identification skills. Student learning will be assessed through tests, reading assignments, lab reports, and a class presentation. Offered even-numbered years, spring semester. Four credits.

### **NSCI-120 INTRODUCTION TO BIOLOGY**

This course provides insight into the organization of living systems at the molecular, cellular, organismal, and population levels. Emphasized are the structural and functional characteristics common to most organisms, organismal diversity, biological evolution, and interactions between organisms and their environment. The laboratory is designed to introduce the process of science and the characteristics of scientific knowledge. Students learn to formulate questions and hypotheses, design simple experiments, interpret results, draw conclusions, and present their work in scientific formats. No prerequisite. Formerly BL 100. Four credits.

### **NSCI-125 INTRODUCTION TO ENVIRONMENTAL SCIENCE**

This course is designed to introduce non-science majors to the physical processes and interrelationships between air, water, soil, and biota. Issues such as overpopulation, pollution, and risk assessment will be covered. Offered fall semester. Formerly ES 115. Periodically offered as a first-year seminar. Three credits.

### **NSCI-126 INTRODUCTION TO ENVIRONMENTAL SCIENCE LABORATORY**

Laboratory exercises are designed to physically illustrate the principles discussed in NSCI 125. Must be taken simultaneously with, or after successful completion of NSCI 125. Offered fall semester. Formerly ES 117. One credit.

### **NSCI-130 INTRODUCTION TO PHYSICS**

This course introduces students to the methods and techniques used to scientifically describe the world around us. Special emphasis is placed on the field of mechanics – the study of motion. Students become comfortable solving general problems such as projectile motion, energy, and momentum. These problems are solved using only algebra – neither trigonometry nor calculus is a prerequisite. Other topics may include modern physics, optics, electricity and magnetism, and fluid motion. Formerly PH 103. Three credits.

### **NSCI-131 INTRODUCTION TO PHYSICS LABORATORY**

This course consists of hands-on laboratory exercises chosen to illustrate concepts of classical and modern physics. Topics may include falling objects, the motion of a pendulum, collisions, projectile motion, the physics of flight, and simple optics. Offered in conjunction with NSCI 130 Introduction to Physics. Formerly PH 104. One credit.

### **NSCI-135 PHYSICAL GEOLOGY**

An introduction to the study of the Earth focusing on the physical processes that determine the internal structure of the Earth and the formation and evolution of the Earth's landscapes. Subjects of emphasis include the various types of rocks and minerals, weathering and the hydrological cycle, plate tectonics, and the earth's place in the solar system. Formerly ES 106. Offered fall semester. Three credits.

### **NSCI-136 PHYSICAL GEOLOGY LABORATORY**

This course consists of hands-on laboratory exercises chosen to illustrate and reinforce the topics presented in NSCI 135 Physical Geology. Topics of the exercises may include crystal growth, rock and mineral identifications both in the laboratory and in the field, mapping and remote sensing techniques, planetary geology, and plate tectonics. Some laboratory exercises may include field trips to off-campus locations. Offered in conjunction with NSCI 135 Physical Geology. Formerly ES 107. One credit.

### **NSCI-140 SCIENCE AND GLOBAL SUSTAINABILITY**

This course will examine key scientific concepts related to three major aspects of the broader issue of global sustainability - global

climate change, feeding the world's population, and threats to world health. Each of these aspects will serve as the focal point for several weeks of the course. Basic concepts of biology, chemistry, and physics will be introduced as appropriate within the context of each aspect. No prerequisites. Formerly CH 121. Offered fall semester. Three credits.

### **NSCI-141 SCIENCE AND GLOBAL SUSTAINABILITY LABORATORY**

The laboratory exercises are designed to physically illustrate the principles discussed in NSCI 140 and to provide students with experience in the process of doing science - asking questions, forming hypotheses, and analyzing data. Must be taken simultaneously with, or after successful completion of NSCI 140. Formerly CH 123. Offered fall semester. One credit.

### **NSCI-205 CHEMISTRY OF COOKING**

Chemistry of Cooking focuses on the chemistry involved in the structure, preparation, color, flavor, aroma, and texture of the foods we eat every day. The emphasis in this course will be understanding chemical concepts such as physical and chemical changes, chemical bonding, solubility, energy, acids and bases, and an introduction to the structure and function of organic molecules. Students will also be introduced to laboratory methods dealing with measurement, the chemical analysis of foods, classification of physical and chemical changes, and the synthesis and reactions of organic molecules specific to food chemistry. This course does not require math skills beyond pre-algebra. Offered odd-numbered years, spring semester. Four credits.

### **NSCI-207 ENERGY AND CLIMATE CHANGE**

Global climate change is an interdisciplinary field of science that can and should be understood by the non-scientist. In this integrated lecture/laboratory course, students will explore how energy drives the Earth's climate and how humankind's use of energy contributes to climate change. Students will explore the data and models that have contributed to scientists' current understanding of global climate change. Students will also explore the range of alternative energy sources that reduce emissions that contribute to climate change. No prerequisites. Offered fall semester of odd-numbered years. Four credits.

### **NSCI-210 CHEMISTRY AND CRIME**

This is a non-major science course which will focus on the chemistry concepts of forensic science. These concepts will help explain how various forms of evidence can be left at the scene of a crime, how the evidence is found, and how the laboratory can determine the relevancy of that evidence. We will be studying basic chemical principles such as chemical bonding, solubility, and the structure and function of organic molecules. This course does not require math skills beyond pre-algebra. Formerly CH 118. Offered spring semester. Three credits.

### **NSCI-211 CHEMISTRY AND CRIME LABORATORY**

This lab provides the student with basic methods for dealing with evidence collection and analysis. We will look at the chemical analysis of fingerprints, paints, fluids, and many other types of evidence which can be collected and analyzed. Must be taken simultaneously with, or after successful completion of NSCI 210. Formerly CH 119. Offered spring semester. One credit.

### **NSCI-215 CHEMISTRY OF DAILY LIFE**

This course is designed for the non-science major and is an introductory study of the structure and function of organic molecules, including examples from biochemistry and everyday life. Topics include: basic hydrocarbons, functional group chemistry,

proteins, carbohydrates, and lipids. Selected topics in biochemistry and how drugs work are presented as well as chemical aspects of current issues such as nutrition and diabetes. This course does not require math skills beyond pre-algebra. Formerly CH 107. Offered spring semester. Three credits.

#### **NSCI-216 CHEMISTRY OF DAILY LIFE LABORATORY**

This lab provides non-science majors with an introduction to some elementary methods dealing with the synthesis and reactions of organic molecules, pharmaceutical synthesis, chemical analysis of foods, and characterization of biochemical compounds. Must be taken simultaneously with, or after successful completion of, NSCI 215. Formerly CH 108. Offered spring semester. One credit.

#### **NSCI-230 GENES, CELLS, AND COMPUTERS**

This course provides an introduction to the intersection of biology and computers that is reshaping the arenas of biology, biotechnology, and medicine. Topics covered include cellular structure and function, gene structure and function, genetics, molecular evolution, and quantitative and computational approaches to biology. In addition ethical and social issues presented by new technologies such as genetic engineering and personalized genomic sequencing will be discussed. No prior college-level biology or computing experience is required. Formerly BIN 110. Offered spring semester. Three credits.

#### **NSCI-231 GENES, CELLS, AND COMPUTERS LABORATORY**

This course is the companion laboratory course to NSCI 230. The labs will consist of both “wet lab” experiments and computational labs. In the wet labs, students will carry out basic molecular biology techniques such as purifying their own DNA, PCR analysis, and molecular cloning, while in the computational labs they will use software to analyze DNA sequences. No prior college-level biology or computing experience is required. Must be taken concurrently with NSCI 230. Formerly BIN 111. Offered spring semester. One credit.

#### **NSCI-235 HUMAN BIOLOGY AND LABORATORY**

The human body is remarkable in many ways. We will explore its inner workings by addressing how we are constructed, what we eat, how we burn calories, how exercise modifies our muscles and bones, and how we repair injuries and fight off diseases. Other topics include the cardiovascular, nervous, endocrine, and reproductive systems. In lab, students will study respiration, heart function, bacterial infection, and digestion. Along with individual homework assignments student groups will design and conduct their own experiment and present the results to their peers. Formerly BL 114. Four credits.

#### **NSCI-240 IT'S NOT ROCKET SCIENCE**

This course introduces the physical principles involved in the design and flight of rocket-propelled vehicles with hands-on experience building and flying model rockets. The course covers Newton's description of motion, aerodynamics, the operating principles of rocket motors, the history of space flight, and the legal issues surrounding hobby rocketry. Must be taken in conjunction with NSCI 135. Formerly PH 171. Three credits.

#### **NSCI-241 IT'S NOT ROCKET SCIENCE LABORATORY**

Laboratory course to accompany NSCI 240. Students develop a working knowledge of the measurement techniques and design strategies necessary to test, launch, and recover model rockets. Students work in groups to design, build, and test a model rocket to meet a challenge goal similar to the Team America Rocketry Challenge. Formerly PH 173. One credit.

#### **NSCI-247 LIFE AND THE UNIVERSE**

Are we alone in the universe, or is the universe teeming with life? This course will explore the unknown but possible answers to that question from a variety of perspectives. The physical, astronomical, chemical, and geological conditions necessary for life on a planet will be investigated. We will examine historical and modern searches for life outside of Earth, including the search for extraterrestrial intelligence. We will also consider some of the social, philosophical, and religious implications of the possibility of life elsewhere. Classes will utilize the Taiani Planetarium to enhance our exploration of this subject. Formerly PH 131. Three credits.

#### **NSCI-248 LIFE AND THE UNIVERSE LABORATORY**

The origins of life on this planet and the possibility of life elsewhere will be explored with a variety of experiments and observations. Labs will include topics in astronomy, biology, physics, and geology, that are related to the search for extraterrestrial life. Some of the labs will utilize the Taiani Planetarium and the Physics Department telescopes. This laboratory course accompanies NSCI 247. Formerly PH 133. One credit.

#### **NSCI-250 SCIENCE OF ABANDONED MINE DRAINAGE**

In this integrated lecture-laboratory course, we will explore the science of coal mining and its aftermath: mine drainage. The course will use field trips (museums, mines, streams, treatment sites), video, class discussions, computer models, internet explorations, and recent publications to understand coal mine drainage. We will see firsthand how new technologies have been developed to treat mine drainage. Lab explorations will include computer modeling, stream sampling, experiments on formation of mine drainage and its impacts on streams, and the efficiency of treatment methods. A final group project will examine a mine drainage site and develop a plan for remediation. Through the study of abandoned mine drainage we will examine the interrelationships in nature and see that by working together we can make a difference in our environment. Formerly ES 111. Offered fall semester. Four credits.

#### **NSCI-252 SCIENCE OF SUSTAINABLE LIVING**

In Science of Sustainable Living, students will examine individual, community, and global solutions to living more lightly on the planet by exploring a variety of sustainable living practices, theories, technologies, and programs. Within the framework of environmental science, students will be able to understand ecological processes that are the basis for common sustainable practices, such as composting, green energy, recycling, and gardening. Students will be able to evaluate the impact of their own consumption of natural resources in relationship to ecological processes and human need for material goods and services. Offered spring semester. Three credits.

#### **NSCI-253 SCIENCE OF SUSTAINABLE LIVING LABORATORY**

This laboratory course will explore scientific questions related to sustainable living. Students will examine topics such as recycling, composting, green energy, and organic gardening. Some labs will require outside work and/or field trips to local sites. Must be taken simultaneously with NSCI 253. Offered spring semester. One credit.

#### **NSCI-255 SCIENCE OF COMPUTING**

This course establishes computing as a science and affirms the connection between computing and the sciences. Topics include the scientific method, methodologies used in computer science for evaluating hypotheses, as well as how computing is used as a tool in other fields of science. The course includes a laboratory component

in which students will get hands-on experience investigating computer science problems. Programs will be set up for students to run so they can test different hypotheses. It will be possible to configure the programs with different parameters to see the impact of running over more data sets, running different algorithms, running in different environments, etc. The experiments involve generating and collecting data that can be analyzed to determine whether preliminary hypotheses are true or false. The data, analysis, and conclusions will be written up as lab reports. Formerly CS 104. Four credits.

#### **NSCI-265 SCIENCE FOR INTERNATIONAL DEVELOPMENT**

This course focuses on how scientific technologies are employed in humanitarian and environmental service to address both acute (disaster-related) and chronic problems, particularly in areas affected by poverty and lacking key infrastructure. A series of case studies is used to examine appropriate and unsuitable approaches to address these types of problems. Laboratory sessions offer opportunities to design, implement, and assess potential solutions. Topics include sanitation, shelter, agricultural development, water access and treatment, and acceptance of technology. Four credits.

#### **NSCI-270 GEOLOGY/ASTROPHYSICS: ICELAND**

This course will introduce a variety of scientific topics in geology, environmental science, and astrophysics and apply those topics to Iceland. Iceland's unique position on the globe allows a number of important geologic, environmental, and astrophysical processes to be observed. Forces that shape and sustain the earth are visibly at work on this island in the North Atlantic. Students in the course will learn fundamentals of plate tectonics, landform formation and evolution, the magnetic properties of the earth, and climate modeling to appreciate and understand what they will also see firsthand. Laboratory experiments will be conducted prior to, during, and after a trip to Iceland over spring break. This course fulfills one of the two core curriculum courses required for the natural sciences. Students in the course must be registered for the spring break trip to Iceland. This course is hybrid/online with flexible evening meeting times for weekly laboratories. Three credits.

#### **NSCI-271 ASTROPHYSICS/GEOLOGY OF ICELAND LAB**

This laboratory course will focus on developing scientific skills in geology and astrophysics. Students will use the process of science to explore plate tectonics, volcanoes, earthquakes, glaciers, earth's magnetic field, auroras borealis, and sustainable energy. Students must be registered for the spring break trip to Iceland. Fee. One credit.

#### **NSCI-290 INTRODUCTION TO CRIMINALISTICS**

Criminalistics is the collection and examination of evidence of crime and is an application of many scientific disciplines. This course provides an introduction to the methodologies and applications used in the forensic context. Topics discussed include chemical analyses of physical evidence, principles of serology and DNA analysis, identification of fresh and decomposed human remains, ballistics, fingerprint analysis, facial reconstruction, drug analysis, and forensic entomology. Offered even-numbered years, spring semester. Three credits.

#### **NSCI-291 CRIMINALISTICS LAB: FORENSIC INVESTIGATIONS**

This laboratory course will focus on post-mortem examinations and the scientific and legal issues associated with these procedures. Students will learn the procedures for gathering evidence as part of

a post-mortem investigation including tissue collection, histology, slide preparation, and other autopsy methods. Students will be required to observe several autopsies during the course. Offered even-numbered years, spring semester. Fee. One credit.

#### **NSCI-300 CRIMINALISTICS**

Criminalistics is the collection and examination of evidence of crime and is an application of many scientific disciplines. This course provides an introduction to the methodologies and applications used in the forensic context. Topics discussed include organic and inorganic chemical analyses of physical evidence, principles of serology and DNA analysis, identification of fresh and decomposed human remains, ballistics, fingerprint analysis, facial reconstruction, drug analysis, and forensic entomology. Three credits.



# NON-DEPARTMENTAL COURSES

## NON-DEPARTMENTAL COURSE DESCRIPTIONS

### ND-101 CAREER EXPLORATION AND PLANNING

The course is designed for those students who are undecided in their major or career choice. Career options will be explored through self-reflection activities and assignments including practical experiences within the community. Students will be provided with the tools necessary to enhance their career decision-making strategies while growing personally and professionally. One credit.

### ND-125 INTERNATIONAL STUDENT SEMINAR

The International Student Seminar aims to provide students new to the U.S. with structured, cross-cultural and multidisciplinary opportunities to explore SVC resources, American culture, and students' personal development. Students will participate in group discussions and independent reflection activities as well as in on- and off-campus learning experiences. Zero or one credit.

### ND-178 PRINCIPLES OF ACADEMIC SUCCESS

Principles of Academic Success is a one credit course designed to assist the students in developing the reading and study skills necessary for success in college. Coursework includes test taking, note taking, and study strategies. Students will learn to manage their time, become "solution finders," and strive to become independent thinkers and achievers. The students will be expected to apply the strategies presented in the class to their other coursework throughout the semester. In addition to the material presented by the instructor, occasional guest lecturers will give presentations. One credit.

### ND-201 INTRODUCTION TO MILITARY LEADERSHIP (ROTC)

This is an entry-level course that provides a first introduction into leadership and management. This includes instruction in survival techniques, first aid, military practice and organization, and the role and branches of the U.S. Army. This is taught by Army ROTC personnel. This course requires class instruction, laboratory exercises, and physical fitness training. Three credits.

### ND-202 FOUNDATIONS OF MILITARY LEADERSHIP (ROTC)

This is an entry-level course in military leadership and management, drills and ceremonies, land navigation, and organization and the role of the U.S. Army Reserve and National Guard units. This is taught by Army ROTC personnel. This course requires class instruction, laboratory exercises, and physical fitness training. Three credits.

### ND-203 LEADERSHIP DYNAMICS AND APPLICATION (ROTC)

This is an intermediate-level course in military leadership and management. This includes instruction in the total Army concept, Army rank and structure, leadership and management, land navigation, and drills and ceremonies. This is taught by Army ROTC personnel. This course requires class instruction, laboratory exercises, and physical fitness training. Prerequisite ND 201 or ND 202. Three credits.

### ND-204 APPLIED LEADERSHIP/COMBAT POWER (ROTC)

This course prepares the Army ROTC student for commissioning into the U.S. Army as a second lieutenant. Course instruction is coupled with practical exercises in tactical and technical military subjects with particular emphasis on leadership development, problem solving, and decision making. Three credits.

### ND-205 ARMY DOCTRINE AND TEAM DEVELOPMENT (ROTC)

Course instruction includes group communication, decision making and problem solving techniques, military history, leadership and management and land navigation. Three credits.

### ND-206 TRAINING MANAGEMENT AND WARFIGHTING FUNCTIONS (ROTC)

This course prepares the Army ROTC student for commissioning into the U.S. Army as a second lieutenant. Course instruction is coupled with practical exercises in tactical and technical military subjects with particular emphasis on leadership development, problem solving, and decision making. Three credits.

### ND-207 THE ARMY OFFICER (ROTC)

This course prepares the Army ROTC student for commissioning into the U.S. Army as a Second Lieutenant. Course instruction is coupled with practical exercises in tactical and technical military subjects with particular emphasis on leadership development, problem solving and decision-making. Three credits.

### ND-208 COMPANY GRADE LEADERSHIP (ROTC)

This course continues to prepare the Army ROTC student for commissioning into the U.S. Army as a second lieutenant. Course instruction emphasizes military justice and professional ethics. Three credits.

### STAB-099 STUDY ABROAD PRE-DEPARTURE ORIENTATION

This course is required for all students engaging in four-week or more summer or semester programs. The orientation begins midway through the semester prior to study abroad and ends the final week of classes. Students and International Education Office staff will meet regularly to discuss important orientation topics such as scholarship applications, cultural awareness and sensitivity, health and safety, career application, etc. Variable (0-1) credit. P/F only.

### STAB-100 STUDY ABROAD (DIRECT/THIRD-PARTY)

This is the placeholder course for direct or third-party study abroad program enrollment. Permission from Director of International Education required. Federal, state, and non-institutional financial aid may be applied; scholarship funding may be available. Fee. Prerequisite: STAB-099. Credits vary according to term and program. Minimum 12 credits for semester programs. P/F only.

### STAB-200 STUDY ABROAD (EXCHANGE)

This is the placeholder course for exchange study abroad program enrollment. Permission from Director of International Education required. Federal, state, and institutional aid may be applied; scholarship funding is available. Fee. Prerequisite: STAB-099 Study Abroad Pre-Departure. Credits vary according to term and program. Minimum 12 credits for semester programs. P/F only.

### **STAB-300 SVC SUMMER INSTITUTE IN ROME**

This is the placeholder course for SVC Summer Institute in Rome enrollment only. Study and live in Rome for five weeks at the Benedictine monastery Sant' Anselmo on the Aventine Hill, just south of the Colosseum and walking distance from Saint Peter's Basilica, the Pantheon, the Roman Forum, and much else. Enjoy day trips, experience Italian culture and food, discover the centrality of Rome to Western Civilization and the Catholic Church, and grow in friendship with fellow Saint Vincent students. Permission from Director of International Education and Director for Center of Catholic Thought and Culture required. Additional fee. Variable credit. P/F only.

## **NURSING**

Janice Nash, *Director BSN Program*

Carla Tomas, *Coordinator Saint Vincent Carlow BSN Program*

### **OVERVIEW OF UNDERGRADUATE NURSING PROGRAM**

Across the undergraduate programs, students will be involved in the process of becoming more fully aware of self as a person and learner who is free to think clearly and creatively, actively pursue intellectual endeavors, respond ethically in a spirit of cultural competence and social justice, serves as the basis for graduate study, and provides a foundation for lifelong learning.

### **BSN PROGRAM**

Upon graduation, a BSN student is eligible to take the State Board Examination in Nursing (NCLEX-RN) and is prepared to practice as a generalist who is able to utilize the nursing process in a variety of health care settings. Clinical nursing experience is an integral part of the program and is provided at Excelsa Health and Children's Hospital in Pittsburgh. Students must provide their own transportation.

### **PURPOSE**

The purpose of the Carlow BSN program on the Saint Vincent College campus is to facilitate students' ability to recognize the integrity and value of each person and to achieve the knowledge, skills, and attitudes necessary to promote patient-centered care through professional nursing practice. The program prepares the baccalaureate student to practice as a generalist who is able to utilize evidence-based practice, informatics, and collaborative communication for the delivery of safe, quality care.

### **ACCREDITATION**

The Carlow undergraduate Nursing program leads to a BSN and is accredited by the Commission on Collegiate Nursing Education, and the Bachelor of Science in Nursing is approved by the Pennsylvania State Board of Nursing.

### **ADMISSION**

Prospective nursing candidates must possess a minimum 3.00 cumulative high school GPA, scored 1060 or higher on the SAT (taken after March 2016) or 21 or higher on the ACT, and have completed strong science and math courses (preferably with a grade of B or better in each). The Pennsylvania State Board of Nursing requires that applicants accepted into professional nursing programs must have completed, as a minimum, four units of English, three units of social sciences, two units of mathematics (one must be algebra), and two units of lab science, including chemistry.

### **ADMISSIONS DEADLINES**

Due to space limitations in some programs, such as nursing, students are strongly encouraged to complete the application process as soon as possible during their senior year to ensure maximum consideration for admission and scholarships/financial aid.

### **INTERNSHIPS AND FIELD PLACEMENT**

Off-campus fieldwork is a regular part of the curriculum. Students in nursing are required to do discipline-specific professional work experiences as an integral part of their program. Other departments and interdisciplinary programs also offer internship experience.

### **SPECIFIC PROGRAM REQUIREMENTS:**

Students in the nursing program must attain a 3.0 GPA to enter the sophomore year and maintain a 3.0 each semester thereafter.

### **CLINICAL CREDIT HOUR REQUIREMENTS**

1 credit per 60 hours of clinical contact.

### **NURSING POLICIES**

Nursing policies are explained fully in the Carlow Nursing Undergraduate Student Handbook. Refer to it for specific, complete information. The Nursing program reserves the right to make policy changes in the curriculum outline to address ongoing accreditation standards and/or professional regulations.

The following are some selected summaries:

- BSN students must earn a minimum grade of C (2.0) in each of the prerequisite and corequisite support courses for the major and all major courses within the timeframe designated in the curriculum guide. A “pass” must be achieved in each clinical component. A cumulative test average grade of 79.00% is required to successfully complete all nursing courses.
- BSN students must attain a cumulative minimum GPA of 3.0 prior to enrolling in the first clinical nursing course.
- Students must maintain a cumulative GPA of 3.0 each semester.
- A student who falls below a 3.0 GPA will be placed on probation in the next semester. Students may progress within the same level (i.e., sophomore). If the student returns to a cumulative GPA of 3.0 by the end of the probationary semester, the student progresses. If the student fails to achieve a cumulative GPA of 3.0 during the probationary semester, the student’s nursing progression is halted until the cumulative GPA returns to a minimum of 3.0. The sophomore, junior, or senior student whose GPA is below 3.0 is provided three (3) probationary semesters, excluding summers, to return to a 3.0 cumulative GPA. Failure to return to a cumulative 3.0 GPA by the end of the third probationary semester will result in dismissal from the program. A student may only be on probation two times throughout the entire program.

Please see the Nursing Program Handbook for further details regarding academic probation and progression.

- A person convicted of any felony may be prohibited from licensure by the state at any time.
- If the program of studies is interrupted, re-entry at a later time is dependent upon the curriculum, availability of class space, and completion of required re-entry procedures.
- Statute of Limitations: Students must successfully complete all requirements for the baccalaureate degree in nursing (BSN) within a period of eight academic years excluding an approved leave of absence, from the time of initial matriculation at Carlow University; and six academic years in the BSN, excluding an approved leave of absence, from the time of taking the first nursing (NUR) course.
- In compliance with the State Board of Nursing regulations and policies of clinical agencies, students are required to pass a physical exam yearly. They must maintain professional liability insurance, immunizations, CPR certification, background checks, fingerprints, and other requirements as described in the Nursing program Undergraduate Student handbook. The Nursing program reserves the right to make changes in policies and/or the curriculum outline.

### **PROGRAM STUDENT LEARNER OUTCOMES**

Throughout the undergraduate program, the student will be involved in the process of becoming more fully aware of self as

a person and learner who is free to think clearly and creatively, actively pursue intellectual endeavors, respond ethically in a spirit of cultural competence and social justice, and who is ready to participate in opportunities for long-term learning.

The BSN graduate is expected to:

1. Integrate theories and concepts of human experience from the humanities and social/natural sciences into professional practice.
2. Transition into the professional nursing role: demonstrating critical reasoning, providing respectful, compassionate care, valuing lifelong learning, and practicing within professional, legal, and ethical frameworks.
3. Demonstrate leadership and interprofessional collaborative communication to achieve patient safety, quality improvement, and patient advocacy in health care delivery systems.
4. Integrate evidence, clinical experience, interprofessional perspective, and patient-centered (or individual, family, and community) preferences into the plan of care.
5. Implement information technology knowledge, skills, and attitude in the delivery of patient-centered care in diverse settings.
6. Apply basic knowledge of the impact of political, financial, and regulatory systems on the rapidly changing health care environment.
7. Demonstrate effective written and verbal communication skills for respectful interprofessional collaboration.
8. Collaborate with individuals, the interprofessional team, and the community to promote positive health outcomes and decrease health disparities.
9. Incorporate professional nursing standards and accountability into safe and competent individual and system-level practice.

*The program outcomes are based upon: The Sisters of Mercy Core Values (Carlow University Mission Statement, 2009), AACN BSN Essentials (2008) and the QSEN Pre-licensure Competencies (2012).*

### **BSN PROGRAM REQUIREMENTS:**

The Saint Vincent – Carlow BSN nursing major requires 124 credits for graduation. These credits are in courses in the nursing major, general education, support, and the liberal arts, including Saint Vincent courses approved as satisfying Carlow University core requirements. Students enroll in the first clinical nursing course the first semester of the sophomore year in the program following successful completion of required support courses for the major.

### **PREREQUISITES AND COREQUISITES TO NURSING:**

#### **NATURAL SCIENCES:**

BL 150 and BL 151 General Biology I and Laboratory (4); CH 101 and CH 103 General Chemistry I and Laboratory (4); INTS 222, INTS 223 Human Anatomy and Physiology I and Laboratory (4); INTS 224, INTS 225 Human Anatomy and Physiology II and Laboratory (4); BL 295, 296 Fundamentals of Microbiology and Laboratory (4); BL 297 Pathophysiology I (2); BL 298 Pathophysiology II(2); MA 107 Quantitative Reasoning (3)

#### **SOCIAL AND BEHAVIORAL SCIENCES:**

PY 218 Life Span Development (3); CA 120 Public Presentation (3); SO 101 Introduction to Sociology (3); MA 107 Quantitative Reasoning (3); PL 101 First Philosophy (3). Other requirements and courses to satisfy core requirements: First Year Seminar (1); EL 102 Language and Rhetoric (3) LA 275 Research and Composition in the Liberal Arts and Sciences (3); Breadth Experience I (AR 100, AR 155, AR 212, AR 125, MU

101, or EL 154) (3); Breadth Experience II (AR 100, AR 155, AR 125, MU 101, or EL 154) (3); TH 119 First Theology (3)

### Major Requirements:

|     |   |
|-----|---|
| NUR | 102 Professional Issues in Nursing (1)                    |
| NUR | 106 Nutrition (3)   |
| NUR | 110 Wellness (3)  |
| NUR | 2161/2162 Health Assessment & Fundamentals (3+1)          |
| NUR | 2171/2172 Health Prom (3+1)                               |
| NUR | 223 Pharmacology I (1)                                    |
| NUR | 224 Pharmacology II (3)                                   |
| NUR | 320 Nursing Research (3)                                  |
| NUR | 3121/3122 Neuropsychiatric & Mental Health Nursing (3+1)  |
| NUR | 3161/3162 Nursing Care of Adults I (3+1)                  |
| NUR | 3171/3172 Nursing Care of Mothers, Newborns, Family (3+1) |
| NUR | 3181/3182 Nursing Care of Adults I (3+1)                  |
| NUR | 3191/3192 Nursing Care of Adults II (3+1)                 |
| NUR | 4211/4212 Complex Problems I                              |
| NUR | 4181SL/4182 Community Health Nursing (3+1)                |
| NUR | 4111/4112 Leadership in Professional Nursing (2+2)        |
| NUR | 420 Legal, Ethical, Political Issues (2)                  |
| NUR | 422 Complex Problems II (2)                               |
| NUR | 451 Introduction to Epidemiology (3)                      |
| NUR | 4151 and 4152 NCLEX Seminar I and II (3) and              |
| NUR | 463 Evidence Based Capstone (1)                           |

BSN courses begin in the first or second semester of the first year and are arranged in a sequential manner, with learning experiences increasing in complexity. Courses beginning with the number 1 are first-year courses, courses beginning with 2 are sophomore-level courses, and so on.

### Typical First-Year Schedule

#### Fall

|           |                       |           |
|-----------|-----------------------|-----------|
| CORE 1400 | Listening Seminar     | 3         |
| CORE 1500 | Core Writing          | 3         |
| BL 150    |                       |           |
| and       |                       |           |
| BL 151    | Gen Bio I and Lab     | 4         |
| PY 218    | Life Span Development | 3         |
| NUR 102   | Professional Issues   | 1         |
|           | <b>Total</b>          | <b>14</b> |

#### Spring

|         |                        |           |
|---------|------------------------|-----------|
| NUR 110 | Wellness               | 3         |
| NUR 106 | Nutrition              | 3         |
| CH 101  |                        |           |
| and     |                        |           |
| CH 103  | Gen Chem I and Lab     | 4         |
| MA 107  | Quantitative Reasoning | 3         |
| CA 120  | Public Presentation    | 3         |
|         | <b>Total</b>           | <b>16</b> |

## COURSE DESCRIPTIONS BSN PROGRAM

### NUR 102 PROFESSIONAL ISSUES IN NURSING

This course will focus on the very rudiments of the nursing profession. The student will be introduced to the history, philosophy, processes, and the multiple roles involved in nursing practice. The student will be asked to provide assignments that are introspective and start the foundation on which to assess personal values and understand professional responsibilities in nursing. Discussions will involve current issues related to health care: socioeconomics, environments, politics, and known risk behaviors/modifications (QSEN) in theory before clinical experience. One credit (1 theory, 0 clinical) PREREQUISITE: NURSING MAJORS ONLY.

### NUR 106 NUTRITION

Nutrition and the nursing role in health promotion and disease prevention for individuals, families, and groups throughout the life span are emphasized. Food needs for energy (protein, fat, carbohydrate, vitamins, and minerals) will be considered in relation to maintaining nutritional status in wellness and disease states. Nutritional assessments and patient care interventions related to nutrition will be emphasized. Three credits (3 theory, 0 clinical) PREREQUISITE: NURSING MAJORS ONLY.

