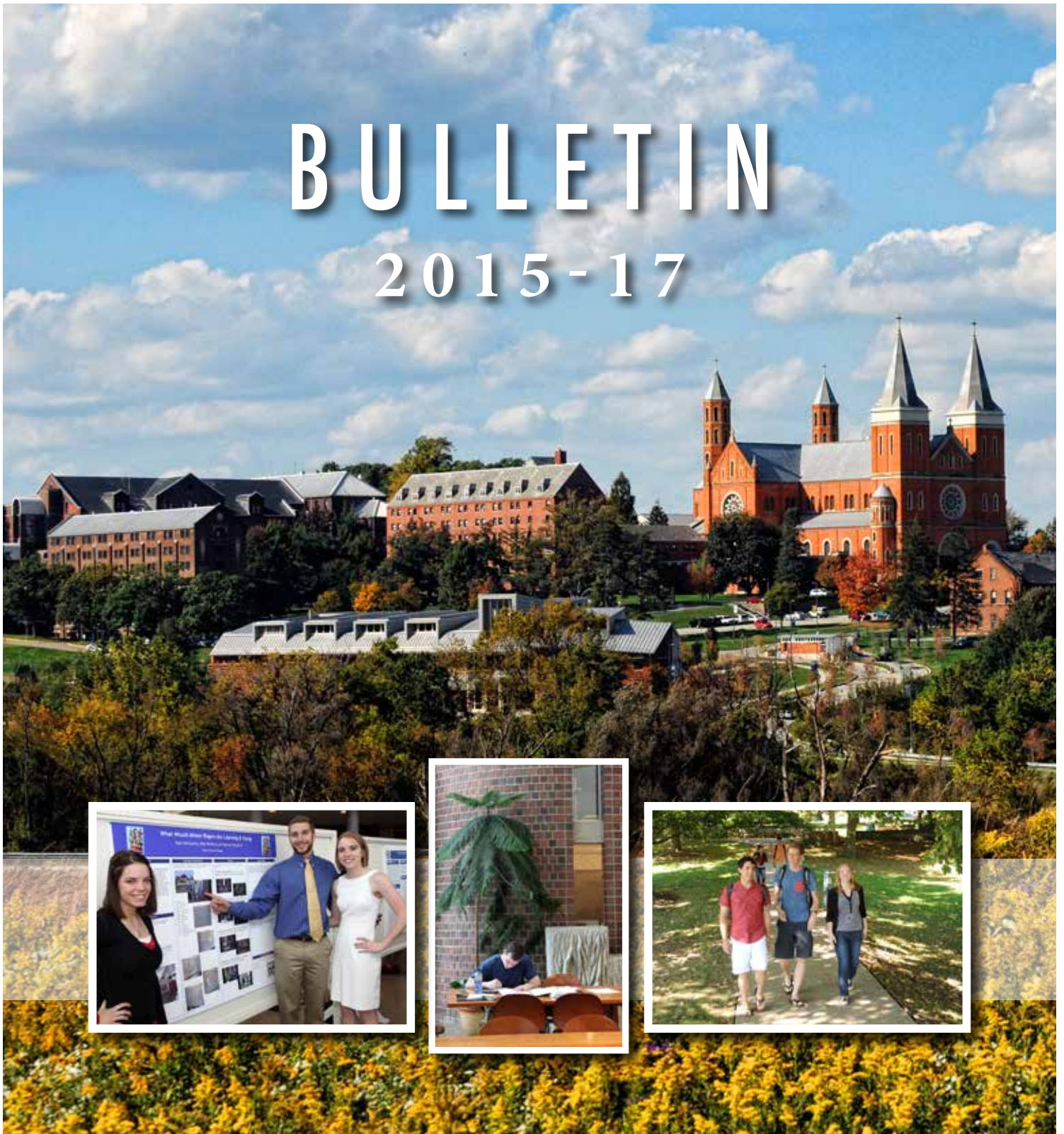


# BULLETIN

## 2015-17



SAINT VINCENT COLLEGE

## ACCREDITATIONS

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

## MEMBERSHIPS

American Association of Collegiate Registrars and Admissions Officers  
Association of Catholic Colleges and Universities  
Association of Governing Boards of Universities and Colleges  
Association of Independent Colleges and Universities of Pennsylvania  
C-Cue, Inc. (Consortium for Computing in Undergraduate Education, Inc.)  
College Entrance Examination