### NUR 110 WELLNESS ACROSS THE ADULT LIFESPAN

This required freshman-level theory course concentrates on the promotion of health and prevention of disease with individuals, families, groups, and communities across the adult lifespan. The primary focus of this course is the adult population in community settings. The emphasis is on nursing care that addresses the impact of personal, environmental, behavioral, financial, and cultural influences on health outcomes. Current issues, trends, and research relevant to professional nursing practice roles, ethical issues, and health advocacy/policy issues are addressed. Three credits (3 theory, 0 clinical) PREREQUISITES: NURSING MAJORS ONLY.

### NUR 223 PHARMACOLOGY IN NURSING I

This is an introduction to nursing pharmacology that teaches the concepts of basic pharmacodynamics. A focus is on medication history taking techniques, routes of administration, and legal regulations. One credit (1 theory, 0 clinical) PREREQUISITES: NURSING MAJORS ONLY, CHM 101,103; COREQUISITES:INTS 222,223, BL 212, 213, AND NU 2161/2162.

### NUR 224 PHARMACOLOGY IN NURSING II

A presentation of key content areas to conceptualize the important components of nursing pharmacology related to pharmacokinetics, pharmacogenomics, and physiology. The focus is on the major drug groups in terms of indications, mechanisms of action, drug effects, and contraindications. The principles of altered pharmacodynamics relative to age and ethnicity are included. Specific nursing responsibilities related to drug administration are emphasized, including medication calculations. Three credits (3 theory, 0 clinical) PREREQUISITES: COMPLETION OF ALL FIRST-YEAR NURSING COURSES, INTS 222,223, BL 295,296, NUR 2161/2162, AND NUR 223; COREQUISITES: INTS 224, 225, NUR 2171/2172.

### **NUR 2161/2162 HEALTH ASSESSMENT AND FUNDAMENTALS**

This theory/clinical course introduces the student to the process of health assessment based on the principles of anatomy and physiology necessary to meet the needs of individuals throughout the lifespan. The fundamentals of direct patient-centered care using the nursing process to guide safe, competent, legal, ethical, and professional nursing practice will be introduced. Students will examine individual and family roles across diverse populations. Students are afforded opportunities in simulation and clinical settings to apply assessment and communication skills while beginning to implement basic nursing care interventions. Four credits (3 theory, 1 clinical) PREREQUISITES: COMPLETION OF ALL FIRST-YEAR LEVEL NURSING COURSES; COREQUISITES: INTS 222, 223, BL 295, 296, AND NUR 223.

### **NUR 2171/2172 HEALTH PROMOTION AND DISEASE PREVENTION**

Health promotion and disease prevention are emphasized in this theory/clinical course. Students will have opportunities to provide beginning level direct, holistic patient-centered care utilizing the framework of the nursing process to guide safe, competent, and professional nursing practice. This care is directed toward providing health promotion, disease prevention, and therapeutic and restorative care to adults. Students will have opportunities to expand upon their knowledge and skills related to therapeutic communication skills and basic nursing care interventions with diverse populations. Four credits (3 theory, 1 clinical) PREREQUISITES: COMPLETION OF ALL FIRST-YEAR NURSING AND SUPPORT COURSES, INTS 222,223, BL 296,296, NUR 2161/2162, NUR 223; COREQUISITES: INTS 224, 225 AND NUR 224.

### **NUR 320 NURSING RESEARCH**

This course is an introduction to the principles of nursing research. The process of scientific inquiry and an appreciation of the usefulness of the scientific method of problem-solving and decision-making in nursing practice are discussed. The application of quantitative and qualitative research processes is explored. The course assists students in becoming intelligent consumers of research. Beginning skills to critique current research related to the delivery of nursing care are presented. Three credits (3 theory, 0 clinical) PREREQUISITE: COMPLETION OF ALL SOPHOMORE-LEVEL NURSING COURSES, MA 121.

### **NUR 3121/3122 NEUROPSYCHIATRIC AND MENTAL HEALTH NURSING**

This required junior-level theory/clinical course is concerned with the provision of safe, quality, patient-centered mental health care with individuals, families, groups, and communities in a variety of health care settings. One focus is on nursing care that promotes optimal mental health functioning. A second is on nursing care that assists persons experiencing neuropsychiatric disturbances that negatively impact social and occupational functioning. The third focus is on nursing care that eases the impact of chronically ineffective behaviors. Current issues, trends, and research relevant to professional psychiatric nursing practice roles, ethical issues, and mental health advocacy/policy issues are addressed. Four credits (3 theory, 1 clinical) PREREQUISITE: COMPLETION OF ALL SOPHOMORE-LEVEL COURSES.

### **NUR 3161/3162 NURSING CARE OF CHILDREN AND ADOLESCENTS**

This junior-level theory/clinical course focus is on the bio-psycho-social needs of infants, children, and adolescents using a family-centered care approach. The emphasis is on the nurse's role in health promotion, prevention, therapeutic, and restorative care to children and adolescents from diverse cultures in a variety of settings, based on nursing theories and evidence-based data. Four credits (3 theory, 1 clinical) PREREQUISITE: COMPLETION OF ALL SOPHOMORE-LEVEL NURSING COURSES.

### **NUR 3171/3172 WOMEN'S HEALTH AND NEONATAL NURSING**

This junior-level theory/clinical course focuses on the nursing care needs of women across the lifespan and care of the mother/neonate dyad in clinical and community settings. Emphasis is placed on patient-centered care of women from adolescence through older adulthood. The impact of pregnancy and childbirth is highlighted. Health promotion of the mother/neonate dyad and the developing family is emphasized. Gynecologic topics and the impact of gender on select disorders are discussed. Safe, competent, and quality nursing care; and political, financial, and regulatory systems that impact the health of women and neonates are examined. Four credits (3 theory, 1 clinical) PREREQUISITE: COMPLETION OF ALL SOPHOMORE-LEVEL NURSING COURSES.

### **NUR 3181/3182 NURSING CARE OF ADULTS I**

This junior-level theory/clinical course is an examination of the professional nursing care of adults experiencing acute and chronic health alterations specific to the cardiovascular, respiratory, neurological, and renal systems. Emphasis is placed on the use of the nursing process to prioritize, implement, and evaluate nursing care based on the physiologic, psychosocial, educational, and cultural needs of this population. Additional foci include advocating for individuals to promote positive health outcomes, collaborating with interdisciplinary health professionals, practicing within legal and ethical frameworks, and identifying current health policies that relate to each unit of study. Four credits (3 theory, 1 clinical) PREREQUISITES: COMPLETION OF ALL SOPHOMORE-LEVEL NURSING COURSES; COREQUISITE: BL 297.

### **NUR 3191/3192 NURSING CARE OF ADULTS II**

This junior-level theory/clinical course is an examination of the professional nursing care of adults experiencing acute and chronic health alterations specific to the gastrointestinal, immunological, endocrine, and musculoskeletal systems. Emphasis is placed on the use of the nursing process to prioritize, implement, and evaluate nursing care based on the physiologic, psychosocial, educational, and cultural needs of this population. Additional foci include advocating for individuals to promote positive health outcomes, collaborating with interdisciplinary health professionals, practicing within legal and ethical frameworks, and identifying current health policies that relate to each unit of study. Four credits (3 theory, 1 clinical). PREREQUISITE: COMPLETION OF ALL SOPHOMORE-LEVEL NURSING COURSES; COREQUISITE: BL 298.

### **NUR 400 INDEPENDENT STUDY**

An exploration of an area of study in nursing that is not already offered as a course. Students design the course with the consent of a faculty member. Credits vary.

### **NUR 420 LEGAL, ETHICAL, AND POLITICAL ISSUES IN HEALTH CARE**

The focus is on legal, ethical, and political issues in health care. Legal and ethical principles that guide health care practice are discussed. The student explores the means of delivering care that falls within legal, ethical, and culturally competent frameworks. Political forces that influence change in contemporary health care are examined. Global differences and their relationship to American health care practices are explored. 2 credits (2 theory, 0 clinical) PREREQUISITE: COMPLETION OF ALL JUNIOR-LEVEL NURSING COURSES.

### **NUR 451 INTRODUCTION TO EPIDEMIOLOGY**

This course provides an introduction to the basic principles, terms, and concepts of epidemiology. Concepts of risk, risk assessment models, disease distribution in populations, and causality are explored. Measures of disease states and risks (e.g., mortality, morbidity, attributable risk, and relative risk ratio) are presented. Applications of epidemiological data are explored in relation to health promotion and disease prevention. The students will gain an understanding of the interaction of personal, biological, behavioral, genetic, and environmental factors in the development of disease. Concepts include both a description and application of epidemiology. Three credits (3 theory, 0 clinical) PREREQUISITE: COMPLETION OF ALL JUNIOR-LEVEL NURSING COURSES.

### **NUR 4111/4112 LEADERSHIP INTO PROFESSIONAL NURSING**

This course synthesizes theory and practical nursing experience into nursing practice that is safe, evidence-based, and reflective of a broad-based liberal arts education. It is the merging of knowledge and experience, evaluation of self, and the ability to provide safe and effective patient-centered care. A capstone project (NU 463 Evidence-Based Practice Capstone) will be incorporated into the practicum experience that focuses on development of an evidence-based practice change proposal arising from/within the practicum setting. Also addressed are the issues that affect current nursing care. This course provides an insightful and evaluative transition to professional practice. Four credits (2 theory, 2 clinical) PREREQUISITE: NUR 4211/4212; COREQUISITES: NUR 422 AND NUR 463.

### **NUR 4181SL/4182 COMMUNITY HEALTH NURSING**

This required senior-level nursing course focuses on the health of the community and various community health nursing roles through which the health care needs of the individual, family, aggregate, and community can be met. Both community-based and community-focused approaches are included. The levels of prevention, health promotion, epidemiological processes, health education, evidence-based practice, fiscal responsibility, and public health issues and practices are discussed so that the student can apply the nursing process in distributive health care settings. Four credits (3 theory, 1 clinical) PREREQUISITE: COMPLETION OF ALL JUNIOR-LEVEL NURSING COURSES.

### **NUR 4211/4212 COMPLEX PROBLEMS I**

This senior-level theory/clinical course focuses on the professional nursing care and management of adults experiencing acute, complex, multisystem health alterations specific to cardiovascular, respiratory, neurological, and renal systems. This course builds on previous knowledge and experiences learned in Nursing Care of Adults I and II. Emphasis is placed on the expansion of both critical thinking and clinical reasoning utilizing the nursing process in the patient-centered care of adults experiencing high-risk and/or complex health problems. The clinical practice component of this course occurs in high-acuity care environments. Five credits (3 theory, 2 clinical) PREREQUISITE: COMPLETION OF ALL JUNIOR-LEVEL NURSING COURSES.

### **NUR 422 COMPLEX PROBLEMS II**

This senior-level theory course focuses on the professional nursing care and management of adults experiencing acute, complex, multisystem health alterations specific to gastrointestinal, immunological, hematological, integumentary, musculoskeletal systems, and end-of-life care. This course builds on previous knowledge and experiences learned in Nursing Care of Adults I and II. Emphasis is placed on the expansion of both critical thinking and clinical reasoning utilizing the nursing process. Two credits (2 theory, 0 clinical) PREREQUISITE: NUR 4211/4212.

### **NUR 463 EVIDENCE-BASED CAPSTONE**

This capstone project course is a culmination of the learning experiences of the senior student in the baccalaureate Nursing program. The course focuses on the Quality and Safety Education for Nurses (QSEN) Competencies Knowledge, Skills, and Attitudes and the Hospital Consumer Assessment Health Care Providers and Systems (HCAHPS) frameworks. The student will develop a written proposal for a quality improvement project derived from evidence-based practice (EBP) that will enhance patient-centered outcomes. The proposal focuses on a potential resolution of an issue/problem identified during the Leadership Practicum Experience in NUR 4112 that is significant to professional nursing and links daily nursing practice to research. The proposal includes a problem description, resolution, implementation plan, evaluation plan, and dissemination plan. The capstone project proposal will reflect synthesis and integration of course content, informatics, and professional practice. The capstone project is guided by the baccalaureate program student learner outcomes. One credit (0 theory, 1 clinical) PREREQUISITES: NUR 4211/NUR 4212 COREQUISITE: NUR 4111/4112 AND NUR 422.

# PEACE AND JUSTICE STUDIES MINOR

Timothy Kelly, *Program Director*

Elaine Bennett; Lauren Churilla; Thaddeus Coreno; Jerome Foss; Steven Gravelle; Christopher McMahon; Dana Winters

## PROGRAM PHILOSOPHY

The Peace and Justice studies minor is an interdisciplinary program that prepares students to build a more just and peaceful world. It accomplishes this by providing students with theoretical knowledge, the capacity for critical reflection, and the skills of practical application. Grounded in the college's Benedictine heritage and liberal arts mission, the program explores the ways societies have comprehended human nature and their successes and failures protecting human dignity.

## PEACE AND JUSTICE STUDENT LEARNING OUTCOMES

Students who complete the Peace and Justice program will be able to:

- employ theoretical knowledge, critical thinking, communication, and information literacy skills in the study of peace and justice
- convey familiarity with the Catholic peace and social justice tradition
- approach an understanding of peace and justice concepts and issues through the lens of multiple disciplines
- identify concrete means of working to support peace and justice in their lives and their communities

## Requirements for a minor in Peace and Justice Studies Introductory Classes (required)

|        |   |   |
|--------|---|---|
| HI 290 | Peace and Justice in Historical Perspective (History) | 3 |
| or     |   |   |
| TH 252 | Peace, Justice, and Forgiveness (Theology)            | 3 |

Take five courses from the list below. You must take courses from at least two different Schools. Students must take either two Service Learning-designated courses from among the courses listed below or one Service Learning-designated course from among the courses listed below and a PJS internship.

## ALEX G. MCKENNA SCHOOL OF BUSINESS, ECONOMICS AND GOVERNMENT

|         |                             |   |
|---------|-----------------------------|---|
| CLS 101 | Introduction to Criminology | 3 |
| CLS 155 | American Judicial System    | 3 |
| CLS 210 | Civil Rights Law            | 3 |
| CLS 220 | The Criminology of Race     | 3 |
| CLS 266 | The Death Penalty           | 3 |
| CLS 420 | Criminology of Hate         | 3 |
| PS 135  | Classical Political Thought | 3 |
| PS 136  | Modern Political Thought    | 3 |

## SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

|         |   |   |
|---------|---|---|
| AN 222  | Cultural Anthropology   | 3 |
| AN 224  | Applied Anthropology  | 3 |
| AN 280  | Medical Anthropology  | 3 |
| AN 285  | Culture and Health in Guatemala   | 6 |
| CA 218  | Intercultural Communication   | 3 |
| EL 111  | Environmental Literature  | 3 |
| EL 138  | Multiethnic Literature  | 3 |
| EL 179  | The Literature of Social Protest  | 3 |
| EL 256  | Sentimental Fictions: American Women Writers in the 19th Century  | 3 |
| FRC 373 | What Would Fred Rogers Do? – An Interdisciplinary Seminar on Creating Positive Social Change for Children | 3 |
| HI 226  | Society and the Environment in Global Perspective   | 3 |
| HI 232  | Race and Ethnicity in Historical Perspective  | 3 |
| HI 290  | Peace and Justice in Historical Perspective   | 3 |
| PL 215  | Ethics  | 3 |
| PL 217  | Environmental Ethics  | 3 |
| SO 200  | Race and Ethnicity  | 3 |
| SO 235  | Inequality and Social Problems  | 3 |
| TH 250  | Introduction to Moral Theology  | 3 |
| TH 252  | Peace, Justice, and Forgiveness   | 3 |
| TH 265  | God, Work, and Money  | 3 |

## HERBERT W. BOYER SCHOOL OF NATURAL SCIENCES, MATHEMATICS AND COMPUTING

|              |   |                             |
|--------------|---|-----------------------------|
| NSCI 140     | Science and Global Sustainability and Lab | 4                           |
| NSCI 207     | Energy and Climate Change                 | 4                           |
| NSCI 210/211 | Chemistry and Crime + lab                 | 4                           |
|              | Peace and Justice Studies Internship      | 1                           |
|              | Peace and Justice minor Exit Interview    | 0                           |
| NSCI 252/253 | Science of Sustainable Living + lab       | 4                           |
| NSCI 265     | Science for International Development     | 3                           |
|              | <b>Total</b>                              | <b>18/19/20<sup>1</sup></b> |

<sup>1</sup>Students who take two service learning courses and no science will complete the minor with 18 credits. Students who take one service learning course, one internship, and no science will complete the minor with 19 credits. Students who take one service learning course, an internship, and a science course (plus lab) will complete the minor with 20 credits.

# PHILOSOPHY

Michael P. Krom, *Chairperson*

Fr. Basil Burns; Jessica Jones; Eric Mohr; Eugene V. Torisky;  
Carl Vater

George H. Leiner (Emeritus)

In the broadest sense of the word, philosophy is simply the human attempt to understand one's life and place within the cosmos; in a word, it is the love of wisdom. Key to this enterprise is gaining deeper insight into the cumulative intellectual history of humanity. To philosophize means to clarify one's experience through reflection and then to act with resolution. In order to grow in human stature, one must become thoughtful, and must possess a more-than-everyday understanding of one's world, a more-than-mechanical image of oneself, and a more-than-routine familiarity with the moral realm.

Considered from this point of view, philosophy is both easy and difficult; easy, as at the outset it only asks that we think; difficult, as sustained, efficacious thinking demands courage, patience, and an almost unlimited degree of openness.

In preparing its majors to receive the Bachelor of Arts Degree, the Department of Philosophy serves a variety of students. Those who earn degrees from our department acquire a strong historical, thematic, and methodological foundation in philosophy, a preparation equips those who pursue graduate study in philosophy with the skills to excel. However, our horizon is expansive — it further embraces those who seek what the American Philosophical Association calls "a valuable and indeed paradigmatic 'liberal education' major." Our students develop not only sound historical knowledge of the field but are challenged to critically engage their world with solid analytic abilities and imaginative, synthetic solutions to problems which present themselves. They will be prepared to offer both abstract analyses as well as concrete proposals. Our students are well-equipped to go into life as independent learners, as contributors to a wide variety of fields, and to commence graduate studies in the humanities, social sciences, law, and the Church.

While we provide our majors with a rigorous and stimulating undergraduate experience, this is but part of our task. Philosophy plays an integral role in the education of all undergraduates at a Benedictine college. Finally, philosophy is at the heart of the Catholic intellectual tradition, for, as St. John Paul II put it, "faith and reason are like two wings on which the human spirit rises to the contemplation of truth." We gladly work with each student in their core courses in philosophy to develop deeper insights into their personal lives and the cumulative history of humankind. When these initial encounters spur further interest, we invite students to join us in either one of our major (philosophy, philosophy and politics, philosophy and theology) or minor (philosophy, classical thought) programs.

## PHILOSOPHY STUDENT LEARNING OUTCOMES

Upon completion of the philosophy major, students will be able to:

- explain, accurately and charitably, significant philosophical ideas and arguments of particular ancient, medieval, modern, and contemporary philosophers.
- use logic and critical reasoning to analyze and evaluate arguments as well as positions.
- explain ethical theories and apply them to problems of ethical significance.
- integrate philosophical ideas from diverse sources, including other disciplines and their own experience, into original philosophical work; and

- complete independent philosophical scholarship and present this work in writing and in oral presentation.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN PHILOSOPHY

(See core curriculum requirements.)

### Requirements for the major: (33 credits)

33 credits in Philosophy, structured in the following way:

|               |                                   |   |
|---------------|-----------------------------------|---|
| PL 120        | Logic                             | 3 |
| or            |                                   |   |
| PL 121        | Logic and Theory of Knowledge     | 3 |
| PL 201        | Ancient Philosophy                | 3 |
| PL 202        | Medieval Philosophy               | 3 |
| PL 203        | Modern Philosophy                 | 3 |
| PL 204        | Kant and His Successors           | 3 |
| or            |                                   |   |
| PL 206        | 19th- and 20th-Century Philosophy | 3 |
| PL 215        | Ethics                            | 3 |
| PL 400        | Socratic Seminar                  | 3 |
| PL 440 or 450 | Senior Capstone Exam or Thesis    | 3 |

In addition to the 24 credits in these courses, nine credits of work in three further courses, chosen in consultation with the student's advisor from the course offerings of the Philosophy Department or from a list of approved core curriculum electives are required.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN PHILOSOPHY AND POLITICS

The joint major in Philosophy and Politics allows students with interest in both disciplines to pursue focused study of each and to integrate these studies throughout their time at the College. Philosophy and politics share a common history and pursuit of many of the same profound questions. Studying them together, therefore, can enrich the student's understanding and appreciation of both.

Students in the joint major take all of the courses specifically required by the separate majors but have fewer required electives. They will be assigned an advisor in each of the two departments.

### Joint Major in Philosophy and Politics Requirements:

**Total credits: 57**

**24 credits in Philosophy, structured in the following way:**

|        |                                   |   |
|--------|-----------------------------------|---|
| PL 120 | Logic                             | 3 |
| or     |                                   |   |
| PL 121 | Logic and Theory of Knowledge     | 3 |
| PL 201 | Ancient Philosophy                | 3 |
| PL 202 | Medieval Philosophy               | 3 |
| PL 200 | Modern Philosophy                 | 3 |
| PL 204 | Kant and His Successors           | 3 |
| or     |                                   |   |
| PL 206 | 19th- and 20th-Century Philosophy | 3 |
| PL 215 | Ethics                            | 3 |
| PL 400 | Socratic Seminar                  | 3 |
| PL 440 | Senior Capstone Exam              | 3 |
| or     |                                   |   |
| PL 450 | Senior Thesis                     | 3 |

**27 credits in Politics, structured in the following way:**

|           |                                 |   |
|-----------|---------------------------------|---|
| PS 100    | Principles of American Politics | 3 |
| or        |                                 |   |
| CORE 1201 | American Regime                 | 3 |
| PS 205    | Classical Political Thought     | 3 |
| PS 210    | Modern Political Thought        | 3 |
| PS 242    | International Politics          | 3 |
| or        |                                 |   |
| PS 244    | Comparative Politics            | 3 |



|        |  |   |
|--------|--|---|
| PS 335 | Institutions                                   | 3 |
| PS 295 | American Political Thought                     | 3 |
| PS 368 | Constitutional Law: National Powers            | 3 |
| or     |  |   |
| PS 369 | Constitutional Law: Civil Rights and Liberties | 3 |
| PS 345 | Domestic Public Policy                         | 3 |
| PS 480 | Senior Thesis                                  | 3 |

In addition, 6 credits of electives from either Philosophy or Politics, chosen in consultation with the student's advisors.

### REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN PHILOSOPHY AND THEOLOGY: (54 CREDITS)

The joint major in Philosophy and Theology was specifically designed for students who are interested in pursuing studies in both disciplines; the major will help such students to appreciate the similarities, differences, and relationship between philosophy and theology.

#### 27 Credits from Philosophy, structured in the following way:

|        |                                   |   |
|--------|-----------------------------------|---|
| PL 120 | Logic                             | 3 |
| or     |                                   |   |
| PL 121 | Logic and Theory of Knowledge     | 3 |
| PL 201 | Ancient Philosophy                | 3 |
| PL 202 | Medieval Philosophy               | 3 |
| PL 203 | Modern Philosophy                 | 3 |
| PL 204 | Kant and His Successors           | 3 |
| or     |                                   |   |
| PL 206 | 19th- and 20th-Century Philosophy | 3 |
| PL 215 | Ethics                            | 3 |
| PL 400 | Socratic Seminar                  | 3 |
| PL 440 | Senior Capstone Exam              |   |
| or 450 | Thesis                            | 3 |

Three credits in Philosophy Electives or from a list of approved core curriculum electives.

#### 27 Credits from Theology, structured in the following way:

|  |                        |   |
|--|------------------------|---|
| TH 300   | Systematic Theology    | 3 |
| TH 301   | Systematic Theology II | 3 |
| TH 499   | Theology Capstone      | 3 |
| One course in scripture (TH 201-249)                       |                        | 3 |
| One course in moral theology (TH 250-299)                  |                        | 3 |
| One course in doctrines (TH 300-349)                       |                        | 3 |
| One course in religious traditions (TH 350-399)            |                        | 3 |
| Two Theology Electives                                     |                        | 6 |
| (TH 250, 255, 275, 280, 315, 320, 335, 344, 348, 365, 385) |                        |   |

#### Requirements for the minor:

##### 18 credits, structured in the following way:

|   |                    |   |
|---|--------------------|---|
| PL 201  | Ancient Philosophy | 3 |
| PL 202, 203, 204, or 206 (History sequence)     |                    | 3 |
| PL 215, 216, 217, or 218 (in Ethics curriculum) |                    | 3 |
| PL 400  | Socratic Seminar   | 3 |

Plus six additional credits chosen in consultation with the student's advisor from the regular course offerings of the Philosophy Department or from a list of approved core curriculum electives

#### REQUIREMENTS FOR THE MINOR IN CLASSICAL THOUGHT

The modes of thought developed in the classical world are of vital interest to our self-understanding as members of a Catholic, Benedictine, liberal arts community. The Catholic intellectual tradition's respect for the integration of faith and reason led the early church to build upon the philosophical schools of thought in the Greco-Roman world. As the Church spread throughout

the world, the native and seminal wisdoms of other civilizations provided fertile fields for inculturation that are still vital today. St. Benedict received an education rooted in this classical world. While he found it necessary to flee Rome in his spiritual journey, he ended up calling Rome to him with the founding of his monasteries and their educational apostolates. Finally, the very idea of a liberal arts education is a fruit of the classical world's insistence that the "unexamined life is not worth living," and thus that the cultivation of the intellect is worthy of pursuit for its own sake. Students interested in the classical world and in teaching or working at a classical school will find this minor an edifying addition to their course of studies at Saint Vincent.

#### 21-27 credits (depending on previous Latin competency)

|  |                                      |   |
|--|--------------------------------------|---|
| PL-102   | Art of Socratic Dialogue             | 3 |
| PL-121   | Logic and Theory of Knowledge        | 3 |
| PL-201   | Ancient Philosophy                   | 3 |
| HI-102   | Ancient Greece and Rome              | 3 |
| LT-101   | Elementary Latin I*                  | 3 |
| LT-102   | Elementary Latin II*                 | 3 |
| ED-232   | Introduction to Classical Education+ | 3 |
| 2 Electives in Classical Texts from the following: |                                      | 6 |
| AR-101   | Caves to Cathedrals                  | 3 |
| EL-210   | Classical Greek Poetry and Drama     | 3 |
| PL-262   | Music and the Soul                   | 3 |
| PL-303   | Eastern Thought                      | 3 |
| PL-305   | Special Topics                       | 3 |
| TH-201-209   |                                      | 3 |
| TH-310   | Theology of Eastern Christianity     | 3 |
| PS-135   | Classical Political Thought          | 3 |
| PL-273/PS-235                                      | Roman Political Thought              | 3 |

\* Students may test out of these courses

+ Offered every other spring in odd-numbered years

#### YEARLY REVIEW

Having chosen philosophy as a major, each student will meet with his or her advisor to review the work of the previous academic year. This is done during the first week of classes in the fall semester.

As a part of this review, the student will evaluate his or her own performance in a guided, written statement. This statement functions primarily as a résumé of work in the major, but extradepartmental work may also be assessed. During the review, the student presents two pieces of written work from the previous academic year, at least one of which will be from a philosophy course.

#### SENIOR CAPSTONE PROJECT

Each major is required to complete a senior thesis or examination. All philosophy majors will complete a capstone project during their junior and senior years at the college. There are two options for the project: a senior thesis or a senior capstone examination. The student and her or his faculty advisor will decide which of these two options is appropriate based on each student's aims, interests, and plans for after graduation. Students who intend to pursue graduate study in philosophy or some related field should plan to write the thesis, which will both significantly improve their applications to graduate schools and help to prepare them for the work of a graduate program. Students who do not intend to pursue such study in the future may reasonably choose either option.

During the third semester before graduation, each student works with his or her faculty advisor to form a Senior Thesis or Examination Committee and choose a topic for the project. Senior thesis students complete the thesis planning packet by the end of the semester; senior examination students submit a reading list. The

student, with the guidance of the committee, plans the project and carries out the basic research over the break between the third and second semester before graduation. During the second semester before graduation the student enrolls in either PL 440 (Senior Capstone Exam) or PL 450 (Senior Thesis). Students submit their research journal at the first meeting for this class.

Students who choose the capstone exam will take the exam at the end of the semester in which they are enrolled in PL 440. A passing grade completes this project; a failing grade requires the student to retake the course and the exam the following semester. A passing grade on the oral exam will be ranked as “passed,” “passed with distinction,” or “passed with highest distinction.”

Students who choose the senior thesis will complete a polished draft of the thesis, to be submitted to the Committee for comments, during the semester in which they are enrolled in PL 450. During the student’s final semester any remaining work is completed, with the final draft completed by the ninth week of the semester in which the student expects to graduate. The finished Senior Thesis is evaluated by the Thesis Committee. By the last week of classes before graduation, each student will give an oral presentation of the project to departmental faculty and students, responding to questions and comments. The committee will assess the written thesis and presentation together as having “passed,” “passed with distinction,” or “passed with highest distinction.”

### Electives:

An appropriate choice of electives in fields outside of philosophy can add considerable focus to the study of philosophy. For this reason the Department requires the choice of electives to be done in close consultation with the student’s advisor. Language studies and accompanying foreign study are especially encouraged.

### Suggested Minor in Philosophy for Students Majoring in the Department of Theology

Philosophy and Theology have for many centuries been friendly collaborators in the search for meaning and truth. As such, many students majoring in one of these fields have fruitfully studied in the other as well. Students in the Department of Theology have frequently found a minor in Philosophy to be of great support to their present and future work in their chosen field. Below is a suggested pattern of courses designed to be helpful to those students. The specific selection of courses is worked out in consultation with the student’s advisor. In addition to the required courses for the minor, these students are encouraged to take:

|        |                                     |   |
|--------|-------------------------------------|---|
| PL 240 | Influence of Philosophy on Theology | 3 |
| PL 280 | Thomistic Philosophy                | 3 |

#### One course chosen from the following:

|        |                            |   |
|--------|----------------------------|---|
| PL 230 | Metaphysics                | 3 |
| PL 220 | Theories of Knowledge      | 3 |
| PL 210 | Philosophical Anthropology | 3 |

### Typical First-Year Schedule

#### Fall/Spring

|             |                                      |   |
|-------------|--------------------------------------|---|
|             | Core Philosophy Electives            | 9 |
| PL 120 /121 | Logic/ Logic and Theory of Knowledge | 3 |

### PHILOSOPHY COURSE DESCRIPTIONS

#### PL-00X PHILOSOPHY EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student’s registration upon submission of the graduation application. Zero credits. Pass/Fail.

#### PL-102 THE ART OF SOCRATIC DIALOGUE

We are told that part of being a good citizen or friend depends on whether we can respond charitably to others even when we disagree. “Civic” or “civil” dialogue is championed as the standard mode of communication in public and private spheres, even when there may be few examples we can name of civil or civic discourse in action. How, then, can we know and recognize what true dialogue is as distinct from everyday conversation, debate, or purely rhetorical speech-giving? This course will take students through the principles, practice, and end of authentic dialogue, primarily through the lens of a self-proclaimed lover of speeches, Socrates. Socrates is sometimes called the founder of a certain “method” or “art” of conversation aimed at uncovering truth—we even call his way of progressing through an argument “the Socratic method.”

#### PL-120 LOGIC

This introductory course seeks to formalize the everyday use of logic to distinguish correct and incorrect forms of reasoning. After setting general terms for argument analysis, the distinguishing features of deductive and inductive arguments are noted. Language as the vehicle of logic is considered, including the purposes and types of definition and recognition of common informal fallacies. The balance of the course is devoted to deduction, with special consideration given to Venn diagrams as a mechanical test of the validity of categorical syllogisms. Periodically offered as an honors course. Three credits.

#### PL-121 LOGIC/PHILOSOPHY OF KNOWLEDGE

This course introduces well-prepared and -motivated students to classical logical reasoning using the following questions: What can be known by humans? How do we come to know those things? Are other sorts of knowledge possible, by other sorts of beings or by ourselves? Compared to PL 120, Logic, this course is devoted to formal logical analysis and writing rather than informal logic. It is intended for those with strong interest in philosophy or related disciplines. Three credits.

#### PL-201 ANCIENT PHILOSOPHY

Ancient philosophy begins in the sixth century BC with Thales’ attempt to discover the first principle(s) of the universe, and ends in the third century AD with the Neoplatonists’ pursuit of the One. This course explores this birth of philosophy in the West, focusing on the major movements and figures that characterize this period. Attention will be given to the Presocratics, Plato, Aristotle, the Hellenistics (such as Stoicism, Scepticism, and Epicureanism), and Neoplatonism. The course serves both as a freestanding consideration of this important period of thought as well as the introduction to the history sequence offered by the philosophy department. Three credits.

#### PL-202 MEDIEVAL PHILOSOPHY

While it is difficult to provide specific dates for the beginning and ending of Medieval Philosophy (roughly 4th century AD to 15th century AD), this period is characterized by attempts to bring Abrahamic religions (Judaism, Christianity, and Islam) into dialogue with the Greco-Roman philosophical tradition. Such thinkers as St. Augustine, Moses Maimonides, Averroes, St. Anselm, St. Thomas Aquinas, and Duns Scotus were noted for their systematic attempts to use both revelation and reason in the pursuit of Wisdom. This course explores this period in the history of philosophy. Three credits.

#### PL-203 MODERN PHILOSOPHY

This course considers philosophical thought from the late 16th century to the end of the 18th century – a period marked

by profound intellectual, religious, and political revolutions. Through a radical critique of late medieval philosophy, modern philosophers created the new science that evolved into the natural sciences that we know today. And through a complex rethinking of the relationship between freedom, community, and law, they contributed to the political, moral, and religious transformations that set the stage for our contemporary culture. At the discretion of the instructor, this course will consider thinkers such as Montaigne, Bacon, Galileo, Descartes, Spinoza, Leibniz, Locke, Berkeley, Rousseau, Hume, and/or Kant. Three credits.

#### **PL-206 19TH - AND 20TH-CENTURY PHILOSOPHY**

In the 19th and 20th centuries, western philosophy underwent a marked fragmentation of both theme and approach. The common divide between “continental” and “analytic” philosophy only partially captures the complexity of the philosophical landscape during this period. It is a period coming to grips with the aftermath of Kant’s revolutionary thought, increased recognition of the historicity of humanity, the rise of political nationalism, economic revolutions, and scientific advancements on a grand scale. The responses to this situation include (but are not limited to) the strong emphasis on historicity and subjectivity that we find in existentialism and phenomenology, the grappling with the philosophy of history in such thinkers as Marx, Hegel, and Collingwood, and the scientific and “linguistic turn” that characterizes much of both early and late analytic philosophy. This course will focus on some portion of this varied landscape, in accordance with themes chosen by the instructor. Three credits.

#### **PL-210 PHILOSOPHICAL ANTHROPOLOGY**

The attention of this course is directed at the question: What does it mean to be a human being? The course will systematically examine some of the leading views of human existence set forth over the last 24 centuries. The guiding perspective for the investigation will come from contemporary suggestions. Thinkers of this century have urged that we must pay close attention to the fact that while humans do have the capacity to act independently of the constraints of instinctual and biologically determined behavior, we are embodied, and thus must acknowledge the historical, linguistic, and cultural elements of our being. Within this context, the course will reflect on the objective, subjective, or ultimately fluid character of human nature. It will examine the variously suggested rational, passionate, playful, moral, religious, or gender-based character of humanity. Three credits.

#### **PL-215 ETHICS**

Ethics is practical philosophy indicating, in general, what humans ought to do in the light of appropriate rules of conduct and suitable ends. Some fundamental views of right and good are considered in their classical formulations by such thinkers as Plato, Aristotle, Aquinas, Hume, Kant, and Mill. Problems and examples are used to illustrate these views and to provoke judgments regarding concrete issues. Periodically offered as an honors course. Three credits.

#### **PL-217 ENVIRONMENTAL ETHICS**

This course investigates the different ways that human beings think of the environment and the influence that these various conceptions have upon defining what, if any, responsibility human beings have to the natural world. Special attention will be given to the source and meaning of the term “value” as well as to the specifications that are used to assign or distribute this term. The principal environmental theories that indicate the origin and range of value that will be examined include: anthropocentrism, individualism, holism, biocentrism, ecocentrism, speciesism, and ecofeminism. Some practical concerns that will be examined in

order to consider the implications of the various value theories are urban growth, poverty, use of natural resources, energy production, food production and distribution, pollution, and population control. Three credits.

#### **PL-218 BIOETHICS**

This course will examine the ethical issues surrounding such postmodern technologies as genetic manipulation, human and animal cloning, and the “creation” of transgenic organisms, as well as the moral dilemmas that result from gene therapy, contraception, stem cell and fetal tissue research, and the use of animals and humans as test subjects. Three credits.

#### **PL-219 ETHICS AND TECHNOLOGY**

New technology always carries with it new questions about the use and ramifications of such technology. This course addresses various morally relevant questions and problems that arise on account of technological advancement. It will survey the history and philosophy of technology and explore ethical theory with respect, but not limited, to cybertechnology and new media, robot technology and artificial intelligence, and biotechnology. Our goal is to consider certain moral frameworks in terms of how well they can provide directives in the face of growing automation. One course in philosophy required, one in ethics recommended. PL 215 recommended. Three credits.

#### **PL-220 THEORIES OF KNOWLEDGE**

This course explores, both topically and historically, the various avenues which philosophical thought has followed in its attempts to understand how humans gain knowledge of themselves and the world in which they are situated. Representative views of classical thought, continental rationalism, British empiricism, transcendental idealism, 20th-century realism, and phenomenology will be examined. In each case, the structure of consciousness and the relation of consciousness to objects known will be explored. Flowing from this will be a consideration of their respective accounts of perception, conception, memory, judgment, and truth. Throughout the course, each of the views will be critically evaluated as to its adequacy of the human experience. This course provides serious and advanced study in the discipline. Three credits.

#### **PL-230 METAPHYSICS**

This course is designed to introduce the student to some of the basic metaphysical themes. It will be concerned with various areas of theoretical philosophy, considering questions regarding: the nature of the world, knowledge and truth, freedom, the mind/body view of man, and various conceptions of God. The approach of the course will be problem-oriented, and the medium will be the views of various major thinkers in Western Philosophy. This course provides serious and advanced study in the discipline. Three credits.

#### **PL-240 INFLUENCE OF PHILOSOPHY ON THEOLOGY**

The course traces some of the effects which Platonic, Aristotelian, and Stoic philosophies have had on such theological questions as the nature of (the Christian) God, God’s relationship to the world, the understanding of the human person, as well as some ethical doctrines which permeate Western thinking. Some solutions are suggested. Three credits.

#### **PL 251 PHILOSOPHY AND FILM**

Courses in many disciplines use non-print media such as music and film on an ad hoc or as-useful basis. The purpose of this course, in contrast, is to explore systematically and intentionally some relationships between traditional philosophical documents

and cinematic “texts.” Each section of the course explores a theme such as (but not limited to) philosophy and science fiction, existentialism, humor/comedy, God and religion, the works of Jane Austen, and so forth. Films shown as classroom assignments are treated as serious texts for analysis and critique, just as the philosophical texts that complement it are treated. Three credits.

#### **PL-262 MUSIC AND THE SOUL**

“Without music, life would be a mistake” (Friedrich Nietzsche). We lovers of music know exactly what Nietzsche means here: we have been moved, disturbed, made joyous, or despairing, by the muse of melody and poetic verse. Why does music have this effect on us? What does it MEAN for us? Can music be good or bad for us? Is there a moral aspect to creating music or to listening to it? Such are the questions that inspire this course. Through an examination of philosophical accounts of music, and, of course, by listening deeply to various genres of music, we will attempt to answer them. And, if our questions are not answered, we will move forward in our lives to search for music and philosophical ideas that can help us answer them. Three credits.

#### **PL-271 CATHOLIC POLITICAL THOUGHT**

Catholicism has a long tradition of political inquiry that has made many important theoretical and practical contributions to the way we live. From a philosophic perspective, it bears a close resemblance to ancient political philosophy yet diverges in significant ways from modern political philosophy. This divergence raises an important practical question: How can Catholics in America reconcile faith and citizenship? This class is designed to answer that question. To do so we will read important contributors to the Catholic intellectual tradition, contemporary authors, as well as political rhetoric in America. Cross-listed with PS 261. Three credits.

#### **PL-272 PHILOSOPHY OF LAW**

What is law, and what is its purpose? Is human law dependent upon a higher, Divine law? What is the relationship between law and morality, and what makes a law binding? Is it ever morally acceptable to disobey the law, and, if so, when? Such are among the central questions of the philosophy of law, and philosophers have been reflecting on them for thousands of years. In this course, we will look at some of the central theories of law that have shaped our legal culture and which still register in the legal and political debates we have today. Three credits.

#### **PL-273 ROMAN POLITICAL THOUGHT**

Ancient Rome’s contributions to civilization are legion. Among the most visible are the ideas and practices that continue to influence the political philosophy and civil and legal institutions of many nations, including the United States. This course seeks to understand the Roman conceptions of such things as statesmanship, law, citizenship, virtue, rhetoric, civil religion, and imperialism, through a close reading of primary sources written by those who shaped or later reflected upon Rome. Authors might include Cicero, Lucretius, Livy, Virgil, Tacitus, Marcus Aurelius, Plutarch, St. Augustine, Machiavelli, Shakespeare, Gibbon, and Publius. This course is designed to be taught in Rome. It will combine readings and trips to places of historic importance in Rome and other places in Italy, particularly Florence. Three credits

#### **PL-280 THOMISTIC PHILOSOPHY**

The works of Thomas Aquinas are generally regarded as the highwater marks of Medieval Scholasticism, and they continue to have far-reaching effects on both philosophy and theology. In this course the students will read selections from some of Aquinas’ major works organized, in general, along the lines developed in the *Summa Theologiae*. Some of the topics to be considered from a philosophical perspective are the following: philosophy and theology; the existence of God, the attributes, names, and powers of God; predestination; the human end, human acts, habits, virtues and vices; and law in general and the various kinds of law. Three credits.

#### **PL-303 EASTERN THOUGHT**

This course is designed to provide an overview of the basic teachings and historical development of major streams of Eastern thought including Confucianism, Daoism, and Buddhism. Emphasis will be placed on a comparative approach, noting the complex historical and conceptual relationships to be found between and within the systems. The course will also examine the congruencies (as well as the disparities) of these approaches with important developments in Western thought. Three credits.

#### **PL-350 INDEPENDENT STUDY – PHILOSOPHY**

Independent study is primarily intended for the student who has advanced past a basic understanding of the field. It provides an opportunity to explore in greater depth and sophistication a specific philosophical topic or question of the student’s choice. Selection of the topic of study is initiated by the student, while the structuring of the course is done in consultation with the instructor. Variable credit.

#### **PL-440 SENIOR CAPSTONE EXAM**

In this independent study course the student will work with a faculty member in the department who will serve as his or her advisor. The student will meet periodically with this advisor to aid in his or her preparation for the exam. These meetings may include practice exams. The exam itself will take place toward the end of the semester. It will be an oral examination, usually lasting about 60 minutes, conducted by the student’s advisor and at least one other member of the philosophy department. Should the student’s performance be unsatisfactory, she or he will be given one other opportunity to re-enroll in the course and pass the exam. PL 440 is taken in the second semester before graduation. P/F. Three credits.

#### **PL-450 SENIOR THESIS**

In this independent study course the student works closely with a faculty advisor to fully develop the capstone project in philosophy, the Senior Thesis. This process prepares the student for work beyond the undergraduate, developing the skills of independent scholarship: informed philosophical research, skillful analysis, thoughtful synthesis, and fluent written work. PL 450 is taken in the second semester before graduation. Three credits.

# PHYSICS

David W. Grumbine Jr., *Chairperson*

Michael Antonacci, O.S.B.; Daniel Vanden Berk

Professor Emeritus: Mohamed Anis Maize

The mission of the Physics Department works in concert with the mission of the College and begins with the cultivation of a love for learning and an appreciation of the inherent beauty in the study of the natural world. The department serves three populations of students each with specific goals; (1) Physics and Physics Education majors, (2) majors in the departments of Biology, Chemistry, Mathematics, and Computing and Information Systems, Integrated Sciences, Health Science, and (3) non-science majors. The Department's mission is to prepare Physics and Physics Education majors by developing skills in experimental and theoretical physics so that our students are prepared to enter graduate programs in Physics and related fields (for example, Astrophysics, Material Science, and Engineering), obtain a professional and/or technical position in industry, or teach at the high school level.

For students majoring in other departments within the Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing, the Department's mission is to develop the ability to apply the experimental and theoretical principles of Physics to their specific disciplines. The Department's mission is to fulfill the goals of the core curriculum for students who are non-science majors by promoting scientific literacy, developing a familiarity with the scientific method, and creating an awareness of the impact of science on society. For all students, the Department's mission is to stress the conceptual understanding of Physics through discussion, demonstration, and experimentation and to develop the ability of the students to effectively communicate their understanding to others.

Two alternative programs are available. The program leading to a B.S. degree in Physics is for students who wish to continue their education in graduate school or to directly pursue careers in government or the private sector. The Physics Education program prepares students for certification for careers as secondary school physics teachers. Students must contact the Education Department Chairperson for admission to the certification program.

## PHYSICS/PHYSICS EDUCATION STUDENT LEARNING OUTCOMES

Upon completion of the B.S. in Physics or B.S. in Physics Education programs, students will be able to:

- use knowledge of the fundamental theoretical fields of physics to solve problems.
- perform careful physics laboratory experiments.
- interpret physics experimental results.
- explain physical principles to others in both oral and written formats.
- develop independent research.

## CULMINATING ACTIVITY

Students in each program must complete the culminating activity listed as course PH 381. This activity consists of a research project under the direction of a faculty member or an approved internship. Several projects in recent years have been awarded student research grants—students have traveled to present their results at regional and national conferences, while some projects have resulted in a publication in a scientific journal. Successful completion of this activity—including a senior thesis, is required.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN PHYSICS AND PHYSICS EDUCATION

(See core curriculum requirements.)

### Major Requirements (B.S. in Physics) (68 credits):

|                  |   |    |
|------------------|---|----|
| PH 100           | Physics Seminar                             | 1  |
| PH 111           | General Physics I                           | 3  |
| PH 112           | General Physics II                          | 3  |
| PH 113           | Physics I Laboratory                        | 1  |
| PH 114           | Physics II Laboratory                       | 1  |
| PH 211           | Modern Physics I                            | 3  |
| PH 213           | Modern Physics I Laboratory                 | 1  |
| PH 215           | Thermodynamics                              | 3  |
| PH 221           | Classical Mechanics                         | 3  |
| PH 241           | Optics                                      | 3  |
| PH 243           | Optics Laboratory                           | 1  |
| PH 244           | Advanced Laboratory                         | 1  |
| PH 252           | Electromagnetic Fields                      | 3  |
| PH 261           | Electronics                                 | 3  |
| PH 263           | Electronics Laboratory                      | 1  |
| PH 311           | Modern Physics II                           | 3  |
| PH 322           | Quantum Mechanics                           | 3  |
| PH 341           | Condensed Matter Physics                    | 3  |
| PH 370           | Mathematical Physics                        | 3  |
| PH 381           | Research                                    | 1  |
| MA 111, 112, 211 | Analytical Calculus I-III                   | 12 |
| MA 212           | Ordinary and Partial Differential Equations | 4  |
| CH 101, 103      | General Chemistry I and Laboratory          | 4  |
| CH 102, 104      | General Chemistry II and Laboratory         | 4  |

A thesis is required in the senior year.

### Major Requirements (B.S. in Physics Education) (66 credits):

|                  |   |    |
|------------------|---|----|
| CORE 1306        | Astronomy to Astrophysics                   | 3  |
| PH 100           | Physics Seminar                             | 1  |
| PH 111           | General Physics I                           | 3  |
| PH 112           | General Physics II                          | 3  |
| PH 113           | Physics I Laboratory                        | 1  |
| PH 114           | Physics II Laboratory                       | 1  |
| PH 211           | Modern Physics I                            | 3  |
| PH 213           | Modern Physics I Laboratory                 | 1  |
| PH 215           | Thermodynamics                              | 3  |
| PH 221           | Classical Mechanics                         | 3  |
| PH 241           | Optics                                      | 3  |
| PH 243           | Optics Laboratory                           | 1  |
| PH 244           | Advanced Laboratory                         | 1  |
| PH 261           | Electronics                                 | 3  |
| PH 263           | Electronics Laboratory                      | 1  |
| PH 322           | Quantum Mechanics                           | 3  |
| PH 381           | Research                                    | 1  |
| MA 111, 112, 211 | Analytical Calculus I-III                   | 12 |
| MA 212           | Ordinary and Partial Differential Equations | 4  |
| CH 101, 103      | General Chemistry I and Laboratory          | 4  |
| CH 102, 104      | General Chemistry II and Laboratory         | 4  |

A thesis is required in the senior year. See Education Department section of *Bulletin* for Secondary Education course requirements.

### Requirements for a Physics Minor: 19 credits

|        |                       |   |
|--------|-----------------------|---|
| PH 111 | General Physics I     | 3 |
| PH 112 | General Physics II    | 3 |
| PH 113 | Physics I Laboratory  | 1 |
| PH 114 | Physics II Laboratory | 1 |

and a minimum of 11 credits selected from courses numbered above PH 200, of which at least one must be PH 243, PH 244, PH 213, or PH 263. MA 111-112 Calculus I-II are prerequisites for General Physics. MA 211-114 Calculus III and Differential Equations are recommended electives.

### Typical First-Year Schedule: 30 credits

#### Fall Semester

|           |                         |   |
|-----------|-------------------------|---|
| PH 100    | Physics Seminar         | 1 |
| MA 111    | Analytical Calculus I*  | 4 |
| CH 101    | General Chemistry I     | 3 |
| CH 103    | General Chemistry I Lab | 1 |
| CORE 1400 | Listening Seminar       | 3 |
| CORE 1500 | Core Writing            | 3 |

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

#### Spring Semester

|           |                          |   |
|-----------|--------------------------|---|
| MA 112    | Analytical Calculus II   | 4 |
| PH 111    | General Physics I        | 3 |
| PH 113    | Physics I Laboratory     | 1 |
| CH 102    | General Chemistry II     | 3 |
| CH 103    | General Chemistry II Lab | 1 |
| CORE 1xxx | Level 1 Core Course      | 3 |

\*These courses fulfill the core curriculum requirements.

### PHYSICS COURSE DESCRIPTIONS

#### PH-00X PHYSICS EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

#### PH-100 PHYSICS SEMINAR

Discussions of topics in contemporary physics. One credit.

#### PH-109 COLLEGE PHYSICS I

This is the basic course for those majoring in the biological sciences and allied health fields. Kinematics, Newton's Laws of Motion, Energy, Momentum and Rotation are introduced and treated with methods of algebra and calculus. Problem-solving with algebra is emphasized. Prerequisite: MA 109. Offered fall semester. Three credits.

#### PH-110 COLLEGE PHYSICS II

A continuation of PH-109. Electricity, Magnetism, Optics, and Wave Motion are introduced and treated with methods of algebra and calculus. Problem-solving with algebra is emphasized. Prerequisite: PH-109. Offered spring semester. Three credits.

#### PH-111 GENERAL PHYSICS I

This is the basic course for those majoring in the physical sciences, mathematics, and engineering. Kinematics, Newton's Laws of Motion, Energy, Momentum, and Rotation are introduced and treated with applications of calculus. Prerequisite: MA 111. Offered every semester. Three credits.

#### PH-112 GENERAL PHYSICS II

A continuation of PH-111. Electricity, Magnetism, Optics, and Wave Motion are introduced and treated with applications of calculus. Prerequisite: PH 111. Offered every semester. Three credits.

#### PH-113 GENERAL PHYSICS I LABORATORY

Laboratory to accompany PH109 and PH 111. Laboratory experiments include applications to kinematics, Newton's Law of Motion and Energy. Emphasis is placed on learning to take notes in laboratory setting. Offered every semester. One credit.

#### PH-114 PHYSICS II LABORATORY

Laboratory to accompany PH 110 and PH 112. Laboratory experiments include applications to optics, electricity, magnetism, and wave mechanics. Emphasis is placed on learning to take notes in laboratory setting. Offered every semester. One credit.

#### PH-211 MODERN PHYSICS I

A survey of atomic and nuclear physics including relativity, radiation and matter, and quantum physics. Prerequisites: PH 112, MA 112. Must be taken with PH 213. Offered spring semester. Three credits.

#### PH-213 MODERN PHYSICS I LABORATORY

Laboratory to accompany PH 211. Laboratory experiments stress basic subjects such as atomic and classical scattering, the particle and wave nature of both radiation and matter, radioactivity, and spectroscopy. Offered spring semester. One credit.

#### PH-214 INTRODUCTION TO FLUIDS/THERMODYNAMICS

Fluids covers the fundamentals leading to the continuity equation and Bernoulli's equation followed by a detailed study of these equations with applications. Thermodynamics covers a detailed study of the Kinetic Theory of gases and the first and second laws of thermodynamics with applications. Prerequisite: MA 111. Three credits.

#### PH-215 THERMODYNAMICS

A study of the basic concepts of both classical and statistical thermodynamics. Topics include work, energy and entropy, the laws of thermodynamics, the Carnot cycle, heat engines, kinetic theory, and classical and quantum statistics. Prerequisites: PH 112 and MA 212. Offered spring semester of alternate years. Three credits.

#### PH-221 CLASSICAL MECHANICS

A study of the fundamental principles of the motion of particles and rigid bodies, including vibrational motion, an introduction to the equations of Lagrange and Hamilton, the two-body problem and non-inertial frames of reference. Prerequisites: PH 112, MA 112. Offered fall semester of alternate years. Three credits.

#### PH-223 MECHANICS: STATICS

Forces in a plane and in space. Equivalent systems of forces. Equilibrium of rigid bodies. Centroids and centers of gravity. Moments of inertia. Analysis of structures. Friction. Vectors used extensively. Prerequisites: PH 111 and MA 112. Cross-listed as MA 223. Offered fall semester. Three credits.

#### PH-224 MECHANICS: DYNAMICS

Kinematics of particles. Kinetics of particles by: (a) force, mass, and acceleration, (b) work and energy, (c) impulse and momentum. Kinematics of rigid bodies. Plane motion of rigid bodies by: (a) forces and accelerations, (b) energy and momentum methods. Mechanical vibrations. Vectors used extensively. Prerequisite: MA 223. Cross-listed as MA 224. Offered spring semester. Three credits.

**PH-241 OPTICS**

A study of the basic principles of physical optics. Studies in refraction, polarization, interference, and diffraction based on the theory of electromagnetic radiation. Prerequisites: PH 112, MA 212. Offered spring semester alternate years. Must be taken with PH 243. Three credits.

**PH-243 OPTICS LABORATORY**

Laboratory to accompany PH 241. Topics include lenses, mirrors, and prisms, as well as reflection, refraction, polarization, interference, diffraction, and holography. Must be taken with PH 241. One credit.

**PH-244 ADVANCED LABORATORY**

Experiments in various fields of physics focused on developing and applying a variety of common data acquisition and analysis skills. Offered spring semester alternate years. One credit.

**PH-252 ELECTROMAGNETIC FIELDS**

An intermediate course in electromagnetic field theory. Extensive use is made of vector calculus. The differential forms of Maxwell's equations are developed. Methods of solution of Laplace's equation are investigated as well as electric fields in matter, current and Ohm's Law, and magnetostatics. Prerequisites: PH 112 and MA 212. Offered fall semester alternate years. Three credits.

**PH-261 ELECTRONICS**

Covers the fundamental aspects of electronic circuits. Topics include voltage and current courses, measurement techniques, impedance, Kirchhoff's Rules, Thevenin's Theorem, semiconductors, solid-state devices, amplifiers and feedback, boolean algebra, digital logic, programmable logic, memory, and microcontrollers. Extensive use is made of Electronic Design Automation (EDA) software to allow students to follow circuit design from prototype to finished printed circuit board. Must be taken with PH 263. Prerequisites: PH 112 and MA 112. Offered fall semester. Three credits.

**PH-263 ELECTRONICS LABORATORY**

Laboratory course to accompany PH 261 Electronics. Provides hands-on experience with real world circuits alongside the more theoretical development presented in PH 261. Includes measurement techniques, passive filters, transistor and operational amplifiers, combinational and sequential digital logic, and microcontrollers. Also includes design and fabrication of printed circuit boards and soldering techniques for both through-hole and surface-mount components. Must be taken with PH 261. One credit.

**PH-311 MODERN PHYSICS II**

Covers the study of the solution of the Schrödinger equation for both one and three dimensional systems, the spin and orbital angular momentum for both one- and multi-electron atoms, quantum statistics, the strong interaction and Yukawa potential, and an introduction to elementary particles. Prerequisite: PH 211. Offered fall semester alternate years. Three credits.

**PH-322 QUANTUM MECHANICS**

Quantum mechanics developed from a review of modern physics. Topics include the eigenvalue problem, expectation values, particle in a box with applications in the areas of expectation values and transitions, Hilbert spaces, superposition, commutators, symmetries and conservation laws, and angular momentum (spin, orbital) operators and eigenstates. Prerequisite: PH 211. Offered fall semester alternate years. Three credits.

**PH-341 CONDENSED MATTER PHYSICS**

Covers topics including crystal structure, Bragg scattering, scattering amplitude and form factors, the reciprocal lattice, lattice vibrations and quantization, phonon heat capacity, free electron gas, and energy bands in solids (Brillouin zones, Bloch functions, and the Kronig-Penney model). Prerequisite: PH 211. Offered spring semester alternate years. Three credits.

**PH-350 INDEPENDENT STUDY – PHYSICS**

May be repeated. Variable credit.

**PH-355 INDEPENDENT RESEARCH**

May be repeated. Variable credit. Permission of instructor and chair required

**PH-360 HONORS COURSE**

The subject and content will be specified when offered.

**PH-370 MATHEMATICAL PHYSICS**

An advanced course in the mathematical analysis of physical systems. Methods using linear algebra, complex variables, Fourier analysis, Laplace transforms, and other special functions are studied. Analytical software, such as Mathematica, may be used. Prerequisites: PH 112, PH 211 and MA 212. Offered spring semester alternate years. Three credits.

**PH-381 RESEARCH**

Investigation and experimentation or an approved internship leading to the completion of the required senior capstone project. One credit.

**PH-550 PHYSICS INTERNSHIP**

Work experience program extending the learning experience beyond the college into the world of work. Students are employed in an area related to their academic endeavor. Academic credits are awarded according to the extent of the work experience. The purpose of the program is to integrate academic studies and employment activities. May be repeated. Variable credit.

# POLITICS

Jason R. Jividen, *Chairperson*

Bruce Antkowiak; Jerome C. Foss; Bradley C. S. Watson

Adjunct Faculty: Michael A. Arabia; Richard Coldren; Eric Harvey; Daniel Kunz; Mary Beth McConahey; George C. Miller

Professor Emeritus: Gabriel S. Pellathy

*“What is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.”*

—James Madison, *The Federalist*, 51

Politics has been a subject of study from ancient Greece to the present day. For Socrates, Plato, and Aristotle, the word politics referred to the activities of the city, the polis, which they understood to be a necessary form of association for human flourishing. The study of politics was stimulated by the recognition that some cities are better than others at promoting the good life. No political science is complete, therefore, without consideration of what it means to be human and how political communities contribute to happiness.

The Politics Department at Saint Vincent College is unique in the extent to which it promotes an understanding of the nature of political phenomena and their relationship to a life not simply lived, but lived well. To this end, the Department offers a curriculum firmly rooted in the Great Books of Western civilization and the great political writings of the American tradition. Along with philosophical grounding, the program seeks to provide analytical competence to understand the contemporary political environment, to address public policy questions, and to contribute intellectually and practically to the sociopolitical challenges of our times. The Department encourages students to see politics whole, recognizing the intimate relationship that exists between wisdom gained through philosophical inquiry and political knowledge gained through empirical and analytical research. The Department thus helps to fulfill the liberal arts mission of the College. It also takes seriously its obligation to provide civic education: to cultivate the well-educated citizens and scholars who are essential to the long-term flourishing of a constitutional republic.

In light of these concerns, the Politics Department is committed to helping students engage and understand the fundamental ideas that have shaped political life, particularly the political life of Western civilization. We recognize that these ideas often conflict with one another, and we maintain that they are best approached at their source, namely the Great Books of Western civilization.

We also seek to promote patriotic yet analytical citizenship through a close study of the American regime. Courses concentrate on the principles, institutions, and policies under which Americans have lived. A distinctive feature of the Department is its emphasis on American political thought, which requires close study of the principles of the American founding, as well as competing principles.

At the broadest level, we provide students an education in the liberal arts; that is to say, those arts particularly conducive to the cultivation of free citizens and essential to political life in a republic. This includes the abilities and dispositions necessary to engage in public discussions on a variety of topics, both orally and in writing. Such abilities and dispositions include civility and respect for one's interlocutors, analytical tools for assessing arguments, and rhetorical skills to present persuasively one's own views. Responsible use of any

education or ability is essential; the Department therefore does not divorce politics from ethics.

Last but not least, we prepare students for a variety of careers and professions after graduation, including in law, business, nonprofit organizations, public administration, public office, international affairs, and academia. The Department thus takes an active role in helping students prepare for graduate and professional schools. The Department also actively assists students in finding internships and related experiences.

## POLITICS STUDENT LEARNING OUTCOMES

Politics courses are designed to promote the following Student Learning Outcomes:

1. Students will be able to identify, explain, apply, and analyze the Great Books of Western civilization and the great political writings of the American tradition and assess how they continue to shape political life.
2. Students will be able to identify, explain, apply, and analyze the principles of the American founding and assess how they continue to shape American political life.
3. Students will be able to identify, explain, apply, and analyze the principles and practices of the U.S. Constitution and American political and legal institutions and interpret and assess these principles and practices.
4. Students will be able to identify, explain, apply, and analyze the principles of international and comparative politics and assess their relationship to American interests.
5. Students will be able to defend, apply, and combine the liberal and civic arts, i.e., those arts conducive to the cultivation of free citizens, in preparation for successful careers, further education, and meaningful lives.

## OPTIONS

The Politics Department offers many choices. We have two major tracks: B.A. in Politics or B.S. in Political Science. Each major track is available with a pre-law concentration. The B.A. is particularly well-suited to students contemplating law or graduate school and to those pursuing a dual or joint major while at Saint Vincent. The B.S. is particularly well-suited to students contemplating employment or graduate work requiring high levels of mathematical competence, such as master's degree programs in public policy or administration. Minors are available in Politics or Public Administration (for Public Administration minor, see Public Policy listing in this *Bulletin*).

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN POLITICS:

(See core curriculum requirements.)

The social science core is satisfied by completing the major requirements.

### Major Requirements (33 credits)

|           |                                     |   |
|-----------|-------------------------------------|---|
| CORE 1201 | American Regime                     | 3 |
| PS 205    | Classical Political Thought         | 3 |
| PS 210    | Modern Political Thought            | 3 |
| PS 242    | International Politics              | 3 |
| or        |                                     |   |
| PS 244    | Comparative Politics                | 3 |
| PS 295    | American Political Thought          | 3 |
| PS 335    | Institutions                        | 3 |
| PS 368    | Constitutional Law: National Powers | 3 |
| or        |                                     |   |
| PS 369    | Constitutional Law: Civil Liberties | 3 |
| PS 345    | Domestic Public Policy              | 3 |
| PS 480    | Senior Thesis                       | 3 |



|    |  |   |
|----|--|---|
| PS | Politics electives<br>(Any PS class except PS 550) | 6 |
|----|--|---|

### REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN POLITICAL SCIENCE:

(See core curriculum requirements.)

The social science core is satisfied by completing the major requirements.

#### Major Requirements (42 credits)

|             |   |   |
|-------------|---|---|
| CORE 1201   | American Regime                                   | 3 |
| PS 205      | Classical Political Thought                       | 3 |
| PS 210      | Modern Political Thought                          | 3 |
| PS 242      | International Politics                            | 3 |
| or          |   |   |
| PS 244      | Comparative Politics                              | 3 |
| PS 295      | American Political Thought                        | 3 |
| PS 335      | Institutions                                      | 3 |
| PS 368      | Constitutional Law: National Powers               | 3 |
| or          |   |   |
| PS 369      | Constitutional Law: Civil Liberties               | 3 |
| PS 345      | Domestic Public Policy                            | 3 |
| PS 480      | Senior Thesis                                     | 3 |
| PS          | Politics elective<br>(Any PS class except PS 550) | 3 |
| BA-350/350A | Statistics I and Statistics I Excel Lab           | 4 |
| EC-360/361  | Econometrics and Econometrics Lab                 | 4 |
| or          |   |   |
| BA-351/351A | Statistics II and Statistics II Excel Lab         | 4 |
| MA 109/111  | Calculus I  | 4 |

Pre-law concentration: students in either the B.A. or B.S. tracks are advised to take both PS 368 and PS 369.

#### MINOR IN POLITICS

(An excellent pre-law minor for students in other fields)

A minor in Politics requires 18 credits. The following six courses are required:

|           |                                     |   |
|-----------|-------------------------------------|---|
| CORE 1201 | American Regime                     | 3 |
| PS 205    | Classical Political Thought         | 3 |
| PS 210    | Modern Political Thought            | 3 |
| PS 295    | American Political Thought          | 3 |
| PS 335    | Institutions                        | 3 |
| PS 368    | Constitutional Law: National Powers | 3 |
| or        |                                     |   |
| PS 369    | Constitutional Law: Civil Liberties | 3 |
| PS 345    | Domestic Public Policy              | 3 |

Variations from above are possible with permission of the chairperson of the Politics department. A student may choose, with the departmental advisor and with the consent of the chairperson, a program designed to meet individual objectives.

#### PUBLIC POLICY MAJOR

Courses from both Economics and Politics have been combined to create this major. The major emphasizes the analysis of public institutions and policy formulation. See the Public Policy listing in this *Bulletin* for information concerning this major.

#### PRE-LAW OPPORTUNITIES

The Politics Department offers courses by trained lawyers. Students may participate in the Pre-Law Club, where they meet members of the bench and bar including many Saint Vincent College graduates. They may also participate on Saint Vincent's competitive Mock Trial Team. Special opportunities are also available for legal internships with a federal judge. Students interested in law and legal internships should contact the Pre-Law advisor, Dr. Jason Jividen.

#### CENTER FOR POLITICAL AND ECONOMIC THOUGHT

The Politics Department enjoys a close relationship with the nationally-renowned Center for Political and Economic Thought, an interdisciplinary public affairs institution of the Alex G. McKenna School of Business, Economics, and Government at Saint Vincent College. The Center sponsors research and education programs, primarily in the fields of politics, economics, and moral-cultural affairs. The Center seeks to advance scholarship on philosophical and policy concerns related to freedom, Western civilization, and the American experience. Opportunities abound to attend lectures and conferences, meet speakers, and engage in work-study. Interested students should contact the Center's Director, Dr. Bradley C. S. Watson.

#### AURELIUS SCHOLARS IN WESTERN CIVILIZATION

As part of the Saint Vincent College Honors Community, the Aurelius Scholars program is offered to motivated students interested in the Western intellectual tradition. The program is rooted in a diverse course sequence meant to satisfy part of Saint Vincent's core curriculum. As part of their liberal education, students engage some of the great texts, ideas, and perennial questions of the Western world. In addition to the course sequence, Aurelius Scholars participate in enriching extracurricular opportunities, such as reading groups, campus lectures, and student trips. Many events encourage Aurelius Scholars to engage in thoughtful conversation with students in other Honors Community programs. Interested students should contact the Aurelius Scholars program director, Dr. Jason Jividen.

#### PI SIGMA ALPHA

Founded in 1920 at the University of Texas, Pi Sigma Alpha is the national political science honor society. Saint Vincent is one of 700 colleges to have a Pi Sigma Alpha Chapter, the purpose of which is to encourage and recognize excellence in the study of politics and government. Membership is restricted to juniors and seniors who have taken at least 10 credits in politics and have demonstrated high academic achievement. Members are eligible for opportunities such as conference attendance, publication, and graduate scholarships. Interested students should contact the chapter advisor, Dr. Jerome Foss.

#### GRADUATE STUDY

Candidates for the B.A. or B.S. degree who plan to pursue a Ph.D. in Politics, Government, or Political Science generally will have to show competence in one or two foreign languages as well as quantitative skills. We suggest that students contemplating such graduate studies consider taking foreign language courses beyond the intermediate level. The quantitative skill requirement for graduate school varies.

#### PUBLIC AFFAIRS AND PUBLIC ADMINISTRATION

For those seeking master's degrees in public policy and public administration, it would be advantageous to complete BA 100, BA 101, EC 201, EC 202, BA 350, and EC 360. Students should have further discussions with their advisors.

#### INTERNATIONAL AFFAIRS

For those seeking master's degrees in international relations or allied fields, it would be advantageous to pursue two foreign languages, and to complete EC 201, EC 202, BA 350, EC 360, EC 351, and EC 353.

#### INTERNSHIP PROGRAMS

Internships in the third and fourth years are possible. Majors are welcome to apply for internships in government, business, law

and non-profits. They are also welcome to apply to the Center for Political and Economic Thought for work study opportunities. Local part-time internships are also feasible; the Career and Professional Development Center will coordinate and assist in student placement. Politics students interested in such internships for credit will need the approval of the School Dean. In addition, the Department must be convinced that benefit will accrue to both the student and the cooperating body. The number of credits granted for the internship is decided on an individual basis, not to exceed three credits in a semester. Internships are Pass/Fail and limited to a total of six credits. See the Business Administration section of this *Bulletin* for a detailed explanation of Internship requirements for McKenna School students. Students must register for PS 550, Internship.

### DEPARTMENTAL ACTIVITIES

Depending on their interest and initiative, students are encouraged to join activities such as the Pre-Law Club, the Mock Trial Team, the Republican Club, and the Democrat Club. The SVC Mock Trial team is quickly becoming nationally recognized — it competes against and has defeated numerous nationally competitive teams. Other recommended activities include attending relevant lectures and conferences sponsored by the Center for Political and Economic Thought.

### JOB OPPORTUNITIES AFTER GRADUATION

Politics majors interested in civil service jobs should take both the federal and state civil examinations. Availability of positions in these areas varies from year to year, depending upon government's hiring practices. Specific federal and state government agencies may have their own entrance examinations. A student going into government service might find it advantageous to take a general Politics program with a minor in Public Administration. For other job opportunities in the private sector, please consult the Career and Professional Development Center.

### TEACHER PREPARATION

See the Education Department requirements in this *Bulletin* for teacher certification requirements in various fields of education. Interested students should contact the Education Department chairperson and confer with their academic advisors.

### INDEPENDENT STUDY COURSE

It is possible, with the approval of the School Dean, to do individual research projects/papers for credit. Students register for PS 500, taking not more than three credits each semester.

### Typical First-Year Schedule

#### Fall Semester

|              |                              |           |
|--------------|------------------------------|-----------|
| PS-205       | Classical Political Thoughts | 3         |
| CORE-11XX    | Theological Foundations      | 3         |
| CORE-1201    | American Regime              | 3         |
| CORE-1400    | Listening Seminar            | 3         |
| CORE-1500    | Core Writing                 | 3         |
| <b>TOTAL</b> |                              | <b>15</b> |

#### Spring Semester

|              |                                     |           |
|--------------|-------------------------------------|-----------|
| PS-210       | Modern Political Thoughts           | 3         |
| CORE-12XX    | History, Culture, Politics          | 3         |
| CORE-13XX    | Investigating and Reasoning         | 3         |
| CORE-15XX    | Effective and Charitable Expression | 3         |
| CORE-16XX    | Ethics and Service                  | 3         |
| <b>TOTAL</b> |                                     | <b>15</b> |

## POLITICS COURSE DESCRIPTIONS

### PS-00X POLITICS EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

### CORE-1201 AMERICAN REGIME

Political science raises fundamental questions: What does it mean to be human? How ought we to live? What is the nature of good and evil, right and wrong, justice and injustice? How do political communities arise? Why do they sometimes fall? Implicit in these questions, at the practical level of government, are further questions as to how we in fact live and govern. The American constitutional order represents one set of answers to these and other fundamental questions. Through an examination of primary source documents, this course elucidates the relationship of the American regime to the larger tradition of Western political thought and will introduce students to some of the principles, ideas, mores, institutions, and events that continue to shape our social location. Three credits.

### PS-100 PRINCIPLES OF AMERICAN POLITICS

Politics raises fundamental questions for citizens and leaders alike: how ought we, as human beings, to live? Put another way, what is the nature of good and evil, right and wrong, justice and injustice? Implicit in these questions, at the practical level of government, are further questions as to how we in fact live, how we should organize ourselves in communities, and who ought to govern in the communities in which we, as political beings, dwell. The American constitutional order represents one set of answers to these fundamental questions. This course examines the genesis of this constitutional order through a close study of the writings, speeches, and deeds of those who were responsible for its creation. It also elucidates the relationship of the regime to the larger tradition of Western political thought. The course will aid students in understanding the American regime as its founders understood it and in evaluating that understanding. Three credits.

### PS-161 TOPICS IN POLITICAL ECONOMY

This seminar-style course offers a philosophical and historical analysis of topics in political economy. Topics vary, but might include primary source readings from David Hume, Adam Smith, Ludwig Von Mises, Friedrich Hayek, Henry Hazlitt, or Milton Friedman. May be repeated. One credit.

### PS-170 TRIAL ADVOCACY

Trial Advocacy is art and profession, theory and application. Students of Trial Advocacy are a multifaceted group, interested in developing and presenting confident, compelling arguments. Trial Advocacy is open to students of all majors. Those interested in logic, history, law, presentation skills, team competition, and public speaking are excellent candidates for the class and the related, and required, Mock Trial Team. Each year, the Mock Trial Team offers students the opportunity to present both sides of a criminal or civil case while competing on an intercollegiate level, with awards presented to top competitors. The course offers graded credit, at two credits each semester, for a maximum of eight credits. Every semester. Two credits.

### PS-200 PROFILES IN STATESMANSHIP

Drawing on classical and modern sources in political philosophy,

political biography, and literature, this course will examine the ideas and actions of great statesmen. Confronting the most complex and often perilous circumstances imaginable, these political and military figures altered the direction of history. This course might include readings by or about Pericles, Aristotle, Cicero, Plutarch, Charlemagne, Shakespeare, Elizabeth I, Gibbon, Burke, Washington, Hamilton, Webster, Lincoln, Marshall, MacArthur, Churchill, Roosevelt, and Thatcher, among others. Questions as to the nature of statesmanship – its practices, principles, and virtues – as well its place in democratic times, will be raised. The course should be of particular interest to anyone concerned with leadership and the elements of human greatness, including students of Politics, Business, History, Philosophy, English, Psychology, and Theology. Three credits.

#### **PS-205 CLASSICAL POLITICAL THOUGHT**

A survey of important works of classical political philosophy from the Western tradition, this course examines competing ideas about the political good. Readings will normally include selections from Plato, Aristotle, Augustine, and Aquinas. Offered fall semester. Three credits.

#### **PS-210 MODERN POLITICAL THOUGHT**

A survey of important works of modern political philosophy from the Western tradition, this course examines competing ideas about the political good. Readings will normally include selections from Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, and Nietzsche. Recommended: PS 135. Offered spring semester. Three credits.

#### **PS-222 STATE AND LOCAL GOVERNMENT**

The structures, functions, and relationships of the various units of state and local government are presented, and their linkage to the federal government is analyzed. Important policy issues are analyzed and office-holders are invited to speak in class. Offered fall semester. Three credits.

#### **PS-235 ROMAN POLITICAL THOUGHT**

Ancient Rome's contributions to civilization are legion. Among the most visible are the ideas and practices that continue to influence the political philosophy and civil and legal institutions of many nations, including the United States. This course seeks to understand the Roman conceptions of such things as statesmanship, law, citizenship, virtue, rhetoric, civil religion, and imperialism, through a close reading of primary sources written by those who shaped or later reflected upon Rome. Authors might include Cicero, Lucretius, Livy, Virgil, Tacitus, Marcus Aurelius, Plutarch, St. Augustine, Machiavelli, Shakespeare, Gibbon, and Publius. Three credits.

#### **PS-242 INTERNATIONAL POLITICS**

This course studies international politics through texts drawn from, or conversant with, the primary sources in the history of political thought and the American tradition. The themes of the course include the ends of international politics, how states understand their political and economic relationships with one another, how they craft foreign policy, and how human nature both responds to and shapes international politics. Offered fall semester. Three credits.

#### **PS-244 COMPARATIVE POLITICS**

This course studies how different regime types might be compared with one another. Special attention is paid to what preserves or destroys regimes, the lives that different regimes encourage their citizens to lead, and how we might distinguish good from bad

regimes. Texts are drawn from the history of political thought as well as more contemporary sources. Three credits.

#### **PS-261 CATHOLIC POLITICAL THOUGHT**

Catholicism has a long tradition of political inquiry that has made many important theoretical and practical contributions to the way we live. From a philosophic perspective, it bears a close resemblance to ancient political philosophy yet diverges in significant ways from modern political philosophy. This divergence raises an important practical question: How can Catholics in America reconcile faith and citizenship? This class is designed to answer that question. To do so we will read important contributors to the Catholic intellectual tradition, contemporary authors, as well as political rhetoric in America. Cross-listed with PL 271. Three credits.

#### **PS-262 TOPICS IN POLITICAL PHILOSOPHY**

This seminar-style course concentrates on a particular topic in political philosophy. Topics vary from year to year, and typically include an in-depth examination of a particular work, philosopher, or idea of central significance to the development of political thought or practice. May be repeated. Three credits.

#### **PS-266H RACE AND AMERICAN POLITICAL THOUGHT**

One cannot understand America without a serious consideration of race. Likewise, one cannot fully appreciate America's struggle with racism without consideration of the network of ideas, debates, and institutions that constitute the American constitutional order. This course, accordingly, examines the concept of race and the temptations of racism in American politics and political thought. Course material will consist of primary sources from the American colonial period to the present. Three credits

#### **PS-274 SHAKESPEARE/POLITICAL THINKER**

Shakespeare's plays and poetry are helpful for understanding politics because they deal with different regime types. Shakespeare leads us to wonder which, if any, regime would be the best – a question at the very heart of political thought. Readings might include Julius Caesar, Henry V, King Lear, Hamlet, and Othello. Three credits.

#### **PS-291 IRELAND AND THE LIBERAL ARTS**

In the 1850s, John Henry Newman became involved in a project to found a new university in Dublin, Ireland that would serve the marginalized Catholic population. To this end, determined to set forth the guiding principles of the school he would be so instrumental in founding, he gave a series of lectures on the nature of a university. These lectures eventually were worked into the book *The Idea of a University*. In addition to the impact of these lectures on the Irish educational system, his writings are still held up today all around the world as a model articulation of the mission of higher education. After a look at the primary texts that have shaped Irish intellectual life, we will then turn to Newman himself and his contribution to the pressing questions of Irish education in his times and into the Irish present and conclude our course by thinking on how these lessons from the Land of Saints and Scholars could be applied to our globalized world. The travel component of this course will take us to the Emerald Isle itself. Over the course of a week during Christmas break, we will visit historic sites associated with the great figures and institutions shaping Irish intellectual life, paying special attention to the Dublin campus Newman established. Prerequisite: Three credits in either philosophy or politics. Three credits.

### **PS-295 AMERICAN POLITICAL THOUGHT**

A study of important themes and/or developments in American political thought from the Civil War to the present. A key theme will be the shift from Madisonian constitutionalism to 20th-century progressivism. The course examines the political ideas that facilitated that shift. Subjects addressed include the nature of political equality, social Darwinism, pragmatism, progressivism and its critics, constitutional interpretation, and the "Reagan Revolution." Offered fall semester. Three credits.

### **PS-310 PUBLIC OPINION AND ELECTIONS**

This course examines the fundamental roots and role of public opinion in America and its influence on politics and public policy. This influence is examined by addressing elections and the operation of the party system, as well as the use of polls and the role of the media. Three credits.

### **PS-335 INSTITUTIONS**

This course examines the institutions (i.e., Congress, the Presidency, and the Courts) of American government in the order that they are presented in the United States Constitution. Thus, the Constitution itself serves as the guide. Students read relevant chapters from The Federalist Papers in order to gain a full appreciation of the aims of the founders in terms of the design and intent of the governing institutions. Students delve into a good deal of relevant literature, including both primary and major secondary sources. Offered fall semester. Three credits.

### **PS-341 GLOBAL TERRORISM**

This course analyzes the growing phenomenon of terrorism. Students examine diverse perspectives from governments, scholarly experts, and the terrorists themselves. The course covers the source and growth of terror, tactics of terror, key terrorist incidents, specific terrorist groups, and profiles of key leaders within groups. Students study and discuss government policy related to terror, including how the U.S. and other countries counter terrorism. Finally, the course examines the social and political problems associated with terrorism. Offered spring semester. Three credits.

### **PS-345 DOMESTIC PUBLIC POLICY**

This course examines the nature of the administrative state and the public policy process and considers the political principles, interests, and empirical evidence behind differing policy positions. Readings might be from social theorists, public policy analysts, politicians, commentators, and scholars. Offered spring semester. Three credits.

### **PS-368 CONSTITUTIONAL LAW: NATIONAL POWERS**

An analysis of the historical development of American constitutional law with respect to powers of the national government. U.S. Supreme Court decisions regarding issues of federalism, separation of powers, executive authority, national security and war, the commerce clause, etc. will be considered. Debates in constitutional interpretation and the intended role of the Supreme Court will also be examined. Offered every other spring semester. Three credits.

### **PS-369 CONSTITUTIONAL LAW: CIVIL LIBERTIES**

The Bill of Rights is analyzed, with special emphasis on U.S. Supreme Court rulings. First Amendment issues - free speech, freedom of religion, and freedom of associations, as well as 14th-Amendment issues - equal opportunity, voting, and civil rights legislation are explored. Federal policies and politics in this area are analyzed. Offered every other spring semester. Three credits.

### **PS-375 INTERNATIONAL LAW**

This course concentrates on international law and policy, including international organizations and transnational governance. The course examines treaties including the GATT and the WTO and reviews specific trade laws and case studies considering the relationship between trade law and other regulatory areas, including product standards and intellectual property protection. This course also addresses U.S. trade policy and trade agreements, unfair trade practices, political restrictions on trade, and national security implications of exporting technology. Offered fall semester. Three credits.

### **PS-385 SPORTS LAW**

This course will provide a detailed overview and analysis of the legal principles and ethical issues found in professional sports. Topics that will be discussed include athlete representation, labor law, antitrust exemption, arbitration, collective bargaining, salary cap administration, free agency, and the application of ethics as a method in the decision-making and problem-solving process. Offered fall semester of even years. Three credits.

### **PS-390 ENVIRONMENTAL LAW AND POLICY**

A survey of the history and present status of laws seeking to establish acceptable safety levels for air, water, chemicals, and land use. Methodologies of standard-setting, alternate policies, financial costs, and future developments will be discussed. Offered fall semester. Three credits.

### **PS-395 WHAT IS POLITICAL SCIENCE?**

This class has two parts. First, students will study the purpose and current state of political science as an academic discipline. They will read examples of books and essays that provide meaningful analyses of political theory, American politics, constitutional law, international politics, comparative politics, and other subfields of political science. Some of these readings will be chosen based upon the interests of the students. Second, this course will prepare students to make their own contribution to the study of politics. The final product of the course is a prospectus for students' senior thesis. Three credits.

### **PS-440 CONSTITUTIONAL LITIGATION/ANALYSIS**

The course develops in students an understanding of some of the critical issues in constitutional law, as well as a sense of how those issues are argued in a proper legal context. The course gives students a sense of how to analyze legal issues and present them in a thoughtful, authoritative way. Students learn that the Constitution is not just a statement of political theory, but a law to be applied in courts to help people face practical problems that arise in dealing with the government. Three credits.

### **PS-470 GEORGE WASHINGTON FELLOWSHIP I**

The George Washington Fellows Program is named after our nation's first president in order to concentrate on the theme of citizenship. Washington emphasized in his writings and addresses that the success of the new American republic would depend upon the nation's ability to become a sacred union of citizens. The fellowship seeks to attract students interested in scholarly inquiry into the key questions of American citizenship, paying careful attention to the duties and responsibilities of individuals in a free, well-ordered society. Applications for projects in the following areas will be considered: American political thought, American economic thought, political or economic thought generally, American culture and religion, and American constitutionalism. Fall semester. Zero credit. By permission. Students will also be expected to register for PS 471 (George Washington Fellowship II) in the spring semester.

### PS-471 GEORGE WASHINGTON FELLOWSHIP II

This course serves as the second half of the George Washington Fellowship Program. Zero credit. Spring semester. By permission. Prerequisite: PS 470.

### PS-480 SENIOR THESIS

This course facilitates the writing of the senior thesis, which is the culminating project for politics and public policy majors. Special care will be taken to aid students in utilizing their research and writing skills so that they may produce a high quality thesis. Offered spring semester. Three credits.

### PS-500 INDEPENDENT STUDY – POLITICAL SCIENCE

Supervised study in areas of special interest to students. Offered to those students whom the department judges ready for such responsibility. May be repeated. Variable credit (not to exceed three credits per semester).

### PS-525 AURELIUS SCHOLARS EXPERIENCE

Sponsored by SVC's Aurelius Scholars in Western Civilization, this course offers an educational travel experience for students interested in liberal education and the Western intellectual tradition. Student trips might include domestic or foreign destinations and might be accompanied by academic requirements, e.g. common readings, seminars, writing assignments, etc. 0-2 credits.

### PS-550 POLITICS INTERNSHIP

Internships constitute a practicum to supplement academic learning. The number of credits and the hours involved vary depending on the nature of the internship. Please see the Career and Professional Development Center staff for current procedures that must be followed. Departmental approval and supervision must also be secured. Pass/Fail option only. Students are subject to the McKenna School's Student Guide to Internship Procedures and Requirements. See the Business Administration section of this *Bulletin* for a detailed description. May be repeated. Variable credit up to three credits.

## PRE-HEALTH PROFESSIONS

Michael Rhodes, Ph.D., *Chairperson of Pre-Professional Health Committee*

The pre-health professions refers to undergraduate preparation for study in allopathic medicine, chiropractic medicine, dental medicine, osteopathic medicine, optometry, podiatric medicine, and veterinary medicine. Students interested in these areas may choose any undergraduate major, but a solid foundation in biology and chemistry, and a fundamental knowledge of mathematics and physics are necessary.

Admission to professional schools is highly competitive, and the Pre-Professional Health Committee, composed of faculty from within and outside the natural sciences, works closely with individual students to determine where abilities and interests should be directed. During the freshman and sophomore years, the Committee aids students in course selection, guides them toward extracurricular experiences necessary to be competitive, and provides opportunities for students to learn about admissions, schools, and careers. The application process begins in the second semester of the junior year when students ask the Committee to prepare letters of recommendation. The Committee subsequently reviews each applicant. Many factors are weighed, some of which are academic performance, commitment to service, knowledge of the health professions, interpersonal skills, and leadership. Additionally, professional school admission exams are taken near the end of the junior year. Students then complete and submit their professional school applications during the summer between the junior and senior years.

The following courses are required by most health profession schools and the schedule is typical for pre-health students.

#### First-Year credits

|            |                   |   |
|------------|-------------------|---|
| BL 150-153 | General Biology   | 8 |
| CH 101-104 | General Chemistry | 8 |

#### Sophomore Year

|               |                   |   |
|---------------|-------------------|---|
| MA 109 or 111 | Calculus I        | 4 |
| CH 221-224    | Organic Chemistry | 8 |

#### Junior Year

|            |                 |   |
|------------|-----------------|---|
| PH 111-114 | General Physics | 8 |
|------------|-----------------|---|

Additionally, it is strongly recommended that Cell Biology (BL 208, 209) be completed by the end of the junior year. If scheduling permits, Physiology (BL 224) should be completed also. Students interested in optometry should note that one semester each of statistics and microbiology are requisites for admission to some optometry schools.

Students should investigate the requirements of the health profession schools in which they are most interested because some have additional requirements such as Biostatistics (BL 260) and Microbiology (BL 212 and 213).

Students interested in medical school must take the Medical College Admissions Test (MCAT). To prepare, the following additional courses should be completed before the end of the junior year:

|        |  |
|--------|--|
| CH 251 | Proteins and Metabolism                |
| PY 100 | Introduction to Psychological Sciences |
| PY 331 | Biological Psychology                  |
| SO 101 | Introduction to Sociology              |

### EARLY ACCEPTANCE OSTEOPATHIC PROGRAM

Students interested in attending the Lake Erie College of Osteopathic Medicine (LECOM) have the option of applying for early acceptance. Specifically, they spend four years at Saint Vincent College where they complete the requirements for a B.A. or B.S. degree in a major of their choice. They also must complete specified science courses (see below) and may take no fewer than 15 credits in any given semester. Application to LECOM and notification of provisional acceptance are made before the senior year. At the end of successful study at LECOM, students receive the Doctor of Osteopathic Medicine degree.

#### Independent of major, the following courses are required:

##### First-Year Credits

|            |                              |   |
|------------|------------------------------|---|
| BL 150-153 | General Biology with Lab     | 8 |
| CH 101-104 | General Chemistry with Lab   | 8 |
| MA 109     | Calculus with Applications I | 4 |

##### Sophomore Year

|             |                            |   |
|-------------|----------------------------|---|
| BL 208, 209 | Cell Biology with Lab      | 4 |
| BL 224, 225 | Physiology with Lab        | 4 |
| CH 221-224  | Organic Chemistry with Lab | 8 |

##### Junior Year

|            |                          |   |
|------------|--------------------------|---|
| PH 111-114 | General Physics with Lab | 8 |
| CH 251     | Proteins and Metabolism  | 3 |

##### Junior or Senior Year

|             |                             |   |
|-------------|-----------------------------|---|
| BL 214, 215 | Molecular Genetics with Lab | 4 |
|-------------|-----------------------------|---|

### ACCELERATED OSTEOPATHIC MEDICINE PROGRAM

Students interested in attending the Lake Erie College of Osteopathic Medicine have the option of completing their undergraduate and medical degrees in seven years instead of eight years. The required course of study while at Saint Vincent College follows. The curriculum is subject to revision. Students should consult with the Chairperson of the Pre-Professional Health Committee for additional information.

#### First Semester (18 credits)

|             |                                     |
|-------------|-------------------------------------|
| BL 150, 151 | General Biology I with Laboratory   |
| CH 101, 103 | General Chemistry I with Laboratory |
| MA 111      | Analytical Calculus I               |
| CORE 1400   | Listening Seminar                   |

#### Second Semester (18 credits)

|             |   |
|-------------|---|
| BL 152, 153 | General Biology II with Laboratory                      |
| CH 102, 104 | General Chemistry II with Laboratory                    |
| MA 112      | Analytical Calculus II                                  |
| EL 102      | Language and Rhetoric Social Science (PY 100 or SO 101) |

#### Third Semester (16 credits)

|             |                                     |
|-------------|-------------------------------------|
| BL 208, 209 | Cell Biology with Laboratory        |
| CH 221, 223 | Organic Chemistry I with Laboratory |
| MA 211      | Analytical Calculus III             |
| PH 111, 113 | General Physics I with Laboratory   |

#### Fourth Semester (17 credits)

|             |                                      |
|-------------|--------------------------------------|
| BL 224      | Physiology - no Laboratory           |
| CH 222, 224 | Organic Chemistry II with Laboratory |
| PH 112, 114 | General Physics II with Laboratory   |
| PL 101      | First Philosophy                     |
| History     |                                      |

#### Fifth Semester (17 credits)

|                                   |   |
|-----------------------------------|---|
| CH 231, 233                       | Physical Chemistry I with Laboratory    |
| CH 251, 253                       | Proteins and Metabolism with Laboratory |
| Intermediate Language             |   |
| Fine Arts                         |   |
| Social Science (PY 100 or SO 101) |   |

### Sixth Semester (18 credits)

|   |   |
|---|---|
| CH 252, 254                                       | Nucleic Acids and Membranes with Laboratory |
| CH 300  | Research Seminar I                          |
| CH 304  | Biological Chemistry Seminar                |
| History   |   |
| Intermediate Language                             |   |
| English   |   |
| Theology  |   |
| Total Credit Hours at Saint Vincent College = 102 |   |

The culminating experience at Saint Vincent College is CH 304.

At the end of the first year of successful study at the Lake Erie College of Osteopathic Medicine, the student receives the Bachelor of Science degree with a major in Biological Chemistry from Saint Vincent College. At the end of successful study at Lake Erie College of Osteopathic Medicine, the student receives the Doctor of Osteopathic Medicine degree.

### EARLY ACCEPTANCE DENTAL PROGRAM

Students interested in attending dental school at the Bradenton, Florida, campus of the Lake Erie College of Osteopathic Medicine (LECOM) have the option of applying for early acceptance. Specifically, they spend four years at Saint Vincent College where they complete the requirements for a B.A. or B.S. degree in a major of their choice. They also must complete specified science courses (see below) and may take no fewer than 15 credits in any given semester. Application to LECOM and notification of provisional acceptance are made before the junior year. At the end of successful study at LECOM, students receive the Doctor of Dental Medicine degree.

#### Independent of major, the following courses are required:

##### First-Year Credits

|            |                              |   |
|------------|------------------------------|---|
| BL 150-153 | General Biology with Lab     | 8 |
| CH 101-104 | General Chemistry with Lab   | 8 |
| MA 109     | Calculus with Applications I | 4 |

##### Sophomore Year

|             |                            |   |
|-------------|----------------------------|---|
| BL 208, 209 | Cell Biology with Lab      | 4 |
| BL 224, 225 | Physiology with Lab        | 4 |
| CH 221-224  | Organic Chemistry with Lab | 8 |

##### Junior Year

|            |                          |   |
|------------|--------------------------|---|
| PH 111-114 | General Physics with Lab | 8 |
|------------|--------------------------|---|

##### Senior Year

|        |                         |   |
|--------|-------------------------|---|
| CH 251 | Proteins and Metabolism | 3 |
|--------|-------------------------|---|

LECOM also recommends that students complete the following courses:

|             |                              |   |
|-------------|------------------------------|---|
| BL 220, 221 | Comparative Anatomy with Lab | 4 |
| BL 212, 213 | Microbiology with Lab        | 4 |
| BL 214, 215 | Molecular Genetics with Lab  | 4 |
| BL 242, 243 | Histology with Lab           | 3 |

### ACCELERATED PODIATRIC MEDICINE PROGRAM

Students interested in attending the New York, Ohio, or Pennsylvania Colleges of Podiatric Medicine have the option of completing their undergraduate and medical degrees in seven years instead of eight years. The required course of study while at Saint Vincent College follows. Students should consult the chairperson of the Pre-Professional Health Committee for additional information.

|                       |           |
|-----------------------|-----------|
| History               | 6 credits |
| English               | 6 credits |
| Philosophy            | 6 credits |
| Theology              | 6 credits |
| Social Sciences       | 6 credits |
| Intermediate Language | 6 credits |

|                   |           |
|-------------------|-----------|
| General Chemistry | 8 credits |
| Organic Chemistry | 8 credits |
| Mathematics       | 8 credits |
| Physics           | 8 credits |
| General Biology   | 8 credits |
| Cell Biology      | 4 credits |

Additionally, 12 credits must be selected from:

BL 214, 215 Molecular Genetics and Laboratory

BL 220, 221 Comparative Vertebrate Anatomy  
and Laboratory

BL 224, 225 Physiology and Laboratory

BL 242, 243 Histology and Laboratory

All students must take one course designated as a First-Year Seminar.

Total credit hours at Saint Vincent College = 95 hours.

At the end of the second year of successful study at the College of Podiatric Medicine, the student receives the Bachelor of Arts degree with a major in Biology from Saint Vincent College. At the end of the fourth year of successful study at the College of Podiatric Medicine, the student receives the Doctor of Podiatric Medicine degree.

Please see the Allied Health Professions section of the bulletin for information on programs in Allied Health (e.g. Physical Therapy, Occupational Therapy, Physician Assistant, and Pharmacy, among others.)

## PRE-LAW PROGRAM

Professor Bruce Antkowiak, *Pre-law Advisor*

The road to becoming a lawyer begins in college. At Saint Vincent, we are committed to helping you decide whether to take that road and, if you do, to give you the guidance and wherewithal to travel it successfully.

First, we will help you decide if the law is your vocation. The law is a profession for men and women who feel the calling to dedicate their lives to the pursuit of justice through the study and practice of law. It is not a profession to be pursued casually or by default. These are the realities you will face if you choose the law as a career:

- The study of law is a long, arduous and, quite often, expensive process.
- The job market for new law school graduates is extremely difficult and highly competitive.
- Excellence in the practice of law requires many hours of dedicated work and personal sacrifice.

You will embrace these realities if the law is your vocation; do not undertake them if it is not.

If the law is your vocation, the realities you face require that you focus on the critical moment that lies before you. That moment is not the date on which you are admitted to a law school; rather, it is the date on which you enter the profession as a practicing lawyer. To make that date come to pass as soon as possible after you complete law school, you must begin now to focus on these two goals:

- Attending a law school that excels at preparing students for the practice of law; and,
- Becoming a multidimensional person who will stand out in a crowded field of law graduates applying for the Legal positions then available.

### AN UNDERGRADUATE CURRICULUM TO READY YOU FOR LAW SCHOOL

It is very important for you to realize that there is no one major in college that best prepares you for success in law school or best positions you to succeed in the practice of law. Overall, what will best serve you in the study of law is to take a challenging undergraduate curriculum that will help you develop a rigorous work ethic and the capacity to engage in the following skills at a high level.

1. To synthesize a large body of material.
2. To analyze such material in a way to discern the key principles that will lead to a strategy to resolve the legal problem the material presents.
3. To advocate that strategy with force and clarity orally and in writing.

Regardless of what major you choose to pursue, any course of study which advances you in these critical areas will best prepare you for the study of law.

Saint Vincent has adopted a Legal Studies minor which is meant to give you a wide spectrum of these important skills. As you will see, the Minor does not simply focus on traditional law courses but challenges you to take courses in other realms of knowledge. This will enhance your capacity to be an effective attorney by seeing the broad perspectives of the human problems that will be presented to you. In this, as in so many other respects, a liberal arts education is critical to your success in the study of law and your ultimate entry into the practice of law on behalf of clients.

You should take the opportunity to speak to the Pre-Law Advisor here at Saint Vincent regarding your interest. There are strategies to employ in the decision to apply to law school and having access to a person who taught in law school for a number of years is an important resource Saint Vincent can offer you in this critical transition. Please make an appointment with him to discuss these matters and to help formulate your thinking on this important decision.

Please also take advantage of the Pre-Law Society here at Saint Vincent that offers an important support service and opportunities for students to become more familiar with the practice of law and attorneys in the region who can become friends and mentors as you pursue your new career.

Internship opportunities with legal offices in the public and private sector are possible and should be explored with the Pre-Law Advisor. Students should also consider joining our excellent Mock Trial Team, which provides excellent training in trial advocacy.

### A LIBERAL ARTS CURRICULUM THAT WILL MAKE YOU STAND OUT

Our liberal arts approach will help you become a multidimensional person who will stand out as a candidate for legal positions when that critical time comes. The job market for law school graduates is very difficult. When you seek your first legal position, you will need more than just a credible record of achievement in law school. You will need to exhibit an extra dimension that demonstrates that you are ready to begin promptly to be a productive member of the legal profession. That dimension could be an indepth understanding of business, government, or the court system, fluency in multiple languages, advanced skill in writing or oral advocacy, or expertise in a field of science or technology. Our strong liberal arts curriculum will help you find new dimensions and enhance them into skills that will give you an edge in the competitive market that awaits you.

## PSYCHOLOGICAL SCIENCE

Christopher Oldenburg, *Chairperson*

Devin Fava; Mark Rivardo; Kristine L. Slank

Adjunct Faculty: Jessica Black; Amber Eade; Nicole Florenz; Hadara Katarski; Michele Mayger-Skwirut; Mary Niemiec; Paul Niemiec

Professor Emeritus: Vernon A. Holtz, O.S.B.; Susan Walker

The Department of Psychological Science offers a program of study that is designed to prepare students for admission to graduate school or for direct entry into the workforce in fields related to psychology. Students receive broad training in the science and application of psychological methods and principles, as well as opportunities to gain knowledge and hands-on experience in specialized areas.

The primary program of study in the Department of Psychological Science is the Bachelor of Science degree in Psychology. The credit hours required for the psychology major are purposefully kept to a manageable number to allow students to pursue specialized programs within the department and/or majors and minor from other departments. The complete list of programs offered by the department include the following:

- Bachelor of Science Degree in Psychology
- Minor in Psychology
- Concentration in Mental Health
- Addictions Specialist Training Certificate
- Minor in Biological Psychology
- Psychology Scholars Program

Other highlights of the psychology curriculum include a required internship in which students gain practical professional experience in the field. Students also complete a capstone course which can consist of an independent empirical research project (Research Thesis) or a comprehensive research paper (Research Review and Analysis). Students who complete a Research Thesis have the opportunity to present their work at a professional conference. Research Thesis is recommended for students who plan to pursue advanced study, especially in the more research-oriented fields of psychology and at the doctoral level.

### PSYCHOLOGY STUDENT LEARNING OUTCOMES

Students will:

- demonstrate understanding of content, principles, concepts, and applications in psychology.
- demonstrate understanding of scientific inquiry and engage in critical thinking.
- apply ethical standards to psychological science and practice.
- communicate effectively in writing and speaking.
- demonstrate successful professional development.

### Requirements for the Bachelor of Science Degree in Psychology (35 credits)

|        |                                       |   |
|--------|---------------------------------------|---|
| PY 100 | Introduction to Psychological Science | 3 |
| PY 203 | Statistics I                          | 3 |
| PY 204 | Statistics II                         | 3 |
| PY 212 | Child Development                     | 3 |
| PY 243 | Abnormal Psychology                   | 3 |
| PY 260 | Social Psychology                     | 3 |
| PY 308 | Cognitive Psychology                  | 3 |
| PY 309 | Learning                              | 3 |
| PY 331 | Biological Psychology                 | 3 |



|                           |   |     |
|---------------------------|---|-----|
| PY 341                    | Research Methods in Psychological Science | 4   |
| PY 550                    | Psychology Internship                     | 1-3 |
| One of the following two: |   |     |
| PY 401                    | Capstone: Research Review and Analysis    | 3   |
| PY 405                    | Capstone: Research Thesis I               |     |

### REQUIREMENTS FOR CONCENTRATION IN MENTAL HEALTH (24 CREDITS)

(For Psychology Majors Only)

|        |                            |   |
|--------|----------------------------|---|
| PY 219 | Introduction to Counseling | 3 |
| PY 230 | Positive Psychology        | 3 |
| PY 243 | Abnormal Psychology        | 3 |
| PY 251 | Family Systems             | 3 |
| PY 370 | Ethical Issues             | 3 |
| PY 343 | Abnormal Psychology II     | 3 |
| PY 382 | Psychological Assessment   | 3 |
| PY 322 | Health Psychology OR       | 3 |
| PY 250 | Addictive Behaviors        |   |

Students who are interested in taking PY335/BL 255 (Psychopharmacology) may substitute this course for another course in the mental health concentration with permission of the chair.

### REQUIREMENTS FOR MINOR IN PSYCHOLOGY (18 CREDITS)

|   |                                       |   |
|---|---------------------------------------|---|
| PY 100  | Introduction to Psychological Science | 3 |
| Two of the following three:                               |                                       |   |
| PY 212  | Child Development                     | 6 |
| PY 243  | Abnormal Psychology                   |   |
| PY 260  | Social Psychology                     |   |
| One of the following four:                                |                                       |   |
| PY 308  | Cognitive Psychology                  | 3 |
| PY 309  | Learning                              |   |
| PY 322  | Health Psychology                     |   |
| PY 331  | Biological Psychology                 |   |
| Two additional three-credit courses offered by department |                                       |   |

### ADDICTION SPECIALIST TRAINING CERTIFICATE

The Addiction Specialist Training Program is designed to provide the background knowledge necessary for students to develop the skills to help people with substance abuse problems. The program covers areas such as mood-altering chemicals, counseling theories, legal rights of clients, and the development of specific treatment skills including intake, orientation, treatment planning, and case management. Employment opportunities for addiction treatment or prevention exist in addiction treatment centers, hospitals, outpatient treatment facilities, rehabilitation centers, halfway houses, and correctional facilities such as prisons and juvenile detention centers.

The certificate requires 27 credits (or 18 additional credits for Psychology majors). At least 12 credits must be earned at Saint Vincent College.

#### Required Courses:

|        |                                       |   |
|--------|---------------------------------------|---|
| PY 100 | Introduction to Psychological Science | 3 |
| PY 214 | Adolescent Development                | 3 |
| PY 219 | Introduction to Counseling            | 3 |
| PY 250 | Addictive Behaviors                   | 3 |
| PY 251 | Family Systems                        | 3 |
| PY 252 | Rehabilitative Treatment Systems      | 3 |
| PY 280 | Interpersonal and Group Processes     | 3 |

One of the following two: 3

|         |                     |  |
|---------|---------------------|--|
| PY 243  | Abnormal Psychology |  |
| CLS 377 | Addiction and Crime |  |

One of the following two: 3

|        |                       |  |
|--------|-----------------------|--|
| PY 322 | Health Psychology     |  |
| PY 331 | Biological Psychology |  |

Upon completion of the program, Saint Vincent College will award an Addiction Specialist Training Certificate. The 300 clock hours of instruction may be applied toward fulfilling the Pennsylvania Chemical Abuse Certification Board instructional requirements for state certification (see [www.pacertboard.org](http://www.pacertboard.org)).

### MINOR IN BIOLOGICAL PSYCHOLOGY

There is a strong connection between the fields of Biology and Psychology. Psychology is often defined as the study of the mind and behavior. Contemporary psychologists understand and teach that all processes of the mind are ultimately the result of the functions of the brain. As a result, changing the brain - either through disease, injury, surgery, pharmacology, or even naturally over time - changes our minds and the way we think, feel, behave, and ultimately perceive and understand our world. Understanding the connection between biology and behavior is critical in any health-related field involving patient interaction, but it is of particular importance in the areas of mental health and neuroscience.

### MINOR IN BIOLOGICAL PSYCHOLOGY (21 CREDITS TOTAL)

#### Required Courses (15 credits):

|        |                                       |   |
|--------|---------------------------------------|---|
| PY 100 | Introduction to Psychological Science | 3 |
| PY 331 | Biological Psychology                 | 3 |
| BL 150 | General Biology I                     | 3 |
| BL 151 | General Biology I Lab                 | 1 |
| BL 152 | General Biology II                    | 3 |
| BL 153 | General Biology II Lab                | 1 |
| BL XX  | any 200-Level Biology lab course      | 1 |

**Clustered Courses (6 credits):** For courses in this category, students are not allowed to count toward the minor courses housed in their own major department (with the exception of PY 335/BL 255).

#### Psychology Cluster (for non-Psychology majors):

|               |                                |   |
|---------------|--------------------------------|---|
| PY 250        | Addictive Behaviors            | 3 |
| PY 308        | Cognitive Psychology           | 3 |
| PY 309        | Learning                       | 3 |
| PY 322        | Health Psychology <sup>1</sup> | 3 |
| PY 333        | Sensation and Perception       | 3 |
| PY 335/BL 255 | Psychopharmacology             | 3 |
| PY 382        | Psychological Assessment       | 3 |

#### Biology Cluster (for non-Biology majors):

|               |   |   |
|---------------|---|---|
| BL 220        | Comparative Vertebrate Anatomy <sup>1</sup> | 3 |
| BL 222        | Developmental Biology                       | 3 |
| BL 226        | Neuroscience                                | 3 |
| BL 228        | Wildlife Biology                            | 3 |
| PY 335/BL 255 | Psychopharmacology                          | 3 |

Students from majors other than psychology or biology may complete the clustered requirements with courses from either of the two lists. **Note: Students pursuing a minor in Biological Psychology cannot also pursue minors in Biology and/or Psychology.**

*1 - These courses can be applied to the Health Science Major or the Minor in Biological Psychology, but not both.*

### PSYCHOLOGY AS A SECOND MAJOR

The Department of Psychological Science collaborates with other departments to facilitate students' completion of double majors. Specifically, students who have a first major in Biology or Sociology and a second major in Psychology are exempt from the psychology internship requirement; these students may also work with the department to devise a suitable capstone project in their first major that will fulfill the requirements of the Psychology capstone. Students who have second majors in Psychology with first majors

in fields other than Biology or Sociology should contact the chair of the Department of Psychological Science to discuss whether a similar arrangement would be acceptable.

### Typical First-Year Schedule

#### Fall Semester

|           |                                       |           |
|-----------|---------------------------------------|-----------|
| PY 100    | Introduction to Psychological Science | 4         |
| PY 243    | Abnormal Psychology                   | 3         |
| CORE 1400 | Listening Seminar                     | 3         |
| CORE 1500 | Core Writing                          | 3         |
|           | Core Course                           | 3         |
|           | <b>Total</b>                          | <b>16</b> |

#### Spring Semester

|        |                   |           |
|--------|-------------------|-----------|
| PY 260 | Social Psychology | 3         |
| PY 212 | Child Development | 3         |
|        | Core Courses      | 9         |
|        | <b>Total</b>      | <b>15</b> |

### PSYCHOLOGICAL SCIENCE COURSE DESCRIPTIONS

#### PY-00X PSYCHOLOGY EXIT INTERVIEW

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

#### PY-100 INTRODUCTION TO PSYCHOLOGICAL SCIENCE

Introduction to the field of psychology, the scientific study of mind, body, and behavior. Topics are chosen by the instructor and may include research methods, biological bases of behavior, personality, learning, memory, social behavior, development, and behavior disorders. Offered both semesters. Three credits.

#### PY-203 STATISTICS I

This first course in statistics introduces students to some of the basic statistical procedures that are most commonly used in the social sciences. The course begins with basic measures of central tendency and variability, and progresses into the study of probability and the logic of hypothesis testing. Analyses such as t-tests and Pearson correlations develop from these topics. Offered every fall. Three credits.

#### PY-204 STATISTICS II

A continuation of the first course in statistics, this course introduces more advanced procedures including analysis of variance and multiple regression. Non parametric statistical tests such as the chi-square test are also covered. Most statistical tests will be conducted by hand as well as using specialized computer software (SPSS). Prerequisite: ED 201 or PY 203 or equivalent course. Offered every spring. Three credits.

#### PY-212 CHILD DEVELOPMENT

This course examines human development from conception to the beginning of adolescence. The topics span cognitive, social, emotional, and physical development. In addition to the major theories and methods that have shaped the field of child development, we will become familiar with today's leading issues affecting children in family, school, and society. Offered spring semester. Three credits.

#### PY-214 ADOLESCENT DEVELOPMENT

This course examines biological, cognitive, and social development during adolescence. Covering roughly the developmental period from puberty through the late teens or early twenties, students will study family and peer relationships, sexuality, moral development, career

issues, and various psychological and behavioral problems as they pertain to adolescents. Offered spring semester. Three credits.

#### PY-218 LIFE-SPAN DEVELOPMENT

This course examines human development from conception until death. The course is an introduction to the science of lifespan psychology emphasizing physical, psychological, interpersonal, and cognitive development. These issues are explored using scientific research, theoretical perspectives, and practical applications. Offered fall semester. Three credits.

#### PY-219 INTRODUCTION TO COUNSELING

This course provides an introduction to the skills, methods, and procedures of counseling and psychotherapy, including effective interaction and communication between therapist and client and the development of student self-awareness and self-assessment. The course also provides an overview of the major theoretical models of individual and family therapy, including psychodynamic, cognitive-behavioral, Gestalt, and humanistic-existential models. Offered spring semester. Three credits.

#### PY-230 INTRODUCTION TO POSITIVE PSYCHOLOGY

This introductory course provides an overview of topics and concepts related to happiness and the positive aspects of human experience. From this perspective, psychology is a study of strengths, optimism, happiness, hope, and other positive emotions and states of well-being. Positive psychology requires a focus on strength and in building the best things in life as in repairing the worst, and as much attention to fulfilling the lives of healthy people as to healing the wounds of the distressed. Offered spring semester. Three credits.

#### PY-243 ABNORMAL PSYCHOLOGY

This course provides an introduction to psychological disorders. All major disorders are discussed in terms of specific symptoms, as well as the impact of the disorder on the individual's life. Etiology and treatment are also studied. Special emphasis is placed on understanding the classification system used in developing a diagnosis. Offered fall semester. Three credits.

#### PY-250 ADDICTIVE BEHAVIOR

The focus of one's addiction varies based on generational effects, cultural effects, and myriad other individual characteristics; yet addiction remains a stable issue across time. The primary goal of this course is that at its conclusion, students will leave with an empirically sound understanding of addiction and a more nuanced view of the individual struggling with addiction. To that end, this course aims to provide a broad overview of the study of addictive behaviors. The primary focus will be on substance use disorders. Secondary attention will be given to process addictions such as gambling disorder, time permitting. The course will cover the following topics: neurobiology of addiction, risk factors for addiction, the effects of addiction on the family, common conceptualizations of addiction, adolescent-specific issues, substance-specific considerations, and comorbidity. Attention to important cultural and ethical considerations will be embedded throughout the course. Typically offered fall semester. Three credits.

#### PY-251 FAMILY SYSTEMS

This course examines the major family systems theories, their assessment techniques, and associated therapies. Emphasis is placed on the features of a functional and dysfunctional family system. Separated/divorced, substance abusing, sexually abusing, and violent family systems and their dynamics are studied in detail. Typically offered fall semester. Three credits.

### **PY-252 REHABILITATIVE TREATMENT SYSTEMS**

This pre-professional course introduces students to rehabilitative treatment systems currently used by chemical dependency programs. Topics include case management and treatment planning with various populations (e.g., youth, families), ethical and legal issues, the role of family and workplace in treatment, and community resources. Offered fall semester. Three credits.

### **PY-260 SOCIAL PSYCHOLOGY**

An introduction to both classic and contemporary social psychological research and theories. Topics include research methods, the self as a social construction, perceiving social others, persuasion, and aggressive and altruistic behavior. Offered every spring. Three credits.

### **PY-271 MYTH BUSTING IN PSYCHOLOGICAL SCIENCE**

Numerous studies have shown that many Americans hold beliefs about human behavior that are not true. For example, even well-educated individuals believe that we only use 10% of our brain. Although evidence refuting these myths is plentiful, these beliefs have become entrenched in modern society. By reading and discussing primary and secondary sources students will explore why the myths are not true, prevalence rates for belief in the myths, and how they may have come about and persisted. Offered variably. Three credits.

### **PY-275 SPORT PSYCHOLOGY**

In this course students will learn the theories, concepts, and intervention techniques of sport psychology. The course will cover all populations including youth, senior athletes, and college and professional athletes. Topics covered will include, but not be limited to, motivational climate, goal orientation, anxiety, aggression, team dynamics, coaching, leadership, overtraining, injuries, and other challenges. Students will acquire an understanding of (1) psychological theories, research, and research methods in sport psychology, (2) how psychological factors influence performance, (3) how athletes and coaches can improve psychological and communication skills for greater success; (4) the impact sports and athletes play in our society; and (5) the role of sport psychologists. Offered variably. Three credits.

### **PY-280 INTERPERSONAL AND GROUP PROCESS**

This experiential-learning course is designed to introduce the art and skill of interpersonal communication and the organization and dynamics of groups to students interested in business management and in human services (e.g., psychology, education, and social work). This is primarily a skill-based course that emphasizes learning and practicing skills in active listening, open communication, problem-solving, and conflict management. The weekly format of the course includes a theory session followed by an experiential-learning laboratory. Enrollment is limited due to the nature of the experiential laboratory. Prerequisite: Seniors only. Offered spring semester. Three credits.

### **PY-308 COGNITIVE PSYCHOLOGY**

An analysis of human cognition, including such topics as attention, perception, pattern recognition, memory, language production and comprehension, problem-solving, creativity, and artificial intelligence. Offered fall semester. Three credits.

### **PY-309 LEARNING**

An overview of processes that cause human behavior to change in response to the environment. Animal models of learning are discussed, along with their application to human behavior. Topics include natural selection, classical and operant conditioning,

biological constraints on learning, observational learning, and applications of the principles of learning to therapeutic approaches to behavior change. Offered spring semester. Three credits.

### **PY-320 FORENSIC PSYCHOLOGY**

A survey of topics in forensic psychology, a specialized subfield involving the interface between psychology and law. Topics include forensic assessment, civil competence, eyewitness testimony, criminal responsibility, psychology of criminal behavior, criminal profiling, jury issues, expert witness issues, police issues, and career paths in forensic psychology. Offered variably. Three credits.

### **PY-322 HEALTH PSYCHOLOGY**

This course introduces students to affective, behavioral, and cognitive influences on health. The biological, psychological, and social influences on health, and health-improving interventions, will be recurrent themes throughout the course. Additional topics of study are decided by the class and vary by semester. Possible topics include the effects of stress, eating behaviors, substance abuse, specific diseases/disorders, and the patient/healthcare provider relationship on health. Offered variably. Three credits.

### **PY-331 BIOLOGICAL PSYCHOLOGY**

This course introduces students to the ways in which behaviors are based on biological processes occurring within our bodies. An introduction to neurons, neurotransmitters, psychopharmacology, and the central nervous system forms the foundation of the course. Additional topics of study are decided by the class and vary by semester. Possibilities include sensory processes, motor behavior, reproductive behavior, emotion, learning and memory, and biological bases for psychological disorders. Offered fall semester. Three credits.

### **PY-333 SENSATION AND PERCEPTION**

This course introduces students to the ways in which stimuli from our environments (e.g., a vibration in the air or a chemical molecule) are detected and interpreted by creatures, with a specific focus on humans. Course topics will be examined by studying the relevant physiology and neurology and the psychological implications for understanding and behavior. Prerequisites: PY 331 or BL 151 is recommended. Offered variably. Three credits.

### **PY-335 PSYCHOPHARMACOLOGY**

This course will focus on the concepts underlying the study of behavioral pharmacology, the behavioral tests that are used to evaluate the efficacy of psychoactive drugs, and how to properly interpret the results of those tests in a way that is consistent with sound scientific principles. Cross-listed as BL 255. Offered variably. Three credits.

### **PY-341 RESEARCH METHODS IN PSYCHOLOGICAL SCIENCE**

The purpose of this course is to introduce students to the various tactics of performing research within the field of psychology. Although the emphasis is on psychological research methods, the procedures developed are applicable to all areas of scientific research. Course work includes hands-on experience conducting psychological research, analyzing data, and reporting results. Prerequisites: PY 203 and PY 204. Fee. Four credits.

### **PY-343 ABNORMAL PSYCHOLOGY II**

Building upon the material in the introductory Abnormal Psychology course, this more advanced course provides students with an intense examination of mental illness and the issues surrounding it. Disorders covered in detail include posttraumatic

stress disorder, anxiety disorders, major depressive disorder, schizophrenia, and eating disorders, among others. Offered alternating spring semesters. Three credits.

**PY-350 INDEPENDENT STUDY – PSYCHOLOGY**

May be repeated. Variable credit.

**PY-370 SEMINAR: ETHICAL ISSUES IN PSYCHOLOGY**

This upper division seminar course examines the prominent professional and ethical issues in psychology. Issues primarily surround work with patients; however, research and teaching issues are also covered. This is a seminar course in which students read and discuss articles from scholarly journals. Prerequisite: psychology major. Offered fall semester. Three credits.

**PY-371 SEMINAR: COLLABORATIVE RESEARCH IN PSYCHOLOGICAL SCIENCE**

Students read and discuss primary sources on a topic selected by the instructor and then collectively design a research project. The final paper for the course is a collaborative research proposal with pilot data and preliminary analyses. Completion of the entire project is expected to yield a publication-quality manuscript or a professional conference presentation. Students interested in continuing their involvement in the research beyond PY 371 may do so through PY 350 Independent Study. Instructor's permission. Other prerequisites may be recommended depending on the semester's topic. Offered variably. Three credits.

**PY-374 SEMINAR: PERSONALITY THEORIES**

This upper division seminar course examines the major theories of personality. Students read and discuss articles from scholarly journals, as well as selected original works from prominent personality theorists. Topics include psychoanalysis, behaviorism, humanism, and trait theories, in addition to disorders of personality. Periodically offered as an honors course. Offered variably. Three credits.

**PY-382 PSYCHOLOGICAL ASSESSMENT**

This course provides an introduction to the field of psychological assessment. Assessment includes a variety of psychological tests and other approaches designed to gain a better understanding of the human person. Includes personality and intellectual testing, as well as standardization and construction. Prerequisite: PY 203. Offered alternating spring semesters. Three credits.

**PY-401 CAPSTONE: RESEARCH REVIEW AND ANALYSIS**

In this capstone course, students write a literature review and analysis of a topic in the field of psychology. Students identify and examine primary sources and use these sources to develop a critical analysis of the topic area. Psychology majors completing PY 405 are exempt from this requirement. Prerequisite: PY 341. Offered both semesters. Three credits.

**PY-405 CAPSTONE: RESEARCH THESIS I**

Junior psychology majors design an empirical study and submit an APA-style research proposal and IRB application. Students conduct an extensive review of the literature and synthesize existing theory and research to build a rationale for their study, develop specific hypotheses, devise appropriate methodology and statistics, and obtain or construct supporting materials. Prerequisites: PY 341, 3.5 Psychology GPA, and permission of the department chair. Offered spring semester. Three credits.

**PY-406 CAPSTONE: RESEARCH THESIS II**

In this follow-up to Research Thesis I, students conduct the empirical study that they designed in PY 405. Students recruit participants; collect, analyze, and interpret data; compose the results, discussion, tables, and figures; and revise all earlier portions of the paper to produce an empirically based APA-style research thesis. Prerequisite: PY 405. Offered fall semester. Three credits.

**PY-550 PSYCHOLOGY INTERNSHIP**

Students engage in professional work experience in the community that complements and strengthens academic learning. The number of credits earned and the academic requirements are variable, depending on the duration of the experience. Students may or may not receive monetary compensation depending on the organization. Students must receive approval from their academic advisor and complete all paper work with the Career Center before registering for or beginning the internship. May be repeated. Offered both semesters. Variable credit.

# PUBLIC HEALTH MINOR

Elaine Bennett, *Director*

## PROGRAM DESCRIPTION

Public health is the science of protecting and improving the health of families and communities through promotion of healthy lifestyles, research for disease and injury prevention, and detection and control of infectious diseases (CDC Foundation). Designed to work with any major, this minor program helps students to learn about the exciting field of Public Health and to see how their liberal arts education prepares them to make important contributions to the health of our nation and globe.

## PUBLIC HEALTH MINOR STUDENT LEARNING OUTCOMES

- To introduce students to the core functions of public health including assessment, program and policy development, and assurance of quality public health provisions;
- To increase students' awareness and understanding of the importance of social, cultural, behavioral, psychological, biological, environmental, and other processes to disease and health locally and globally;
- To foster skills and proficiencies, students need to contribute to the changing field of public health through the development of health programs and policies, research, awareness, and leadership.

## REQUIREMENTS FOR A MINOR IN PUBLIC HEALTH

### REQUIRED COURSES: (9 CREDITS)

|        |                              |   |
|--------|------------------------------|---|
| AN 285 | Foundations of Public Health | 3 |
| SO 248 | Fundamentals of Epidemiology | 3 |
| HI 288 | Global Health                | 3 |

Students must complete 12 credits of electives. These must come from at least two of the five clusters of courses below. No more than one may be at the 100-level. Up to three credits may be fulfilled using a public health-related internship or independent research experience with a faculty member.

### CLUSTER 1

|                       |  |   |
|-----------------------|--|---|
| EL 111                | Green Writing: Literature and the Environment        | 3 |
| HI 206                | Acupuncture to Alchemy: Topics in Medical History    | 3 |
| HI 209                | Issues in Contemporary East Asia                     | 3 |
| HI 226                | Society and the Environment: The American Experience | 3 |
| HI 283                | Health and Medicine in East Asia                     | 3 |
| PS261/                |  |   |
| PL271                 | Catholic Political Thought                           | 3 |
| TH 280                | Catholic Bioethics                                   | 3 |
| One of the following: |  |   |
| PL 216                | Ethical Problems                                     | 3 |
| PL 217                | Environmental Ethics                                 | 3 |
| PL 218                | Bioethics  | 3 |

### CLUSTER 2

|          |  |   |
|----------|--|---|
| BA 335   | Internet Marketing                             | 3 |
| CS 214   | Introduction to Mobile Application Programming | 3 |
| **CS 305 | Web Technologies                               | 3 |
| **CS 350 | Database Concepts and Information Structures   | 3 |
| ES 220   | Introduction to Geographic Information Systems | 3 |

### CLUSTER 3

|          |   |   |
|----------|---|---|
| **BA 440 | Government and Not-for-Profit Accounting  | 3 |
| **BA 491 | Operational Excellence in the Service Industry with Applications in the Health Care Professions | 3 |
| CA 140   | Interpersonal and Organizational Communication  | 3 |
| PS 222   | State and Local Government  | 3 |
| PS 345   | Domestic Public Policy  | 3 |
| PS 390   | Environmental Law and Policy  | 3 |

### CLUSTER 4

|          |                                 |   |
|----------|---------------------------------|---|
| AN 280   | Medical Anthropology            | 3 |
| AN 315   | Applied Anthropology or         |   |
| AN 360   | Research Methods                | 3 |
| AN 295   | Culture and Health in Guatemala | 3 |
| **PY 322 | Health Psychology               | 3 |
| PY 373   | What Would Fred Rogers Do?      | 3 |
| SO 340   | Sociology of Health and Illness | 3 |
| SO 161   | Environmental Sociology         | 3 |

### CLUSTER 5

Note: Physics, chemistry, biology, or biochemistry majors are not recommended to use NSCI courses to fulfill the minor requirements.

|           |   |   |
|-----------|---|---|
| NSCI 110  | Bacteria, Friends or Foes?                  | 3 |
| NSCI 125  | Introduction to Environmental Science (100) | 3 |
| NSCI 140  | Science and Global Sustainability           | 3 |
| NSCI 245  | Killer Germs                                | 3 |
| NSCI 235  | Human Biology and Laboratory                | 4 |
| NSCI 260  | Biotechnology: How Do They Do It?           | 3 |
| NSCI 265  | Science for International Development       |   |
| **BIN 219 | Biomedical Informatics                      | 3 |
| **BL 212  | Microbiology                                | 3 |
| **BL 216  | Biotechnology                               | 3 |
| **BL 232  | Ecology                                     | 3 |
| **BL 250  | Medical Microbiology                        | 3 |
| **CH 251  | Proteins and Metabolism                     | 3 |
| **CH 252  | Nucleic Acids and Membranes                 | 3 |

*\*\* This course has prerequisites that are not elective credits toward the minor.*

# PUBLIC POLICY

Jason R. Jividen, *Program Chairperson*

Zachary Davis; Robert DePasquale; Jerome C. Foss; Jeffrey Godwin; Thomas Holowaty; Andrew R. Herr; William J. Hisker; Gary Quinlivan; Michael Urick; Bradley C.S. Watson

Adjunct Faculty: Michael A. Arabia; Mark D'Amico; Mary Beth McConahey; George C. Miller; Joseph Polka

Professor Emeritus: Gabriel S. Pellathy

The Public Policy program of the McKenna School is designed to develop an understanding of the economic and political institutions, principles, and processes involved in public policy decision-making. Students are led to examine issues critically while developing a substantive knowledge of market economics and democratic-constitutional government as the context for American public policy. These studies contribute to the development of a well-rounded liberal arts education while helping students pursue their professional goals. The Public Policy program offers a general public policy major. The major seeks to provide the theoretical and analytical background needed to effectively participate in public policy-related endeavors.

Governmental actions at the various levels have a broad impact on society and affect businesses, the professions, and many aspects of individuals' lives. Economic analysis and knowledge of political organization and politics comprise much of the intellectual framework for public policy decision-making. The curriculum combines courses in economics and political science to help foster the development of such skills and knowledge. All Public Policy majors are encouraged to participate in the programs of the McKenna School's Center for Political and Economic Thought, which sponsors numerous lectures and conferences by prominent outside speakers on campus.

The program's capstone experience is a senior thesis on a public policy topic fulfilled in PS 480. It is anticipated that many public policy majors may be interested in seeking immediate employment in public policy-related positions in the non-profit sector or business, or in government service or politics. To enhance career opportunities, an internship or other relevant work experience is recommended, which may be pursued through the College's Career Center.

The curriculum is also good preparation for students interested in law school; such students should also consult the College's Pre-Law program in this *Bulletin*. Students may consider applying to graduate school in public policy, public administration, or public affairs. Public Policy majors receive the Bachelor of Science degree.

## PUBLIC POLICY: MAJOR REQUIREMENTS (44-45 CREDITS)

|           |  |   |
|-----------|--|---|
| BA 100    | Financial Accounting I                   | 3 |
| BA 150    | Managerial Accounting                    | 3 |
| BA 350    | Statistics I                             | 3 |
| BA 350A   | Statistics I Excel Lab                   | 1 |
| BA 351    | Statistics II                            | 3 |
| BA 351A   | Statistics II Excel Lab                  | 1 |
| EC 101    | Principles of Economics: Micro           | 3 |
| EC 102    | Principles of Economics: Macro           | 3 |
| EC 201    | Microeconomic Theory                     | 3 |
| EC 202    | Macroeconomic Theory                     | 3 |
| MA 109    | Calculus with Applications I             | 4 |
| CORE 1201 | American Regime                          | 3 |
| PS 242    | International Politics                   | 3 |
| or        |  |   |
| PS 375    | International Law                        | 3 |
| PS 295    | American Political Thought               | 3 |
| PS 345    | Domestic Public Policy                   | 3 |
| PS 480    | Senior Thesis (on a public policy topic) | 3 |

After completing this major and the college core, you will have 31-32 credits for electives.

## Typical First-Year Schedule

### Fall/Spring

|             |   |   |
|-------------|---|---|
| EC 101, 102 | Principles of Microeconomics and Macroeconomics | 3 |
| or          |   |   |
| CORE 1201   | American Regime                                 | 3 |
| BA 100      | Financial Accounting I                          | 3 |
| BA 150      | Managerial Accounting                           | 3 |
|             | Core Course                                     | 3 |
| CORE 1400   | Listening Seminar                               | 3 |
| CORE 1500   | Core Writing                                    | 3 |
| MA 109      | Calculus with Applications I                    | 4 |

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

## Minor in Public Administration

For those majoring in Politics, in addition to the major requirements, the following courses will be required:

|         |                              |   |
|---------|------------------------------|---|
| BA 102  | Survey of Accounting         | 3 |
| BA 150  | Managerial Accounting        | 3 |
| BA 170  | Organizational Behavior      | 3 |
| BA 350  | Statistics I                 | 3 |
| BA 350A | Statistics I Excel Lab       | 1 |
| EC 101  | Principles of Microeconomics | 3 |

For those **not majoring in Politics**, 18 credits are required for the minor in Public Administration. **Business majors may not minor in Public Administration.** The following courses will be required:

|           |                            |   |
|-----------|----------------------------|---|
| BA 100    | Financial Accounting I and |   |
| BA 101    | Financial Accounting II    | 6 |
| or        |                            |   |
| BA 102    | Survey of Accounting       | 3 |
| BA 350    | Statistics I               | 3 |
| BA 350A   | Statistics I Excel Lab     | 1 |
| CORE 1201 | American Regime            | 3 |
| PS 345    | Domestic Public Policy     | 3 |

The student will also be required to choose two courses from the following list:

|        |                                |   |
|--------|--------------------------------|---|
| BA 150 | Managerial Accounting          | 3 |
| BA 170 | Organizational Behavior        | 3 |
| EC 101 | Principles of Economics, Micro | 3 |

The above program is an interdisciplinary program under the direction of the Politics Department. Substitutions for some of the courses above are allowed with the consent of the Dean of the McKenna School.

## DOUBLE MAJORS AND MINORS

Public Policy majors may not receive a double major or minor in Economics or Politics; nor may they receive the Public Administration minor.

## COURSE LISTINGS

For a description of the courses and semesters when they are offered, see the Business Department, Economics Department, and Political Science Department course listings. For a description of the courses and semesters when they are offered, see the Business Department, Economics Department, and Politics Department course listings.

# SOCIOLOGY/ ANTHROPOLOGY

Elaine Bennett, *Chairperson*

Thaddeus Coreno

Adjunct Faculty: Angela Belli

The Department offers a Bachelor of Arts degree in Sociology and Anthropology, as well as a minor in two courses of study: Sociology and Anthropology. The philosophical foundation of the Department embraces the institution's emphasis on the need for a holistic liberal arts education. The unique perspective given by the department is particularly appropriate and helpful to any major or career path that would benefit from an understanding of human behavior. The Department seeks to develop a student's scientific understanding of the cultural and social forces that shape human behavior. By making use of the perspectives found in the fields of Anthropology and Sociology, students come to understand the science of human behavior within a cross-cultural and historical context.

An undergraduate degree in Sociology provides a strong liberal arts foundation for entry-level positions in social services, law or criminal justice, education, community development, marketing or other business-related fields, and government jobs. Those who enter human services might work with youths at risk, the elderly, or people experiencing problems related to poverty, substance abuse, or the justice system. Those who enter the business world might work in sales, marketing, customer relations, or human resources. Others may choose a teaching career. Sociology also offers valuable preparation for careers in journalism, politics, public relations, business, or public administration — fields that involve investigative skills and working with diverse groups. In addition, an undergraduate degree in sociology is excellent preparation for future graduate work in sociology in order to become a professor, researcher, or applied sociologist.

With a B.A. in anthropology, students are prepared for graduate school work in any of the four fields of anthropology, leading to careers in fieldwork, publication, cultural resource management, archival administration, teaching, or applied anthropology. The degree also provides valuable preparation for professional schools in fields such as medicine, law, dentistry, veterinary sciences, or public health. A degree in anthropology can also lead directly to careers in secondary school teaching, social services, business, government, culture and human resource management, and international development.

All Sociology and Anthropology majors are encouraged to undertake internships in areas that will allow them to explore career options and help determine what aspects of sociology they find most interesting. Sociology and Anthropology majors are also encouraged to select minors or concentrations that will support their career goals.

Students with a major in Sociology are eligible to participate in a cooperative program between Saint Vincent College and Duquesne Law School that allows students to earn their bachelor's degree and Juris Doctor degree in six years. In this program, qualified students who complete their first three years of study at Saint Vincent, fulfilling the core curriculum requirements and the requirements for the major, may transfer into the Law Program and complete the requirements for the Juris Doctor in three years. For details, see the explanation of this program in the Pre-Law section of the *Bulletin*.

## SOCIOLOGY STUDENT LEARNING OUTCOMES

- Delineate the major theoretical frameworks and distinctive concepts upon which the discipline is grounded.
- Explain the effects of social location on groups and individuals.
- Critically evaluate explanations of human behavior and social phenomena by using the sociological imagination.
- Apply scientific principles to understand the social world and conduct and critique empirical research.

## ANTHROPOLOGY LEARNING OBJECTIVES

- Articulate the anthropological perspective as built on comparative and holistic approaches to understanding cultural and biological systems.
- Describe how evolutionary and historical processes have shaped humankind and led to present day biological and cultural diversity.
- Apply anthropological theories and frameworks to analyze how cultural systems shape the human experience.
- Demonstrate knowledge and skills in anthropological research design, data collection, analytical techniques, and ethical considerations.
- Demonstrate the ability to clearly communicate verbally and in writing by constructing a logical argument from anthropological and related literature.
- Articulate the nature and value of anthropological perspectives and skills in professional and academic applications.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN SOCIOLOGY

(See core curriculum requirements.)

### B.A. Sociology Requirements: (36 credits)

|        |                                |    |
|--------|--------------------------------|----|
| SO 101 | Introduction to Sociology      | 3  |
| AN 222 | Cultural Anthropology          | 3  |
| SO 235 | Inequality and Social Problems | 3  |
| PY 203 | Statistics I                   | 3  |
| SO 307 | Sociological Theory            | 3  |
| AN 360 | Research Methods               | 3  |
| SO 405 | Senior Seminar I               | 3  |
| SO 406 | Senior Seminar II              | 3  |
|        | Any four Sociology electives   | 12 |

Students are encouraged to select a complementary area of study (minor or second major) in consultation with their faculty advisor.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN ANTHROPOLOGY

### B.A. Anthropology Requirements: (36 credits)

|        |                                |   |
|--------|--------------------------------|---|
| AN 101 | Introduction to Anthropology   | 3 |
| AN 222 | Cultural Anthropology          | 3 |
| AN 230 | Archaeology                    | 3 |
| AN 360 | Research Methods               | 3 |
| AN 450 | Senior Seminar in Anthropology | 3 |
| PY 203 | Statistics I                   | 3 |
| SO 235 | Inequality and Social Problems | 3 |

### One of the following:

|        |                                 |    |
|--------|---------------------------------|----|
| SO 101 | Introduction to Sociology       | 3  |
| SO 307 | Sociological Theory             | 3  |
|        | Any four Anthropology electives | 12 |

Students are encouraged to select a complementary area of study (minor or second major) in consultation with their faculty advisor.

**REQUIREMENTS FOR A MINOR IN SOCIOLOGY: (18 CREDITS)****Required Courses:**

|        |                                |    |
|--------|--------------------------------|----|
| SO 101 | Introduction to Sociology      | 3  |
| SO 235 | Inequality and Social Problems | 3  |
|        | Any four Sociology electives   | 12 |

**REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY: (18 CREDITS)****Choose one of the following concentrations:****CONCENTRATION IN GENERAL ANTHROPOLOGY**

The general concentration provides students with a basic foundation in the discipline of anthropology, allowing students to incorporate the principles of anthropology's holistic perspective into their approach to their major discipline.

|        |                                 |    |
|--------|---------------------------------|----|
| AN 101 | Introduction to Anthropology    | 3  |
| AN 222 | Cultural Anthropology           | 3  |
|        | Elective Courses:               |    |
|        | Any four Anthropology electives | 12 |

**CONCENTRATION IN APPLIED ANTHROPOLOGY**

The concentration in applied anthropology is designed to prepare students to integrate anthropological thinking into their work in other disciplines. Students will become familiar with the broad range of applications of anthropology and will learn to approach problems from a holistic, interdisciplinary perspective.

|        |                              |   |
|--------|------------------------------|---|
| AN 101 | Introduction to Anthropology | 3 |
| AN 222 | Cultural Anthropology        | 3 |
| AN 315 | Applied Anthropology         | 3 |
| AN 360 | Research Methods             | 3 |

Any two courses from the following: AN 221, AN 230, AN 238, AN 280, AN 332, SO 106, SO 161, or SO 235. Only one sociology course may count toward the minor.

**TEACHER PREPARATION**

Sociology or Anthropology majors interested in obtaining a teaching certificate should consult the requirements of the Education Department of Saint Vincent College in the Bulletin.

The Psychological Science and Sociology Departments offer a collaborative program designed to facilitate students' completion of majors in both psychology and sociology. Please see the chairpersons of Psychological Science and Sociology for specific details.

**Typical First-Year Schedule****Sociology\*****Fall Semester\***

|           |                               |   |
|-----------|-------------------------------|---|
| SO 101    | Introduction to Sociology     | 3 |
| AN 101    | Introduction to Anthropology  | 3 |
| CORE 1400 | Listening Seminar             | 3 |
| CORE 1500 | Core Writing                  | 3 |
| CORE 11XX | Theological Foundations       | 3 |
| or        |                               |   |
| 12XX      | History, Culture and Politics | 3 |
| or        | Language                      | 3 |

**Spring Semester**

|           |   |   |
|-----------|---|---|
| SO        | Elective                                  | 3 |
| AN 222    | Cultural Anthropology                     | 3 |
| CORE 11XX | Theological Foundations                   | 3 |
| or        |   |   |
| 12XX      | History, Culture and Politics or Language | 3 |

*\*Actual schedule will depend on student's prior preparation and course availability. All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.*

**Typical First-Year Schedule****Anthropology\*****Fall Semester\***

|           |                               |   |
|-----------|-------------------------------|---|
| AN 101    | Introduction to Anthropology  | 3 |
| CORE 1400 | Listening Seminar             | 3 |
| CORE 1500 | Core Writing                  | 3 |
| SO 101    | Introduction to Sociology     | 3 |
| CORE 11XX | Theological Foundations       | 3 |
| or        |                               |   |
| 12XX      | History, Culture and Politics | 3 |
| or        | Language                      | 3 |

**Spring Semester**

|           |   |   |
|-----------|---|---|
| AN 222    | Cultural Anthropology                     | 3 |
| AN        | Elective                                  | 3 |
| CORE 11XX | Theological Foundations                   | 3 |
| or        |   |   |
| 12XX      | History, Culture and Politics or Language | 3 |
|           | General Elective                          | 3 |

**SOCIOLOGY/ANTHROPOLOGY COURSE DESCRIPTIONS****AN-00X ANTHROPOLOGY EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course is automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

**AN-101 INTRODUCTION TO ANTHROPOLOGY**

This course presents an introduction to anthropology as a holistic discipline that studies the human condition across space and time, employing comparative and evolutionary perspectives. Students will develop a fundamental grasp of the principles, methods, and theories that define each of the four fields of anthropology as well as appreciation of how the discipline offers tools for a holistic study of the human condition. Typically offered fall semester. Periodically offered as a first-year seminar. Three credits.

**AN-221 BIOLOGICAL ANTHROPOLOGY**

This course explores human biological origins, evolution, and variation through the application of evolutionary theory and examination of the fossil record. Topics include primatology, paleoanthropology, ecology, forensic anthropology, evolutionary medicine, genetic variation of living populations, and evolutionary origins of human behavior. Occasional offering. Three credits.

**AN-222 CULTURAL ANTHROPOLOGY**

This course explores the concept of culture as an integral part of the human experience. We will explore the many facets of culture, including marriage and kinship and religion and ritual. We will examine the myriad ways in which humans organize and sustain themselves and examine concepts of gender, race, and ethnicity. We will explore how an anthropological perspective can be applied to understand and solve human problems. Typically offered spring semester. Three credits.

**AN-225 ANTHROPOLOGY AND WORLD ART**

What is art? What counts as art, and how and why is it designated so? Why do humans create art? Is there a universal aesthetic? These are questions we explore in this course. We begin by examining the evolutionary foundation of appreciation for aesthetics and capacity for creative expression in Homo Sapiens. We then explore, from an anthropological perspective, the creative urge that is a human universal. We consider the question, "What is art?" and seek



answers from a number of societies and perspectives. We examine a broad range of material and social functions of art and contemplate the symbolic character of artistic expression and then explore the worlds of artists themselves, examining their position in and relationship to society and how they often simultaneously embody and transcend traditional social expectations. We will also consider issues such as including the integration of art from small scale societies into global markets and the impact of tourism on local art practices. Occasional offering. Three credits.

#### **AN-230 ARCHAEOLOGY**

This course provides an overview of the field of archaeology. Through the exploration of numerous archaeological case studies, we learn about the methods and theories that archaeologists use to study and recreate the story of past humans through an examination of the materials they left behind. We also examine the ethical and legal issues inherent to uncovering the past, particularly with regard to the handling of human remains. Typically offered every other spring semester Odd-numbered years. Three credits.

#### **AN-233 ARCHAEOLOGY FIELD METHODS AND TECHNIQUES**

This course introduces students to fundamental methods and techniques employed in contemporary field archaeology. Initial instruction furnishes a background in basic concepts of archaeology. Thereafter, procedures and practices are provided for conducting regional survey and site excavation within a Cultural Resource Management (CRM) format, through which students gain employment. Pedestrian survey, remote sensing, basic map reading, sediment/soil descriptions, stratification, grid, excavation methods, provenience recording, photography, flotation, as well as notetaking/site management procedures are among the topics covered. Proposal writing and budgeting for field projects are addressed. Upon completion of this course, students are prepared for their first archaeology field experiences. Three credits.

#### **AN-235 HISTORY AND CULTURE OF PERU**

Learn about the culture and politics surrounding the legendary Machu Picchu. As we explore Cusco, Machu Picchu, and Peru's Sacred Valley studying the history and culture of this region, we will examine how historical power structures shape the stories we tell about ancient people. This three-credit course is structured around a spring break trip to the Cusco region of Peru. Before the trip, students will take part in online coursework to prepare to get the most out of our excursions and activities in Peru. After the trip, students will complete projects synthesizing what they have learned. Three credits.

#### **AN-255 CULTURES OF THE BIBLE**

The people of the Bible lived in an environmental and cultural setting very different from that of modern times. Using a variety of frameworks and sources from archaeology and cultural anthropology, this course will examine how Biblical narratives take place within social, economic, political, and ecological contexts of the ancient Middle East and surrounding areas. Students will apply a combination of archaeology and cultural anthropology to illuminate the lives and times of the Biblical eras. This is an online course. Occasional offering. Three credits.

#### **AN-280 MEDICAL ANTHROPOLOGY**

Medical Anthropology is a specialization within anthropology that draws from the discipline's four fields of cultural anthropology, physical anthropology, archaeology, and linguistics. This course presents an overview of the range of theories and approaches medical anthropologists use to understand the way people deal with, think about, and experience health and disease. Topics to be covered include evolutionary approaches to health, cultural and political ecology of health, ethnomedical systems, cultural constructions of illness, biomedicine as a cultural system, and applied medical anthropology. Typically offered every other spring semester or even numbered years. Periodically offered as an honors course. Three credits.

#### **AN-285 FOUNDATIONS OF PUBLIC HEALTH**

Public health applies social and natural sciences toward the mission of "fulfilling society's interest in assuring conditions in which people can be healthy" (Institute of Medicine, Future of Public Health, 1988). This course explores the foundations of public health through study of the history, ethical, and theoretical foundations and institutional structures by which public health professionals work toward this mission. Through readings, lectures, discussions, and active learning projects, students will examine concepts, principles, and tools of the discipline and develop an understanding of the role of public health professionals and organizations in promoting health of populations. Three credits.

#### **AN-287 GLOBAL HEALTH PRACTICE**

In this course, students will take part in an on-going global health project in collaboration with the instructor. The course will include introductions to global health topics, frameworks, and programs and involve planning and preparation for practical activities, research, and internships in global health, such as foundational research, data collection, program planning, and program evaluation. Zero to three credits.

#### **AN-288 APPLIED RESEARCH AND SERVICE IN GUATEMALA**

In this course, students will take part in an on-going global health project with a community partner in Guatemala. Students will be part of a team conducting community-based participatory research with the goal of supporting the community partner's implementation of evidence-based interventions for improving community health in specific localities. Students will gain practical experience working on a research and practice team as the team contributes to the design and implementation of data collection and analysis, program planning, local capacity building, and program evaluation. Zero to six credits.

#### **AN-295 CULTURE AND HEALTH IN GUATEMALA**

Guatemala is a country characterized by majestic mountains, towering volcanoes, elegant colonial architecture, and colorful indigenous culture. Its beauty and exoticism stand in stark contrast to the poverty that affects 75% of its people. In this course, we will explore how the culture, political economy, and ecology of this land and its people become important factors in the health of its population. During a 14-day trip to Guatemala, students will be immersed in Guatemalan culture through service learning projects with clinics, schools and hospitals, visits to museums and Mayan ruins, and experiential learning opportunities with local families and organizations. Six credits.

### **AN-315 APPLIED ANTHROPOLOGY**

Applied anthropology is the application of anthropological theories, perspectives, and research methods to understanding and solving real-world problems. This course will examine applications of anthropology in areas including medicine and public health, environmental and ecological issues, indigenous rights and basic human rights, as well as in the context of other disciplines such as business, marketing, and education. Students will participate in an applied project as part of an experiential and service-learning approach. Typically offered every other fall semester. Odd numbered years. Three credits.

### **AN-322 GLOBAL ENGAGEMENT SEMINAR**

In this seminar course, students will engage in reading, discussion, and debate about various ways to analyze and interpret the world's increasingly interconnected political, social, cultural, ecological, and economic systems. Drawing from a range of academic materials and resources on current events and issues, students will practice skills and ways of thinking that will allow them to work productively with people and institutions from various cultures and backgrounds and will analyze how their actions, locally, play a part in the complex dynamics of our connected world. Three credits.

### **AN-328 LINGUISTIC ANTHROPOLOGY**

The course examines the origins, nature, and development of human language and communication. The topics we cover include the mechanics of speech, history of languages, ways in which languages change, connections between language and cognition, kinesics, literacy, and language acquisition. No prerequisites. Occasional offering. Periodically offered as an honors course. Three credits.

### **AN-350 INDEPENDENT STUDY - ANTHROPOLOGY**

Independent investigation and research into a special topic for selected students. Topics are determined by both student and professor. Prerequisite: permission of faculty member and departmental chair. May be repeated. Variable credit.

### **AN-360 RESEARCH METHODS**

This course takes a practical, experiential approach to collection and analysis of qualitative and quantitative data. Students will learn the fundamentals of research design and will, through a series of field exercises, develop skills in a number of data collection methods and analysis. Research methods covered will include observation, participant observation, informal and formal interviewing, focus groups, and questionnaires. Through discussion and exercises, we will examine ethical issues, theoretical foundations, and potential applications of mixed method research. Typically offered every other fall semester of odd numbered years. Three credits.

### **AN-375 SPECIAL TOPICS/ANTHROPOLOGY**

Topics vary, but the focus of this course is an in-depth examination of specific issues and/or developments in anthropology. Prerequisite: junior or senior standing. Occasional offering. Three credits.

### **AN-450 SENIOR SEMINAR – ANTHROPOLOGY**

This course is a capstone course for Anthropology majors. It is designed to facilitate critical reflection and analysis through completion of an independent senior project as well as a self-evaluation of anthropological skills/knowledge and personal objectives. Prerequisite: permission of the faculty member. Three credits.

### **AN-550 ANTHROPOLOGY INTERNSHIP**

Students may arrange to receive credit for employment experience in various non-college settings. It is also possible to have paid or unpaid professional work entered into the transcript as "no credit." Prerequisite: permission of the departmental coordinator. May be repeated. Variable credit.

### **SO-00X SOCIOLOGY EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. Zero credits. Pass/Fail.

### **SO-101 INTRODUCTION TO SOCIOLOGY**

This course is an overview and survey of the scientific study of human interactions in society. The course explores the basic concepts that are the foundation of the discipline. Students are introduced to research methods, theoretical perspectives, culture, socialization, social interaction, deviance, and inequality. Typically offered every semester. Periodically offered as a first-year seminar or honors course. Three credits.

### **SO-106 SOCIOLOGY AND GLOBAL ISSUES**

This course is an introduction to sociological perspectives on globalization and the global dimensions of problems facing contemporary society. The course will review globalization theories and trends and the processes and structures of globalization. While the emphasis is on theoretical frameworks and data from sociology, this course takes an interdisciplinary approach to the issues surrounding globalization. Prerequisite: SO 101 recommended. Three credits.

### **SO-161 ENVIRONMENTAL SOCIOLOGY**

This course is designed as an introductory course on environmental sociology. The course will examine the varied forces and perspectives that have an impact on environmental policy making. Subject areas include environmental policy-making, the concepts of ecology and sustainability, renewable and non-renewable resources, pollution, energy policy, and global environmental degradation. Offered every fall semester. Three credits.

### **SO-200 RACE AND ETHNICITY**

This course explores the causes and consequences of prejudice and discrimination in America. We will connect the historical emergence of racial and ethnic groups to the social, cultural, political, and economic forces that shaped their experiences. The continuing role of these social forces will be highlighted in order to nurture a sociological vision of contemporary minority group life. The course will also accent relations between racial and ethnic groups and the evolution of social movements that resist oppression. No prerequisites. Typically offered fall semester. Three credits.

### **SO-202 SOCIOLOGY OF CHILDHOOD**

Studying childhood from a sociological perspective means that we look at children's experiences in their larger social, cultural, and historical context. In this course, we will begin by exploring childhood as a social phenomenon, engaging in discourse on topics such as the social construction of childhood, the ways in which they take part, and how children shape society. After this foundation is established, we will examine several of the problems faced by children today within a global context: issues such as poverty, access to education, child labor, human trafficking, and the effects of conflict. Prerequisites: SO 101 recommended. Typically offered spring semester. Three credits.

**SO-204 DEVIANCE**

This course begins with an overview of sociological theories of deviance and applies the different theoretical perspectives to current topics in deviance. A variety of definitions, key theoretical perspectives, and concepts are presented and analyzed in an effort to understand the numerous ways that deviant behavior may be defined, explained, and interpreted. The field of deviance provides an opportunity to study interesting and important substantive areas of sociology, as well as an opportunity to study basic concepts and theoretical approaches in sociology. No prerequisite. Typically offered every other spring semester of even-numbered years. Three credits.

**SO-206 SELF AND SOCIETY**

The main goal of this course is that the student understands how we become social creatures and how, through our everyday interactions with one another, we make and remake ourselves and our social worlds. We will explore topics such as the social construction of reality, socialization, identity construction and expression, group interactions, symbolic interaction, and impression management. With an understanding of how we participate in the construction of our own realities, we can take a more active and purposeful approach toward making this the sort of world in which we want to live. Three credits.

**SO-212 SOCIOLOGY THROUGH CINEMA**

This course will explore sociological themes through film, focusing on issues relating to social inequality and social justice. The course is organized around key films and documentaries, accompanied by lectures and class discussions. We will focus on movies as text, allowing us to develop our sociological imaginations through the viewing, discussion, and analysis of feature-length films. Three credits.

**SO-217 SOCIOLOGY OF RELIGION**

All forms of religious experience are connected to a social environment. The focus of the course is the impact of the social context upon religious belief and behavior. Special topics include apocalyptic movements, Catholics and modernity, cults, sects, fundamentalism, Satanism, conversion experiences, the charismatic movement, and the changing role of women in religious institutions. No prerequisite. Typically offered every other spring semester of odd-numbered years. Three credits.

**SO-235 INEQUALITY AND SOCIAL PROBLEMS**

This course is an introduction to stratification, class theory, and social inequality, with an emphasis on the United States. We will explore relevant sociological theories and research findings concerning economic, political, and gender disparities, and the social problems created by these structures of inequality. No prerequisite. Typically offered fall semester. Three credits.

**SO-248 FUNDAMENTALS OF EPIDEMIOLOGY**

This course covers the fundamentals of epidemiology as the study of the distribution and determinants of diseases, health conditions, or events among populations and the application of that study to prevent and control health problems. Three credits.

**SO-276 SOCIOLOGY OF GENDER**

This course explores the social formation of gender inequality as well as the accompanying cultural construction of masculine and feminine ideologies and identities. Our investigations will focus on the following themes: the institutionalization of patriarchy; the intersection of class, power, and racial disparities between men and women; sexual violence against women; the transformation of gender roles; and the social movements

and organizations that resist discrimination. No prerequisite. Typically offered every other fall semester of odd-numbered years. Three credits.

**SO-307 SOCIOLOGICAL THEORY**

This course traces the origin and development of sociological theory from the Enlightenment to the 21st century. The first part of the course will investigate the primary works of the classical theoreticians, focusing on Marx, Durkheim, and Weber. The second part of the course explores contemporary theories that have shaped sociology since the early 1900s, focusing on functionalism, conflict theory, and symbolic interactionism. Additional theories such as social exchange theory, phenomenology, and postmodernism will also be discussed. Prerequisite: SO 101, junior or above. Typically offered every other spring semester of even-numbered years. Three credits.

**SO-340 SOCIOLOGY OF HEALTH AND ILLNESS**

This course explores the sociological factors involved in the onset and progression of mental and physical illness. Sociological theories and research are used to make sense of the distribution of disease across groups in society. The main goal of the course is to show how social conditions like poverty, economic inequality, discrimination, environmental pollution, and segregation can produce harmful physical and psychological effects, especially in the form of elevated stress levels. The course will also consider the role of public policy as a strategy for improving health and alleviating suffering. No prerequisite. Typically offered every other spring semester of odd-numbered years. Three credits.

**SO-350 INDEPENDENT STUDY – SOCIOLOGY**

Independent investigation and research into a special topic for selected students. Topics are determined by both student and professor. Prerequisite: permission of faculty member and departmental chair. May be repeated. Variable credit.

**SO-356 QUANTITATIVE RESEARCH METHODS**

This course is an overview of research methodology in the social sciences. The general subject areas include research design, sampling, quantitative and qualitative methods, ethical issues, and computer-assisted analysis of results using SPSS. The emphasis will be on quantitative methods. Occasional offering. Three credits.

**SO-375 SPECIAL TOPICS IN SOCIOLOGY**

Topics vary, but the focus of this course is an in-depth examination of specific social issues and/or developments in sociology. Prerequisite: junior or senior standing. Occasional offering. Three credits.

**SO-405 SENIOR SEMINAR I**

This is a required capstone course for senior sociology majors. The seminar will review each step of the research process, and students will complete an original research project. The fall semester is dedicated to composing a literature review and devising a research plan, with completion of the project in the spring semester. Prerequisite: AN 360 or SO 356 or permission of instructor. Typically offered fall semester. Three credits.

**SO-406 SENIOR SEMINAR II**

This course is the second half of the capstone course for sociology majors. It is designed to facilitate the completion of the research project proposed in the fall in SO 405. Prerequisites: SO 405. Typically offered spring semester. Three credits.

## SO-550 SOCIOLOGY INTERNSHIP

Students may arrange to receive credit for employment experience in various non-college settings. It is also possible to have paid or unpaid professional work entered into the transcript as “no credit.” Prerequisite: permission of the departmental coordinator. May be repeated. Variable credit.

# THEOLOGY

Patricia Sharbaugh, *Chairperson*

Rev. John Aupperle; Lucas Briola; Thomas Hart, O.S.B.; Jason King; Christopher McMahon; Catherine Petranj;

Professor Emeritus: Campion Gavalier, O.S.B.

The Theology Department at Saint Vincent College offers a rigorous and engaging course of study in theology, embracing St. Anselm’s famous description of theology as “faith seeking understanding.” In the spirit of the Benedictine tradition, the department teaches students to integrate faith and reason.

## THEOLOGY PROGRAM OUTCOMES

Graduates of the Theology Program will (1) have the basic knowledge and experience appropriate to secure entry-level positions as professional Directors of Faith Formation, Teachers of Theology/Religion at the Secondary Level, Campus Ministers, and Youth Ministers. Graduates of the program will also (2) be prepared to enter accredited graduate programs in Theology (and related fields), as well as seminary formation programs, enabling them to become professional pastors/ministers and academics. Additionally, graduates of the Theology Program who pursue vocational/professional opportunities in other areas will (3) demonstrate an awareness of the broader purpose of human living (including its moral/ethical dimensions) as it relates to their chosen professional field.

## THEOLOGY STUDENT LEARNING OUTCOMES

Students will:

- Employ tools appropriate to modern biblical interpretation to engage the historical, literary, and theological meanings of the Christian scriptures.
- Analyze major doctrines of the Catholic tradition using theological methods characteristic of academic study.
- Articulate the significance of one’s own theological learning in relation to the insights and needs of the contemporary world.

## THEOLOGY MAJOR REQUIREMENTS: (30 CREDITS)

### Scripture Foundations Course

CORE 1105 /TH 231 Biblical Foundations of Spirituality  
OR CORE 1104/TH202 Saints/Sinners of the Bible  
(Can be taken as part of Core or as a TH designated class)

### Doctrinal Foundations Course

CORE 1103/TH 334 Basics of Catholic Faith  
(Can be taken as part of Core or as TH designated class)

### Major Seminars

3 TH 400-level Seminars.

### Electives

5 Additional theology courses other than the foundations Doctrine and Scripture courses listed above. These courses can include:

- a CORE 1600 course (this course must be cross listed as a TH course)
- a CORE 2600 course (this course must be cross listed as a TH course)
- Additional TH 400-level Seminars.
- One additional CORE 1100 class
- One additional CORE 2100 class

**TOTAL 30 credits**

**JOINT MAJOR IN PHILOSOPHY AND THEOLOGY REQUIREMENTS:  
(57 CREDITS)**

The joint major in Philosophy and Theology was specifically designed for students who are interested in pursuing studies in both disciplines; the major will help such students to appreciate the similarities, differences, and relationship between philosophy and theology.

**From Philosophy:**

- PL 120 Logic
  - PL 201 Ancient Philosophy
  - PL 202 Medieval Philosophy
  - PL 203 Modern Philosophy
  - PL 204 Kant and His Successors
  - or
  - PL 206 19th- and 20th-Century Philosophy
  - PL 215 Ethics
  - PL 240 The Influence of Philosophy on Theology, Then and Now
  
  - PL 440
  - or
  - 450 Senior Capstone Exam or Thesis
- Six credits in Philosophy electives

**From Theology:**

- CORE 11XX
- TH 300 Systematic Theology
- TH 301 Systematic Theology II
- TH 499 Theology Capstone
- One course in scripture (TH 201-249)
- One course in moral theology (TH 250-299)
- One course in doctrines (TH 300-349)
- One course in religious traditions (TH 350-399)
- One Theology elective (TH 250, 255, 275, 280, 315, 320, 335, 344, 348, 365, 385)

**THEOLOGY MINOR REQUIREMENTS (18 CREDITS)**

**Foundations Course (One of the following Courses taken as either a Core or as TH-designated class):**

- CORE 1105 /TH 231 Biblical Foundations of Spirituality
- CORE 1104 Saints/Sinners of the Bible
- CORE 1103 Basics of Catholic Faith
- CORE 11xx Enduring Questions of Catholic Theology

**Major Seminars**

2 TH 400-level Seminars.

**Electives**

3 Additional theology courses other than the two foundations course mentioned above. These courses can include:

- a CORE 1600 course (cross listed as a TH course)
- a CORE 2600 course (cross listed as a TH course)
- Additional TH 400-level Seminars.
- One additional CORE 1100 class
- One CORE 2100 class

**TOTAL 18 credits**

**Typical First-Year Schedule**

**Fall Semester**

- CORE 1103/TH 340 Basics of Catholic Faith or CORE 11xx/TH Enduring Questions of Catholic Theology 3
- CORE 1400 Listening Seminar 3
- CORE 1500 Core Writing 3

- xx xxx Elective (Intro Foreign Language Recommended) 3
  - xx xxx Elective 3
- Total Credits 15**

**Spring Semester**

- CORE 1105/TH 231 Biblical Foundations of Spirituality or CORE 1104/TH Saints/Sinners of the Bible 3
  - CORE 16xx/TH Level 1 Core Course SLO 6 3
  - xx xxx Elective 3
  - xx xxx Elective (Intro Foreign Language Recommended) 3
  - xx xxx Elective 3
- Total Credits 15**

**THEOLOGY COURSE DESCRIPTIONS**

**TH-00X THEOLOGY EXIT INTERVIEW**

All graduating students are required to meet with their department chairperson/program director to finalize requirements for degree completion. This course will be automatically added to the student's registration upon submission of the graduation application. Zero credits. Pass/Fail.

**TH-201 TORAH**

This course will provide a comprehensive study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). It will explore the ancient world of these texts (making use of comparative ancient Near Eastern works) as well as their literary character and theological meaning. Attention will be given to key themes such as creation and covenant, and the course will focus on how these themes resonate in the contemporary world. Three credits.

**TH-204 PSALMS AND WISDOM LITERATURE**

This course offers an in-depth study of the Book of Psalms and the Wisdom tradition of the Old Testament. It explores ancient Israel's approach to worship and moral formation as well as its approach to questions about human righteousness and suffering. This historical study provides the foundation for discovering the meaning and value of Israel's prayers and wisdom in contemporary thinking and practice. Three credits.

**TH-205 PROPHETS**

This course will offer an overview of biblical prophecy, focusing on the Former, Latter, and Minor Prophets and how these individuals functioned in their societies. Special attention will be given to the historical settings of the prophets, their desire for social justice and the modern-day implications of their works. Offered alternating spring semesters. Three credits.

**TH-207 WOMEN IN THE OLD TESTAMENT**

This course explores the shape and meaning of the Old Testament by examining its portrayal of women. It will investigate the historical realities which shaped the lives of these ancient women. In addition, this course will ask theological questions about gender in relation to major biblical themes such as creation, covenant and salvation. Three credits.

**TH-209 PRAYERS AND SONGS OF THE BIBLE**

This course explores the meaning of biblical prayers and songs (in both the Old and New Testaments) in relation to religious practice in different contexts. It will excavate the ancient world out of which such texts emerged, and move forward through history, examining the different ways that people have spoken and

sung these poems and why. In addition, this course will examine the use of biblical prayers and songs in modern liturgical and spiritual practice. Three credits.

#### **TH-212 THE SYNOPTIC GOSPELS**

A deeper look into the methods of Gospel criticism including an historical approach to the life of Jesus. An introduction to the background and theology of each of the three synoptic gospels, Matthew, Mark, and Luke. Three credits.

#### **TH-214 JOHANNINE LITERATURE**

An introduction to the historical context, literary analysis, and theological themes of the Gospel and Letters of John and an interpretation of the apocalyptic message of the Book of Revelation. Three credits.

#### **TH-215 EPISTLES OF SAINT PAUL**

A study of the background and arguments of the Pauline writings. Reading and interpretation of the major epistles, especially as they regard Christian living. Three credits.

#### **TH-218 APOCALYPTIC LITERATURE**

A survey of Jewish and Christian literature including a history of the apocalyptic movement in biblical times, the Old Testament books of Ezekiel and Daniel, the "Little Apocalypses" of the Synoptic Gospels, and the Book of Revelation. Three credits.

#### **TH-219 APOCALYPSE IN THE BIBLE/FILM**

This course will begin by exploring the origins of apocalyptic thinking in the Jewish and Christian biblical traditions. The current proliferation of apocalyptic thinking in film has deep roots in this biblical world. Thus, this course will seek to draw connections between the ancient and the contemporary through selected films that demonstrate the persistence and development of ideas about the apocalypse. It will focus particularly on the issues of divine judgment, human suffering, and restoration. Three credits.

#### **TH-221 CHRISTIAN APOCRYPHA**

In the past 50 years, we have seen an explosive interest in those writings that did not make it into the final biblical canon. In this course we will examine how the early Church decided on those Christian writings which would finally be canonical and on those which would remain consigned to the "Christian apocrypha." We will listen to the contemporary interest on this question arising in our generation and examine how the Church is responding to them today. Three credits.

#### **TH-230 BIBLICAL THEOLOGY**

The biblical text, rather than any philosophical or external theological system, provides the starting point and structure for biblical theology's critical evaluation of scripture and tradition in light of contemporary needs. This course will begin with a study of the book of Exodus through one sharply defined question: What does this book say about God? The study of Exodus will provide the groundwork for an extended discussion of the themes related to this question in the Old Testament, Judaism, The New Testament, and Christianity. The significance of this development for addressing contemporary theological questions will be emphasized. Three credits.

#### **TH-231 BIBLICAL FOUNDATIONS OF SPIRITUALITY**

This course is a survey of the Bible, studying selections of biblical texts in the Torah, the Prophets, Wisdom Literature, the Gospels, Epistles of Paul, and Revelation with a focus on how these texts inform lived expressions of Christian faith. Three credits.

#### **TH-232 WISDOM TRADITION IN THEOLOGY**

Beginning with a study of the Wisdom literature of the Old Testament, this course will explore Jesus' relationship to Wisdom as well as the influence of the Wisdom tradition on the New Testament and Christian theology. Attention will be given to the themes of creation, incarnation, divinization, grace, and Wisdom or Sophia Christology. The significance of the Wisdom tradition in addressing contemporary theological issues will be emphasized. Three credits.

#### **TH-235 WOMEN IN THE NEW TESTAMENT**

An exploration of the roles and responsibilities of women as they are reflected in the texts of the New Testament. Attention will be given to issues of language, power, economics, and gender role expectations with a focus on the ways in which early Christianity attempted to liberate people from oppression, as well as the ways in which it compromised with the dominant society. Three credits.

#### **TH-237 SCRIPTURE/ROMAN MISSAL, AND LECTIONARY**

Examines the use of Scripture in the Roman Missal and its use in the Lectionary, and how it complements the more strictly academic, scientific critical methods of biblical hermeneutics. Three credits.

#### **TH-240 HISTORY/BIBLICAL INTERPRETATION**

This course will explore the various ways that the Christian Scriptures have been used in the Church as the "soul of sacred theology." Special attention will be given to particular passages of Scripture which have provided inspiration for significant movements in church history, as well as particular methods which have arisen at various time periods in the history of the Church. Three credits.

#### **TH-250 INTRODUCTION TO MORAL THEOLOGY**

This course is to introduce students to the basic concepts of Catholic moral theology: natural law, conscience and decision-making, and the virtues. Three credits.

#### **TH-251 INTRODUCTION TO CATHOLIC SOCIAL TEACHING**

The course examines seven areas of social life from the perspective of Catholic social teaching: The Life and Dignity of the Human Person; The Call to Family, Community and Participation; The Option for the Poor and Vulnerable; the Link Between rights and Responsibilities; Solidarity with all People; The Care for God's Creation; and the Dignity of Work and Workers. Participants will examine and discuss how each of the seven topical areas is related to the core values of Catholic social teaching of: human dignity, the common good, solidarity, subsidiarity, and the universal destination of goods. Three credits.

#### **TH-252 PEACE, JUSTICE, AND FORGIVENESS**

This course is designed to give the student an overview of Christian teaching on peace, justice, and forgiveness, primarily (though not exclusively) from a Roman Catholic point of view. This will include an introduction to Catholic Social Teachings. The course also serves as a foundational course for the Peace and Justice Program and as such introduces students to ideas and concepts that they will encounter in their other Peace and Justice courses. Three credits.

#### **TH-255 RELIGION AND POLITICS**

This course will study the Catholic Church social doctrine as it relates to issues of politics. It will also focus on the recent history of the Church thought and its interaction with the political culture of the United States. Three credits.

**TH-256 PROFILES IN CATHOLIC SOCIAL JUSTICE**

This course introduces the Catholic social justice tradition—and, by extension, elements of Catholic social teaching—through exemplary lives. The course will pay particular attention to the interplay of this tradition with varying histories and contexts, whether American or global, as well as how the Catholicism of these figures gives rise to and shapes their thirst for social justice. As a result, this course will introduce to students how these profiles in Catholic social justice exemplify ethical commitments for the service of self, neighbors, and creation in hopes of helping students formulate their own rational defense of self, neighbors, and creation in today's world. Three credits.

**TH-260 ALIENS/MONSTERS/HEROES/JESUS**

This course is to explore the world views and moral imperatives implied in science-fiction. It analyzes these ideas and ethics from a Christian perspective and uses their perspectives to develop understandings of Jesus. Three credits.

**TH-266 THE SEVEN DEADLY SINS**

This course explores the seven deadly sins as identified by the Catholic tradition. It uses a Thomistic framework to understand why they are considered sins and examines their application to contemporary life. Three credits.

**TH-270 CATHOLIC MARRIAGE**

This purpose of this course is to explore the theological foundations and implications of marriage and family. Three credits.

**TH-272 THEOLOGY OF CHILDREN**

This course explores the various Christian understandings of children and the implications of these perspectives for church, society, parents, and teachers. It also explores the theological views of Fred Rogers. Three credits.

**TH-273 ETHICS OF AQUINAS**

This course explores the moral theology of Thomas Aquinas. It covers his thoughts on natural law and the virtues, situating them in his overall theological system. Three credits.

**TH 274 GREEN DISCIPLESHIP**

This course explores the Catholic church's teachings on the environment. With a focus on integral ecology, the course examines the ways that the environment connects to all aspects of life and thus how Christian discipleship includes care for creation. Three credits.

**TH-275 CATHOLIC SEXUAL ETHICS**

This course will present the understanding of human sexuality and of sexual morality as it has been developed in the continuing Catholic Tradition. This course will explore the broad meaning of human sexuality and the differences in male and female sexuality and the significance of these differences. Furthermore, we will examine the development of the Catholic Tradition regarding sexual morality, beginning with the Scriptures, continuing with the Fathers and medieval theologians. The course will also examine the debates over contraception, the response of the magisterium to these debates in *Humane Vitae* and the reaction to this magisterial document. Offered every spring semester. Three credits.

**TH-280 CATHOLIC BIOETHICS**

This course is to introduce students to how Catholic beliefs provide a framework for assessing bioethical issues, including

health, health care, death, suffering, and medicine. Offered every semester. Three credits.

**TH-282 CHRISTIAN FAITH AND TECHNOLOGY**

Social media, artificial intelligence, and the digitization of data are just a few markers of our new technological age. This course considers how, today, our use of technology might shape Christian theology and spirituality as well as how Christian theology and spirituality might shape our use of technology. Three credits.

**TH-300 SYSTEMATIC THEOLOGY I**

The purpose of the course is to provide students with a critical and systematic overview of the central tenets of Christian faith from the Roman Catholic perspective and the perspective of contemporary theology as it seeks to engage a pluralistic world. Prerequisite: TH 119. Offered every fall semester. Periodically offered as an honors course. Three credits.

**TH-301 SYSTEMATIC THEOLOGY II**

This course provides an advanced introduction to contemporary developments in theology. In addition, the course will consider how the pastoral life of the Church both expresses and shapes theological principles. Prerequisite: TH 300 I or permission of chair. Three credits.

**TH-307 CHURCH HISTORY: 500-1789**

This course explores the development of Christianity from the Middle Ages to the Enlightenment. Topics explored in this course include the growth of the papacy, medieval heresies, new religious orders, Mysticism, religion during the Renaissance, Martin Luther, John Calvin, radical reformers in Europe, the English Reformation, the Council of Trent and the Catholic Reformation, and the Enlightenment. Three credits.

**TH-308 CHURCH HISTORY: 1789-1962**

This course is an in-depth study of the Christian churches during the 19th and 20th centuries with an emphasis on Roman Catholicism. Nineteenth century topics include the French Revolution and its impact on religion; English Roman Catholicism; the Oxford Movement; Pius IX and Vatican Council I; church and state relations in France, Germany, and Italy; Anglican Orders; and Leo XIII. Twentieth-century topics emphasize the role of the papacy in European society and will conclude with the pontificate of Pius XII and the Second World War. Three credits.

**TH-310 THEOLOGY OF EARLY CHRISTIANITY**

This course will trace the history and thought of the first 500 years of Christianity. Topics of study include Christians' tenuous relationship with Roman society, Church order and practice, and the development of doctrine. Three credits.

**TH-312 CHRISTIAN MARTYRDOM**

This course will explore the witness of Christian martyrs from the early Christian period to contemporary times. The study will include consideration of varying definitions of martyrdom, accounts of martyrdom, and the context in which martyrdom occurs. Three credits.

**TH-320 THEOLOGY OF MEDIEVAL CHRISTIANITY**

The development of Western Christianity from 700 to 1400 is the crucible from which modern civilization grew. This course traces the development of Christian thought and life in this period, including the development of doctrine, theological method, and

the emergence of new religious orders. The main focus is on select theologians such as Saints Anselm of Canterbury, Bonaventure, and Thomas Aquinas. Three credits.

#### **TH-321 AQUINAS: MYSTIC AND RADICAL**

St. Thomas Aquinas is viewed by many as the lodestar for Catholic theology. With an eye towards Aquinas's biography and focusing on his *Summa Theologiae*, this course offers a close reading of Aquinas on themes like the relationship of faith and reason, the nature of God, the Trinity, Creation, theological anthropology, Christology, and the sacraments. The aim of the course will be to capture the radical and mystical vision of this theological master, one that has shaped indelibly the theological foundations of the Catholic, Benedictine tradition. The course then will reinforce students' knowledge of those theological foundations. Three credits.

#### **TH-325 VATICAN II HISTORY AND THEOLOGY**

This course provides students with a historical and theological overview of the Second Vatican Council as well as an examination of the council's major documents. The perspective taken is that Vatican II represents an important moment in the development of the Catholic tradition, representing both theological innovation as well as signaling fundamental continuity in the life of the Church. Three credits.

#### **TH-327 LIVING THEOLOGY IN GUATEMALA**

The course is designed to help students critically engage the concrete experience of economic struggle and injustice in Guatemala through the lens of contemporary theology. As a travel service learning course, students will broaden their understanding of the developing world and the place of faith and theology therein. Course requirements include: (1) meeting in a classroom setting several times prior to the trip, (2) full and active participation in the trip (additional costs), and (3) the production of a brief research/report following the trip. Three credits.

#### **TH-330 CATHOLIC SACRAMENTS**

The course begins with an investigation of the theological foundation of the sacraments as actions of Christ and the Church. The individual sacraments are studied with an emphasis on historical development and liturgical practice as keys to understanding them. Special emphasis is given to the sacraments of initiation: Baptism, Confirmation, and Eucharist. A special unit is devoted to the marriage preparation process and the liturgical options of the wedding ceremony. Three credits.

#### **TH-331 EUCHARIST: SOURCE AND SUMMIT**

The Second Vatican Council calls the Eucharist the "source and summit of the Christian life." This course explores that claim by examining the meaning of the Eucharist, the theology that lies beneath it, and its concrete implications for living. This course offers students an in-depth study of what stands as an essential theological foundation of the Catholic, Benedictine tradition. The course then will reinforce students' knowledge of those theological foundations. Three credits.

#### **TH-332 ECCLESIOLOGY**

A theological study of the teaching of the Catholic Church concerning the origin and meaning of the Church of Jesus Christ. Primary emphasis is placed upon biblical testimony and the teaching of the Second Vatican Council. The study also includes an overview of the Church in history as well as contemporary issues. Periodically offered as an honors course. Three credits.

#### **TH-333 THE MODERN PAPACY**

This course covers the role and theology of the papacy from Pius IX to the present. Three credits.

#### **TH-334 CHRISTOLOGY**

A biblical study of the life and teaching of Jesus. An examination of various portraits of Jesus from earliest Christianity through the Middle Ages to contemporary images. Three credits.

#### **TH-335 CHRISTIAN DOCTRINE OF GOD**

The course will examine the historical development of the Christian doctrine of God and will explore attempts by contemporary theologians to appropriate this doctrine. Three credits.

#### **TH-340 BASICS OF CATHOLIC FAITH**

Based on the Catechism of the Catholic Church, this course addresses the most basic elements that together make up the living reality of Catholic faith: Gospel, Jesus of Nazareth, Church, Jewish roots, liturgy, doctrine, Christian moral life, tradition, and the Kingdom of God. Offered every semester. Three credits.

#### **TH-341 ENDURING QUESTIONS IN CATHOLIC THEOLOGY**

How can belief in God be squared with the evils of the world? Does evolution undermine a Christian belief in creation or even God? What is on the other side of death? What does it even mean "to believe"? This course explores contemporary, yet timeless, questions on topics such as God, evolution, evil, the interplay of faith and reason, the uniqueness of Christ, Church, and death/afterlife. This course introduces students to the theological foundations of the Catholic, Benedictine tradition by bringing those foundations to bear on the enduring questions of human living. Three credits.

#### **TH-342 BENEDICTINE HERITAGE**

This course combines a study of Benedictine Monasticism and the local history of Saint Vincent College. It begins with Boniface Wimmer and the 19th-century revival of monastic life leading to the founding of Saint Vincent Archabbey and College. It then shifts to a study of monastic sources, in particular the Rule of Saint Benedict as an animating "Wisdom document" of the SVC community. The course includes field trips to nearby religious communities and walking tours of little known parts of the Saint Vincent campus. Three credits.

#### **TH-342 BENEDICTINE HERITAGE, BLS**

This course will cover the standard curriculum of the Benedictine Heritage course consisting of a brief overview of pre-Benedictine patristic monastic sources, a textual study of select chapters of the Rule of Benedict, an overview of the History of the founding and growth of Saint Vincent Archabbey and College, an introduction to the monastic practice of *Lectio Divina*, and walking tours to the more historic parts of the campus and to other monastic communities in the area. Since this is a section dedicated to the Benedictine Leadership Studies Program, it will emphasize the Benedictine Hallmarks and how they are rooted in the text of the Rule of Benedict and in the subsequent history of the Benedictines. Taken in isolation the Hallmarks can seem to be merely a list of virtues. In the context of the Rule of Benedict and in the context of the enlivened Benedictine lifestyle, the Hallmarks become a program for living the Christian lifestyle as applicable to lay people as to monastics. Three credits.



### **TH-343 MARIOLOGY**

This course offers a theological study pertaining to the Church's teachings on the Virgin Mary. This study will include: pertinent texts from Sacred Scripture, post-canonical literature, teachings from the early councils, Mary and the Patristics, scholastic Mariology, Mary and the Protestant Reformation, dogmas concerning the Immaculate Conception and the Assumption, Mary in Art, Marian devotions, Marian apparitions, and Mary within the context of the Second Vatican Council with subsequent articulation. Three credits.

### **TH-344 CLASSICS OF CATHOLIC THEOLOGY**

The course will focus on five major periods in the history of Roman Catholic theology: the Patristic Period, the Middle Ages, the Counter Reformation, the Modern Period, and the Contemporary or "Postmodern" Period. The course will focus on one major work from an author associated with each of the five aforementioned periods. Three credits.

### **TH-345 CHRISTIAN SPIRITUAL WRITINGS**

This course will survey a selection of Christian spiritual texts from the early Church period to contemporary writings. Students will learn to read primary texts theologically by attending to doctrinal, spiritual, and pastoral issues. Three credits.

### **TH-346 THOMAS MERTON: SPIRITUAL MASTER**

An exploration of the life and thought of Thomas Merton (Cistercian monk, writer, social critic, poet, pioneer in cross-religious dialogue) in the context of 20th-century history and theology. Three credits.

### **TH-347 THE NEW EVANGELIZATION**

This course will examine the defining elements of Catholic evangelization, including: biblical mandates, ecclesial documents, and papal writings. Particular emphasis will be given to the work of the 2012 World Synod on the New Evangelization and the USCCB's document *Disciples: Called to Witness*. Select resources for parish evangelization will be highlighted and concrete evangelizing strategies will be explored. Three credits.

### **TH-348 FILM, FICTION, AND FAITH**

This course examines both the distinctive ways film and literary fiction explore the basic tenets of the Christian faith and the way Christian theology understands film and literary fiction. Three credits.

### **TH-349 SCIENCE AND RELIGION: FRIENDS OR FOES?**

This course examines the relationship between natural science and religion from a Catholic, theological perspective. The course covers topics such as historical interactions between these two discourses (e.g. the Galileo Affair), evolution and creation, randomness and divine providence, and religious belief and scientism. The course will pay particular attention to the distinct methods of inquiry employed by scientific and religious discourse respectively. Indeed, by exploring the relationship between these two discourses, this course will help students better understand and thus begin to put into practice methods appropriate to the arts and sciences to question, investigate, and reason. Three credits.

### **TH-350 HOLOCAUST QUESTIONS**

An inquiry concerning the kingdom of death and the religious and moral issues attending the building of that kingdom. Hitler's war against the Jews assaulted the fundamental values of Biblical religion. This course will confront the implications for

contemporary humanity of the shaking of these foundations. Three credits.

### **TH-355 HISTORY OF JEWISH THOUGHT**

This course is a study of the evolution of Jewish thought as it interacted with and grew from the varied environments in which the Jews found themselves from the biblical period to the present day. Three credits.

### **TH-358 CATHOLIC-JEWISH DIALOGUE**

In a world torn by violence and pain, the need for a living conversation aimed at Shalom, a peace of wholeness and understanding, is the goal of this course. The course is inspired by the dialogue between Catholic and Jewish scholars initiated by the Second Vatican Council. By dialogue is meant a fourfold activity: dialogue of life (living together in solidarity as neighbors); dialogue of action (working together for the common good); dialogue of theological exchange (exploring together in friendship different religious traditions); and dialogue of religious experience (sharing in common prayer or in religious practice). Participation in class discussions will be expected of students enrolled in this course. It is hoped that this course will help students become active participants in a life of dialogue. Periodically offered as an honors course. Three credits.

### **TH-360 PROTESTANT TRADITIONS**

A course dealing with the foundations which the Reformation Period laid for Protestantism in Europe. Luther and basic Protestant tenets will be explored as well as the Wesleyan movement in England and 19th-century American revivalism. Offered every semester. Three credits.

### **TH-362 RELIGION IN AMERICA**

A study of the American experience from the colonial period to the present from the perspective of religion and its relation to the individual and society. Three credits.

### **TH-364 20TH-CENTURY PROTESTANT THOUGHT**

This course will explore major trends in Protestant theology during the 20th century. That goal will be pursued by looking at several important theological figures which were a part of these themes and time. Three credits.

### **TH-365 PROTESTANT THOUGHT 20TH CENTURY**

The course begins with a brief discussion of late 19th-century foundational thinking. The impact of Karl Barth and Paul Tillich will be explored followed by the thinking of the German martyr Dietrich Bonhoeffer. The social impact of Reinhold and Richard Niebuhr explores 20th-century issues of economic and political concern. Racial justice in the writing of Martin Luther King and James Cone will be coupled with feminist theologians such as Rosemary Reuther. The course concludes with an examination of the return of the evangelical theology of Bernard Ramm and Carl Henry. It is understood that other theologians will be a part of this study. Three credits.

### **TH-366 RELIGIOUS BELIEFS OF ABRAHAM LINCOLN**

A study of Abraham Lincoln's unique and strong faith; his religious convictions in relationship to the context of his childhood, his presidency, 19th-century America, and their effect upon the age in which we live. Three credits.

### **TH-367 LINCOLN: A MODEL OF VITALITY**

The course examines the background, spiritual development, and leadership qualities of Abraham Lincoln. Although Lincoln had

an impoverished childhood, he rose above his humble beginnings to unite a divided and war-torn nation. Unique experiences and profound influences from the wider community shaped his spiritual development and honed his leadership abilities. This three-week course is designed to provide an intense understanding of a man who overcame so much and contributed even more. Three credits.

#### **TH-368 REFORMATION REVISITED**

This course will introduce students to some of the cultural, historical, and theological issues that led to Martin Luther's posting of the 95 Thesis in 1517 and the start what became known as the Reformation. Students will then go on to explore where Roman Catholics and Lutherans stand on these theological issues and other issues from the Reformation today – 500 years later. Areas where consensus has been reached through 50+ years of dialog and areas where conversation is continuing will be addressed. Three credits.

#### **TH-369 THE BLACK CHURCH IN AMERICA**

This course is designed to examine the history of the Black Church Community in America. It begins with the religious customs slave brought with them from Africa. Those traditions were then integrated into Christian traditions such as Methodist, Baptist and Catholic churches. The Civil War freed slaves and introduced the age of Reconstruction which meant Jim Crow for black churches. The 20th century brought separate but equal communities that enforced prejudice even in church groups. In the late 20th century the black church became the headlight for civil rights in America. This course will examine the preaching, music, worship life, structure and leadership of this evolving theological community. Three credits.

#### **TH-370 INTRODUCTION TO ORTHODOX CHRISTIANITY**

A survey of the Orthodox Christian faith focusing on the fundamental beliefs of the Church including: the nature and meaning of the Church, the primary sources of faith, the liturgical and sacramental life, the nature and role of iconography and ecclesiastical architecture, and hymnography. This course will compare and contrast elements of the traditions of the Orthodox and Roman Catholic Churches. Three credits.

#### **TH-380 WORLD RELIGIONS**

A survey of the world religions including Hinduism, Buddhism, Islam, as well as Shintoism, Confucianism, and Taoism. Included will be the religious practices, customs, and beliefs of each tradition. This course also addresses Catholic responses to the significance and meaning of the diversity of world religions. Three credits.

#### **TH-385 BUDDHISM**

This course is intended to give the student an overview of The Buddhist Tradition. It will examine the life of Siddhartha Gautama the historical Buddha. The basic views and beliefs of Buddhism along with the variations of the three traditions of Buddhism will be discussed. This course will also examine the life of the current Dali Lama, emphasizing his life as well as his thinking for the 21st century. Comparisons with The Christian Tradition will be explored. Three credits.

#### **TH-388 FAITH, WORK, AND GOD IN INDIA**

This one-credit class is a short-term travel service-learning course. Students will travel to Kolkata, India, to work with the Missionaries of Charity in various houses of ministry. The class then moves through the northern Indian cities of Bod Gaya (the birthplace of Buddhism), Allahabad/Varanasi (major Hindu pilgrimage centers) and Jaipur (an ancient Moghul city). In preparation for the trip, students will engage classical and contemporary texts on Indian religion, history, and culture. One credit.

#### **TH-400 METHODS OF RELIGIOUS EDUCATION**

A study of the key documents concerning Catechesis in the church that come from the Vatican and the USCCB. It discusses some basic elements of Religious Education from elementary age students through adults, works on Liturgical and sacramental preparation, Youth and Young Adult Ministry, retreat planning, elementary and high school teaching, and Campus Ministry. Offered alternating spring semesters. Three credits.

#### **TH-410 MINISTRY FIELD EXPERIENCE**

This seminar serves as a complement to a ministry internship placement that will be completed concurrently or in the previous summer. Readings, reflection, and group conversations will help students to integrate a theology of ministry with their field experience and developing vocation. Students will learn to establish ministry goals and objectives for their ministry placements. Offered fall semester. One credit.

#### **TH-499 THEOLOGY CAPSTONE**

This seminar course requires majors to complete a research project under the direction of the faculty member. This research will build upon work done in Systematics I and II. Prerequisites: TH 300 Systematics I and TH 301 Systematics II. Offered fall semester.

#### **TH-500 INDEPENDENT STUDY — THEOLOGY**

Theological study of a topic to be chosen and developed by the student with guidance of the directing professor. Course requirements to be developed in consultation with supervising faculty. May be repeated. Variable credit.

#### **TH-550 THEOLOGY INTERNSHIP**

In conjunction with the chairperson, the student pursues an internship which enables the student to implement various teaching skills. It is expected that the student can utilize acquired academic knowledge and manifest leadership abilities in a religious education setting. Offered every semester. One to three credits.

# UNDECLARED

Eric Mohr, *Coordinator*

Elaine Bennett; Doreen Blandino; Fr. Brian Boosel;  
Thaddeus Coreno; Linda Eicher; Matt Elam; Timothy Kelly;  
Theresa Torisky

Many college students begin their studies at Saint Vincent without having confidence in declaring a specific program of study. The undeclared program provides such students dedicated academic advising while exploring their academic options.

The undeclared major is transitional in nature, but advising and supervision provide the framework found in any traditional major. On arrival at Saint Vincent, the undeclared student will be assigned an experienced and trained academic advisor from the college faculty who will assist the student in selecting courses from the core curriculum of the College which fit individual interests and expose the student to various academic courses and career options. The advisor will continue to monitor the student's progress, help with future course selection, and ultimately assist the undeclared major in the selection of a traditional academic major. In order to complete requirements for the selected major, the student will declare a major no later than the spring semester of the sophomore year.

Undeclared students are encouraged to consider moving into the Liberal Arts degree program for a more structured and individualized exploratory path that is also transitional in nature. See the Liberal Arts section in this Bulletin.

A typical first semester schedule will be comprised mostly of Tier I LLL Core Curriculum with the possibility of certain exploratory courses based on interests mentioned on the student's enrollment portfolio.

# NOTICE OF RIGHTS UNDER FERPA AND ITS IMPLEMENTING REGULATIONS

The Family Educational Rights and Privacy Act (FERPA), enacted by 20 U.S.C. § 1232g, is a conditional funding law that prohibits federal education funding to educational agencies or institutions unless certain policies involving inspection, review, access, and protection of student education records are in place. 20 U.S.C. § 1232g(e) mandates that institutions of higher education effectively inform students of the rights accorded to them by FERPA. This notice is meant to inform students pursuant to 34 C.F.R. § 99.7, the implementing regulation of 20 U.S.C. § 1232g(e), of these rights.

## A. Student Rights under FERPA

1. Eligible students are afforded certain rights with respect to their education records. An "eligible" student" under FERPA is a student who is 18 years of age or who attends a postsecondary institution. As used in this notice, "student(s)" means "eligible student(s)."
2. All students at Saint Vincent College have the right to inspect and review their education records within 45 days after the day Saint Vincent College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request or an in-person verbal request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. The student may be required to show proof of identification at the time of or prior to inspection. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
3. All students at Saint Vincent College have the right to seek amendment of their education records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Saint Vincent College decides not to amend the record as requested, Saint Vincent College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
4. All students at Saint Vincent College have the right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and 34 C.F.R. § 99 authorize disclosure without consent. Consistent with FERPA and its implementing regulations, Saint Vincent College may, without written consent of the student, disclose the following:
  - i. Directory information, as defined in § C.3 of this notice, containing personally identifiable information about a student unless that student opts out of directory information disclosure under the procedures outlined in § C.4 of this notice; and

ii. Education records containing personally identifiable information under the conditions specified in 34 C.F.R. § 99.31. Those conditions are listed in § D.1 of this notice.

5. All students at Saint Vincent College have the right to file with the Family Compliance Office of the Department of Education under 34 C.F.R. §§ 99.63 and 99.64 concerning alleged failures by the educational institution to comply with the requirements of FERPA and 34 C.F.R. § 99. The address of the Family Compliance Office is: Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

i. A complaint must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA or 34 C.F.R. § 99 has occurred. A complaint does not have to allege that a violation is based on a policy or practice of the educational institution, other recipient of Department of Education funds under any program administered by the Secretary, or any third party outside of an educational institution.

ii. A timely complaint is defined as an allegation of a violation that is submitted to the Family Compliance Office within 180 days of the date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation. The Family Compliance Office may extend this time limit for good cause shown.

## B. Education Records

1. FERPA protections extend to education records. Therefore, it is important for students to know what constitutes an “education record” within the meaning of FERPA. 34 C.F.R. § 99.3 defines education records as follows:

**i. The term “education records” means those records that are:**

**a. Directly related to a student; and**

b. Maintained by an educational institution—i.e. Saint Vincent College—or by a party acting for the institution.

ii. The term “education records” does not include

a. Records that are 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.

b. Records of the law enforcement unit—i.e. the Department of Public Safety at Saint Vincent College—if those records, files, documents, or other materials are (1) Created by a law enforcement unit;

(2) Created for a law enforcement purpose; and

(3) Maintained by the law enforcement unit.

**c. Records of a law enforcement unit does not mean**

(1) Records created by a law enforcement unit for a law enforcement purpose that are maintained by a component of the educational institution other than the law enforcement unit; or

(2) Records created and maintained by a law enforcement unit exclusively for a non-law enforcement purpose, such as a disciplinary action or proceeding conduct by the educational institution.

**d. Records relating to an individual who is employed by an educational institution that** (1) Are made and maintained in the normal course of business;

(2) Relate exclusively to the individual in that individual’s capacity as an employee; and

(3) Are not available for any other purpose.

e. Records relating to an individual in attendance at the institution who is employed as a result of his or her status as a student are education records and thus are not excepted under (3)(i–iii) of this subsection.

**f. Records on a student attending an educational institution that are** (1) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her capacity or assisting in a paraprofessional capacity;

(2) Made, maintained, or used only in connection with treatment of the student; and

(3) Disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the institution.

g. Records created or received by an educational institution after an individual is no longer a student in attendance and that are not directly related to the individual’s attendance as a student.

h. Grades on peer-graded papers before they are collected and recorded by a teacher.

## C. Directory Information

1. FERPA requires Saint Vincent College, with certain exceptions, to obtain written student consent prior to disclosing personally identifiable information about the student. However, Saint Vincent College may disclose “directory information” without written student consent unless the student has advised Saint Vincent College to the contrary in accordance with College procedures. The primary purpose of directory information is to allow Saint Vincent College to include this type of information from students’ education records in certain school publications. Examples include, but are not limited to, the following:

- News releases informing the public about events at Saint Vincent College
- Dean’s Lists and other honors/recognitions
- Updates regarding athletics and athletes
- Commencement programs

2. Directory information can also be disclosed to outside organizations without a student’s prior written consent.

3. Saint Vincent College’s definition of directory information is modeled after the definition contained in 34 C.F.R. § 99.3:

i. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

ii. Saint Vincent College considers the following information pertaining to a student to be directory information:

- Name
- Address (local, home, and email)
- Telephone listing (local, mobile, and home)
- Photograph
- Date and place of birth
- Major field of study
- Class level
- Enrollment status (e.g., undergraduate or graduate, full-time or part-time);
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Past and present participation in officially recognized activities and sports

- Degrees, honors, and awards received
- Previous institutions attended
- Home parish, church, synagogue, mosque, temple, or any other place of worship

iii. Directory information does not include a student's

**a. Social security number; or**

**b. Student identification (ID) number**, except as provided in (1) and (2) of this subsection (1) Directory information includes a student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and (2) Directory information includes a student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

4. If a student does not want Saint Vincent College to disclose directory information from his/her education records without his/her prior written consent, he/she must notify Saint Vincent College by filing a written statement in the Registrar's Office by the end of the first week of each semester. Failure to file a written statement may result in the routine disclosure of directory information.

5. A student may not opt out of directory information disclosures to (1) prevent Saint Vincent College from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled; or (2) prevent Saint Vincent College from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information.

#### **D. Disclosure of Education Records Notice**

1. FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose personally identifiable information from the education records without obtaining prior written consent of the student –

i. To other school officials, including teachers, within Saint Vincent College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§ 99.31(a)(1))

a. Saint Vincent College defines "school official" in the following way: A school official is a person employed by Saint Vincent College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel, health staff, head coaches, assistant coaches, and residence life staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official may also include a volunteer or contractor outside of Saint Vincent College who performs an institutional service of function for which Saint Vincent College would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks.

b. Saint Vincent College defines "legitimate educational interest" in the following way: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Saint Vincent College

ii. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

a. Saint Vincent College forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

iii. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

iv. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

v. To organizations conducting studies for, or on behalf of, Saint Vincent College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))

vi. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

vii. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

viii. To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

ix. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

x. Information that Saint Vincent College has designated as “directory information” under § 99.37. (§ 99.31(a)(11))

xi. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))

xii. To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if Saint Vincent College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

xiii. To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if Saint Vincent College determines the student committed a disciplinary violation and the student is under the age of 21. (§ 99.31(a)(15))

2. Saint Vincent College encourages students to learn what their rights are under FERPA and its implementing regulations. The following websites are helpful in this regard. However, these websites should not be construed as Saint Vincent College offering legal counsel, advice, or representation. Saint Vincent College encourages students to seek the assistance of private legal counsel where appropriate.

i. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

ii. <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

iii. <http://www2.ed.gov/policy/gen/guid/fpco/index.html>

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Br. Francis Jin, O.S.B., B.E., M.A.

**Career and Professional Development Center**

*Associate Director*,  
Kimberly Woodley, B.A., M.A.

*Assistant Director*,  
Katie Byers, B.A., B.S., M.A.

**Center for Political and Economic Thought**

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*Co-Director*, Gary Quinlivan, B.A., Ph.D.

*Assistant Director*, Mary Beth McConahey, B.A., M.A., Ph.D.

**Dale P. Latimer Library**

*Director*, David Kelly, O.S.B., B.S., M.A., J.C.L., M.C.L., MLIS

*Assistant Director/Reference and  
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Bridget Canzonieri, B.S., M.S.L.S.

*Cataloger/Technical Services/Special Collections Librarian*,  
Elizabeth DiGiustino, B.A., M.S.L.S.

*Public Services Librarian/ILL Coordinator/  
Collection Development Manager*,  
Correne Harskowitch, B.S., M.S.L.S.

*Serials Librarian*, Matthias Martinez, O.S.B., B.A., M.Div., M.L.S.

*Library Assistants*, Raphael Quesada, O.S.B.;  
Sean Cooksey, O.S.B.

**Disability Support Services**

*Coordinator of Academic Accommodations*,  
Nicole R. Kerr, B.A., M.S.

**Event and Conference Services**

*Director*, Randall Oaks

*Assistant Director*, Cara Palmiere, B.S..

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*Assistant Director of Facilities, Capital Management, and  
Planning*, Terrance Hill, A.S.B.

*Custodial Supervisor*, Marsha Reitz

*Maintenance Manager*, Martin Pierce

*Grounds Manager*, Tyler Gross

*Facilities Office Manager*, Kinzie DeGlau

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*Assistant Director*, Cheri Kramer, B.S., M.B.A.

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*Coordinator*, Mary Ann Shaffer, B.S.

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Art and Heritage Collection*, Andrew Julo, B.A., M.A.

*Director of Concert Series*, Thomas Octave, B.F.A., M.M.

*Director of Summer Theatre*, Gregory Brandt, B.F.A., M.A.

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*Executive Chef*, Jeff Shaffer

*Director of Operations*, Mike Logesky



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*Director of Retail*, Chris Ulrich

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*Grants Coordinator*, Christine Bierbower

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and Corporate Relations*, Ryan Hrobak, B.A., J.D., M.T.S.

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*Senior Program Associate*, Shellie Grooms, B.A., M.Ed.

*Program Associate*, Sarah O'Callaghan, B.S., M.S.

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### **Graduate and Continuing Education**

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*Administrative Assistant*, Tammy Marsh

*Lab Manager, Biology*, Molly Grace, B.A.

*Lab Manager, Chemistry*, Beth Bollinger, B.S.

*Lab Manager, Human Anatomy Lab*, Krista Jobe, B.S.

*Chemical Hygiene Coordinator*, Romi Green, B.A.

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*Administrator of Human Resource Services*,  
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*Human Resources Assistant*, Lana Dillon

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*Chief Information Officer*, Justin N. Fabin, B.A., M.B.A.

*Director of Enterprise Application Services*, Douglas Carns, B.S.

*Administrative Systems Analyst*, Nancy A. Ramaley, B.S.

*Network and Cyber Security Services Manager*,  
Anthony Concannon, B.S.

*Systems and Cyber Security Administrator*, Chris Caruso, B.A.

*User Services Manager*, Jonathan Lapinsky, A.A.S.

*Service Desk Coordinator*, Fabio Flesik, B.S., M.S.

*Service Desk and Multimedia Analyst*, Ethan Cox, B.S.

*Coordinator, Mailing and Duplicating*, Lee Ann Ross

*IT Coordinator*, Jacki Latimer

*Office Assistant*, Logan Hunter

### **Kennametal Center for Operational Excellence (KCOE)**

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Zach Flock, B.A.

*Director of Athletic Communications*,  
James Berger, B.A.

*Assistant Director of Marketing and Communications  
for Digital Marketing*, Elizabeth Palmer, B.A.

*Art Director*, George Fetkovich, B.A., M.A.

*Athletic Communications Assistant*, Noah Aftanas, B.A.

*Associate Director of Marketing and Communications for  
Digital Marketing*, Courtney Cecere, B.A., M.A.

*Assistant Director for Communications and Content*,  
Morgan Stout, B.A., M.P.S.

### **Opportunity/Act 101/Student Support Services (SSS-TRIO) Program**

*Assistant Vice President for Student Success and Formation*,  
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*Assistant Director*, Maria Morgan, B.A., M.S.

*Program and Grant Coordinator*, Judy Komarinski, B.S.

*Advising Coordinator/Academic Advisor*,  
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*Academic Advisor*, Matthew Elam, B.A., MFA

*Academic Advisor*, Lea Delcoco-Fridley, B.A., M.A., Ph.D.

*Student-Athlete Success Coordinator*, David Marshall, B.S.

*Academic Advisor*, Michele Mayger-Skwirut, B.A., M.A., Ph.D.

### **Philanthropy and Alumni Relations**

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*Chief Philanthropy Officer*, Albert J. Novak, Jr., B.A., MPM.

*Senior Director of Advancement Services*,  
Carolyn E. Walsh, B.S., M.B.A.

*Director of Planned Giving*, James D. Bendel, B.S., L.H.D., M.A.T.

*Director of Major Gifts*, Carl Bryner, Jr., B.A., M.L.A.

*Director of Development and Special Events*,  
Aubrey A. Cintron, B.A., M.S.

*Director of Alumni Relations*, Brian Niemiec, B.A.

*Assistant Director of Annual Giving*, Madison Harry, B.A.

*Gifts Processor*, Maria Meyers, B.S.

### **Post Office**

*Manager*, Donna Werner

### **President's Office**

*President*, Rev. Paul R. Taylor, O.S.B., B.A., M.Div., M.A., Ph.D.

*Executive Vice President*, Jeff A. Mallory, B.A., M.S., Ed.D.

*Executive Assistant*, Lisa L. Poole, B.S.

**Prevention Projects**

*Executive Director, Donna Kean, B.S.W., M.S.*

**Intervention/Student Assistance Program Services**

*Manager/SAP Coordinator, Christina Weimer, B.S.*

*Intervention Specialist, Shawn Burick, B.A., M.S.*

*Intervention Specialist, Amanda Thomas, B.A.*

*Intervention Specialist, Michael Rossi, B.A.*

*Student Assistance Program Assistant Coordinator,  
Donna Cartia, B.A., M.A.*

**Prevention Education/Community Outreach Services**

*Manager, Beth Joseph, B.S., M.Ed.*

*Prevention Specialist, Meghan Albertelli, B.S., M.P.H.*

*Prevention Specialist, Debora Babilya, B.A.*

*Prevention Specialist, Stephanie Frey, B.A.*

*Prevention Specialist, Joanne Krynicki, B.S.*

*Prevention Specialist, Sharon Lewis, B.A.*

*Prevention Specialist, Diane Meadows, B.A., M.S.*

*Prevention Specialist, Laurie Moorhead, B.S.*

*Prevention Specialist, Gregg Norton, B.S., M.S.*

*Prevention Specialist, Julie Pula, B.A., M.S. Ed.*

*Prevention Specialist, Lori Rodgers, B.S.*

*Prevention Specialist, Autumn Sonnet, B.S., M.A.*

*Prevention Specialist, Robin Watson, B.S.*

*Fiscal/Office Manager, Debra Rick, A.A.S.*

*Secretary, Data Entry, Laurie Hillis*

**Public Safety**

*Director, Stephanie J. Fago, B.S.*

*Fire Chief, Joseph Adams, O.S.B., B.A., M.S.*

**Registrar and Records**

*Registrar, Celine R. Brudnok, B.S., M.B.A.*

*Registrar, Nicholas R. DeWitt, B.A., M.A.*

**Residence Life**

*Director of Residence Life and Student Conduct,  
Ishmael Solomon, B.A., M.A.*

*Assistant Director of Residence Life,  
Tristan Greer, B.A.*

**School of Arts, Humanities and Social Sciences**

*Dean, Elaine Bennett, B.A., M.P.H., M.A., Ph.D.*

**Small Business Development Center**

*Executive Director, Small Business Development Center,  
James H. Kunkel, B.S., M.B.A.*

*Senior Business Analyst, Timothy Bates, B.S.*

*Global Trade Manager, Victoria A. Gyenes, B.S., M.S.M.*

*Office Manager, Anita Hudock*

**Stage and Theatre**

*Director of Stage and Summer Theatre, Assistant Professor of Theatre,  
Greggory Brandt, B.F.A., M.S.*

**Student Affairs**

*Assistant Vice President of Student Affairs and Dean of Students,  
Anthony Kane, B.S.W., M.S.W., Ed.D.*

*Coordinator of Commuter Student Outreach,  
Bridget DiVittis, B.A., M.A.*

**Student Conduct**

*Director of Residence Life and Student Conduct,  
Ishmael Solomon, B.A., M.A.*

**Attending Physicians**

*Excelsa Primary Care Division*

*Donald J. Jakubek, M.D.*

*Aldo J. Prosperi, M.D.*

*Jen Yanitz, CRNP*

**Wellness Center**

*Director/Personal Counselor, Gretchen Flock, L.P.C.*

*Assistant Director/Nurse, Jennifer Yeskey, R.N.*

*Staff Nurse, Kathy Prosperi, R.N., B.S.N.*

*Staff Nurse, Heather Capo, R.N.*

*Personal Counselor, Sean Manning, L.P.C.*

*Personal Counselor, Peggy Slezak, LCSW*

## THE FACULTY 2022-2023

**A. Mark Abramovic**, *Instructor of Finance*, B.S., Penn State University; M.B.A., University of Pittsburgh. 2007-

**Shawn Anderson, O.S.B.**, *Associate Professor of Biology*, B.S., Duquesne University; M.Div. Saint Vincent Seminary; Ph.D., Virginia Commonwealth University. 2014-

**Bruce A. Antkowiak**, *Professor of Criminology, Law and Society*, B.A., Saint Vincent College; J.D., Harvard Law. 2011-

**Michael Antonacci, O.S.B.**, *Assistant Professor of Physics*, B.S., Saint Vincent College, M.Div., Saint Vincent College, Ph.D., University of North Carolina, 2014-

**Daniele Arcara**, *Professor of Mathematics*, B.S., Università di Torino; Ph.D., University of Georgia. 2006-

**Kathleen A. Beining**, *Assistant Professor of Education, Director of Early and Middle Grade Education*, B.S., Indiana University of Pennsylvania; M.S., Saint Vincent College; D.Ed. Indiana University of Pennsylvania. 2009-

**Elaine M. Bennett**, *Associate Professor of Anthropology*, B.A., University of Pittsburgh; M.P.H., Southern Connecticut State University; M.A., Ph.D., University of Connecticut. 2010-

**Bruce D. Bethke**, *Associate Professor of Biology*, B.A., The College of Wooster; M.S., Ph.D., The Catholic University of America. 1996-

**Stacy Birmingham**, *Professor of Engineering Science*, M.S., Ph.D., Chemical Engineering, Carnegie Mellon University. 2018-

**William Birmingham**, *Professor of Computing and Information Systems*, B.S., M.S., Ph.D., Carnegie Mellon University, 2018-

**Doreen Blandino**, *Professor of Modern and Classical Languages and Liberal Arts*, B.A., State University of New York at Oswego; M.A., Ph.D., State University of New York at Buffalo. 1986-

**Gilbert M. Bogner**, *Associate Professor of History*, B.A., Ohio State University; M.A., Ph.D., Ohio University. 1998-

**Brian D. Boosel, O.S.B.**, *Assistant Professor of History*, B.A., Saint Vincent College; M.Div., Saint Vincent Seminary; M.A. Slippery Rock University; Ph.D., The Catholic University of America. 2005-

**Greggory Brandt**, *Assistant Professor of Visual Arts and Director of Stage and Summer Theatre*, B.F.A., M.A.M., Carnegie Mellon University. 2015-

**Derek Breid**, *Associate Professor of Engineering Science*, B.S., University of Kansas, M.S., Ph.D., University of Massachusetts. 2014-

**Lucas F. Briola**, *Assistant Professor of Theology*, B.A. Saint Vincent College, M.T.S. Boston College School of Theology and Ministry, Ph.D., The Catholic University of America.

**Basil Burns, O.S.B.**, *Assistant Professor of Philosophy*, B.A., M.A., Louisiana State University; M.A., Notre Dame Seminary; M.A., Ph.D., University of Dallas. 2020-

**Jennifer Buxton**, *Assistant Professor of Education*, B.A., M.S.Ed., Duquesne University; Ph.D. George Mason University. 2021-

**David Carlson, O.S.B.**, *Associate Professor of Computing and Information Systems*, M.S., Syracuse University; Graduate Studies in Theology and Scripture, Saint Vincent Seminary; M.A., B.S., Pennsylvania State University. 1980-

**Thomas Cline**, *Professor of Marketing and Statistics*, B.S., M.B.A., University of Virginia; Ph.D., University of Cincinnati. 2002-

**Wulfstan Clough, O.S.B.**, *Associate Professor of English*, B.A., University of Delaware; Ph.D., University of Notre Dame. 1996-

**Cyprian G. Constantine, O.S.B.**, *Assistant Professor of Music, Director of Liturgical Formation*, Saint Vincent Seminary; B.Mus. Ed., D.M.A., University of Colorado; M.Div., Saint Vincent Seminary; M.M., Northwestern University. 1998-

**Thaddeus Coreno**, *Associate Professor of Sociology*, B.S., John Carroll University; M.A., Ph.D., Kent State University. 1996-

**Bonaventure Curtis, O.S.B.**, *Assistant Professor of Business Administration and Franchising*, B.S., University of Minnesota; M.Div., Saint Vincent Seminary; J.D., Western State University-Thomas Jefferson Law School. 2005-

**Zachary Davis**, *Assistant Professor of Economics*, B.S., Miami University; M.S., Ph.D., Purdue University. 2016-

**Lea Delcoco-Fridley**, *Assistant Professor in English and Core Curriculum*. B.A., Saint Vincent College; M.A., Ph.D., Indiana University of Pennsylvania. 2011-

**Robert J. DePasquale**, *Professor of Accounting*, B.S., Saint Vincent College; M.B.A., Ph.D., University of Pittsburgh; C.P.A. (Pennsylvania). C.M.A., C.F.M. 1978-

**Francois Diouf, O.S.B.**, *Assistant Professor*. B.A., Saint Cyr (Military Academy in Guer, France); M.A., S.T.B., S.T.L., Ph.D., Catholic University of Paris, France; M.A., University of Paris Descartes Sorbonne, Paris, France; M.S., Saint Vincent College; Ph.D., Saint Elizabeth University, Morristown, NJ. 2022-

**Michelle Duennes**, *Assistant Professor of Biology*, B.S., St. Joseph College, Indiana; M.S., Ph.D., University of Illinois. 2018-

**Sarah Dumnich**, *Assistant Professor of Mathematics*, B.S., Washington and Jefferson College; M.S., Ph.D., Lehigh University. 2018-

**Sean Durkin**, *Assistant Professor of Music*. B.M., M.MUS., Pennsylvania State University; D.M.A., University of Illinois, Urbana-Champaign, IL. 2022-

**Veronica I. Ent**, *Professor of Education*, B.A., University of Findley; M.A., M.Ed., Ohio University; Ed.D., University of Pittsburgh. 2002-

**Melinda Farrington**, *Assistant Professor of Communication*, B.A., State University of New York at Albany; M.A., Boston College; Ph.D., Duquesne University. 2017-

**Devin Fava**, *Associate Professor of Psychological Science*, B.A., Denison University; M.S., Ph.D., Kent State University. 2012-

**Caryl L. Fish**, *Professor of Interdisciplinary Science*, B.A., Manchester College; M.B.A., University of Dayton; Ph.D., State University of New York College of Environmental Science and Forestry. 1991-

**Daryle H. Fish**, *Associate Professor of Chemistry*, B.S., M.S., Ph.D., State University of New York College of Environmental Science and Forestry. 1992-

**Matthew A. Fisher**, *Professor of Chemistry*, B.A., Temple University; Ph.D., University of Wisconsin-Madison. 1995-

**Mark Floreanini, O.S.B.**, *Associate Professor of Visual Arts*, B.A., Saint Vincent College; M.A., Saint Vincent Seminary; M.F.A., Savannah College of Art and Design. 2005-

**Jerome C. Foss**, *Professor of Politics*, B.A., University of Dallas; M.A., Ph.D., Baylor University. 2011-

**Martha Fusco**, *Instructor of Accounting*, B.S., Duquesne University; M.B.A., Ph.D. (ABD) Indiana University of Pennsylvania; C.P.A., (Pennsylvania) 2020-

**Albert Gahr, O.S.B.**, *Associate Professor of Biology*, B.S., Saint Vincent College; M.A., Saint Vincent Seminary; Ph.D., West Virginia University. 2012-

**Michelle Gil-Montero**, *Professor of English*, B.A., Brown University; M.F.A., University of Iowa. 2007-

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**Steven J. Gravelle**, *Professor of Chemistry*, B.A., St. John's University (MN); M.S., Ph.D., Northwestern University. 1991-

**David W. Grumbine, Jr.**, *Professor of Physics*, B.S., Physics, Villanova University; B.S., Comprehensive, Villanova University; M.S., Physics, Lehigh University; Ph.D., Physics, Lehigh University. 2001-

**Thomas M. Hart, O.S.B.**, *Instructor in Theology*, B.A., Franciscan University of Steubenville; M.Div., Saint Vincent Seminary; Graduate studies, The Catholic University of America. 1993-

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**William J. Hisker**, *Professor of Management*, B.A., Saint Vincent College; MRCPL, University of Oklahoma; M.Div., Saint Vincent Seminary; Ph.D., University of Pittsburgh. 1974-

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**Matthias P. Huehn**, *Professor of Business Administration*, Mary S. Carey Chair in Ethics and Catholic Social Teaching, Professor of Management, M.Phil. in Management, Economics and Politics, University of St. Andrews; M.Litt. in Literature and Society, University of St. Andrews; Ph.D. in Management, University of St. Gallen.

**Kayla Jachimowski**, *Assistant Professor of Criminology, Law and Society*, B.S., M.A. California University of Pennsylvania; Ph.D., Indiana University of Pennsylvania. 2018-

**Jason R. Jividen**, *Associate Professor of Politics*, B.A., M.A., Marshall University; Ph.D., Northern Illinois University. 2010-

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**Jessica L. Jones**, *Instructor in Philosophy*, B.A., University of Dallas; M.A., Ph.D. candidate, The Catholic University of America. 2021-

**Andrew V. Julio**, *Instructor in Art*, B.A., Saint John's University (Collegeville, MN); M.A., University of Missouri, Kansas City. 2020-

**Philip M. Kanfush, O.S.B.**, B.C.B.A.-D., C.B.I.S., L.B.S., C.E.S.P. *Professor of Education*, B.A., M.B.A., University of Pittsburgh; B.A., Saint Vincent College; M.A., M.Div., Saint Vincent

Seminary; M.Ed., University of Pittsburgh; Post-Graduate Certificate, Pennsylvania State University; Ed.D., West Virginia University; M.S., California University of Pennsylvania. 2007-

**Karen A. Kehoe**, *Associate Professor of History*, B.M.E., Milton College; B.A., University of Wisconsin-Oshkosh; M.A., Ph.D., Marquette University. 2006-

**James S. Kellam**, *Associate Professor of Biology*, B.A., College of the Atlantic; Ph.D., Purdue University. 2007-

**David A. Kelly, O.S.B.**, *Director of Libraries, Assistant Professor of Political Science*, B.S., St. Joseph's University; M.A., Providence College; M.A., Georgetown University; J.C.B., J.C.L., St. Paul University; B.C.L., M.C.L., University of Ottawa; M.L.I.S., University of Pittsburgh. 1974-1979; 1984-1992; 1994-

**Timothy Kelly**, *Professor of History*, B.A., Rutgers University; M.A., University of Texas at Austin; Ph.D., Carnegie Mellon University. 1995-

**Jason E. King**, *Professor of Theology*, B.A., Berea College; M.A., Ph.D., The Catholic University of America. 2005-

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**Rene M. Kollar, O.S.B.**, *Boniface Wimmer Chair in Monastic Studies and Professor of History*, B.A., Saint Vincent College; M.Div., Saint Vincent Seminary; M.A., University of Maryland; Graduate Studies: Institute of Historical Research, University of London; Ph.D., University of Maryland; F.R. Hist. S., London. Fall semester, 1976, 1981-

**Michael P. Krom**, *Professor of Philosophy*, B.A., St. Mary's College (CA); M.A., Boston College; Ph.D., Emory University. 2007-

**Sara Lindey**, *Professor of English*, B.J., B.A., University of Missouri; Ph.D., University of Minnesota. 2008-

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**Tracy A. McNelly**, *Associate Professor of Education*, B.S., Duquesne University; M.Ed., University of Pittsburgh, D.Ed., Indiana University of Pennsylvania. 2015-

**Eric Mohr**, *Assistant Professor of Philosophy*, B.A., Franciscan University of Steubenville; M.A., Ph.D., Duquesne University. 2016-

**Maurus Mount, O.S.B.**, *Assistant Professor of Modern and Classical Languages*. B.A. Marquette University; M.A. University of Illinois; M.A., S.T.B., Saint Vincent Seminary; Ph.D., University of Vienna. 2022-

**Nathan Munsch, O.S.B.**, *Associate Professor of Theology*, B.A., University of Notre Dame; M.A., Duquesne University; S.T.B., Catholic University; Ph.D., Boston College. 1994-

- Natalie Nakles**, *Assistant Professor of Biology and Integrated Science*. B.S., Saint Vincent College; M.D. University of Pittsburgh School of Medicine. 2022-
- Annie Laurie Nichols**, *Assistant Professor of Communication*, B.A., Roberts Wesleyan College; M.A., Ph.D., University of Maryland. 2018-
- Stacie Hoffer Nowikowski**, *Associate Professor of Education*, B.S., Slippery Rock University; M.Ed., D.Ed., Indiana University of Pennsylvania. 2011 –
- Thomas Octave**, *Associate Professor of Music*, B.F.A., Carnegie Mellon University; M.M., Duquesne University. 2008-
- Christopher Oldenburg**, *Associate Professor of Psychological Science*; B.A., University of Notre Dame; M.A., Ph.D., Kent State University. 2000-
- Catherine Petrany**, *Associate Professor of Theology*, B.A., Marshall University; M.A., Ph.D., Fordham University. 2014-
- Justin Petrovich**, *Assistant Professor of Statistics*, B.S., Saint Vincent College; Ph.D., Pennsylvania State University. 2018-
- Jeannine Pitas**, *Assistant Professor of English and Core Curriculum*. B.A., Sarah Lawrence College; M.A., Ph.D., University of Toronto. 2022-
- Gary M. Quinlivan**, *Professor of Economics*, B.A., SUNY/Geneseo; Ph.D., University at Albany. 1981-
- Nicholas M. Racculia**, *Professor of Finance*, B.S., Saint Vincent College; M.A., Ph.D., Princeton University. Summer, 2002; 2006-07; 2007-
- Michael Rhodes**, *Associate Professor of Biology*, B.S., Saint Vincent College; M.S., Ph.D., Duquesne University. 2005-
- Mark G. Rivardo**, *Professor of Psychological Science*, B.S., Saint Vincent College; M.A., Ph.D., Bowling Green State University. 1999-
- Juan Carlos Rivas**, *Associate Professor of Modern and Classical Languages*, B.A., M.A., University of California; Ph.D., The University of Arizona. 2012-
- Michael D. Robinson**, *Assistant Professor of Engineering*, B.S., State University of New York at Buffalo; M.S., Ph.D. Pennsylvania State University. 2020-
- William Rullo**, *Assistant Professor of Education*. B.A., Saint Vincent College; M.Ed., Indiana University of Pennsylvania; Ed.D., University of Pittsburgh. 2022-
- David Safin**, *Associate Professor of Communication*, B.A., Saint Vincent College; M.S., California University of Pennsylvania; M.F.A., Chatham University. 2003-
- Aaron Sams**, *Assistant Professor of Education*, B.S., M.A. Ed., Biola University, 2017-
- Mallory Saylor**, *Assistant Professor*. B.A., Saint Vincent College; M.F.A., University of Iowa. 2021-
- Ben Schachter**, *Professor of Visual Arts*, B.A., Wesleyan University; M.S., M.F.A., Pratt Institute. 2003-
- Anthony Serapiglia**, *Associate Professor of Computing and Information Systems*, B.S. Allegheny College; M.S., Ph.D., Robert Morris University. 2011-
- Patricia Sharbaugh**, *Associate Professor of Theology*, B.A., University of Pittsburgh at Johnstown; M.Div., Pittsburgh Theological Seminary; Ph.D., Duquesne University. 2010-
- Paul-Alexander Shutt, O.S.B.**, *Instructor in Modern and Classical Languages*, B.A., Thiel College; M.A., Middlebury College Language Schools; M.Div., Saint Vincent Seminary. 1997-
- Kristine L. Slank**, *Associate Professor of Psychological Science*, B.A., Berea College; M.A., Ph.D., Virginia Polytechnic Institute and State University. 1991-
- Terrance Smith**, *Assistant Professor of Management*, B.S., Saint Vincent College; M.B.A., Grantham University; D.B.A., Walden University. 2015-
- Peter Smyntek**, *Associate Professor of Interdisciplinary Science*, B.Sc., Grove City College; Ph.D., State University of New York College. 2016-
- Susan Mitchell Sommers**, *Professor of History*, B.A., M.A., Southern Illinois University; A.M., Ph.D., Washington University in St. Louis. 1993-
- Ian “Mitch” Taylor**, *Assistant Professor of Chemistry*, B.S. Chemistry, Westminster College; Ph.D. Analytical Chemistry, University of Pittsburgh, 2018-
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# SAINT VINCENT COLLEGE

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# WHY CHOOSE SAINT VINCENT COLLEGE?

- **Challenging Academics** - Saint Vincent College offers challenging academics rooted in the liberal arts and sciences, in more than 50 undergraduate majors and 10 graduate programs.
- **Successful Graduates** - Graduates find success in their fields: 98 percent of the Class of 2016 graduates who responded to a survey reported working full-time in their fields or continuing their studies in graduate or professional school.
- **Quality and Value** - Saint Vincent College ranks highly among the most affordable, high-quality private liberal arts colleges in the nation, with Forbes magazine, *Washington Monthly* and *U.S. News & World Report* among those who praise our quality and value.
- **Community of Learners** – Students become part of a community of learners who value education and the development of skills that help them become leaders who serve their communities, and the world.
- **Inspiring Setting** – Members of the Saint Vincent community care for our beautiful campus through many green initiatives, enjoying easy access to both recreation and the arts, in a safe and friendly campus environment.
- **Growth in Character and Values** – Faculty, staff and students cherish the development of growth in character, with special emphasis on Catholic, Benedictine values such as community, love of neighbor, hospitality and stewardship, including the care of all creation.



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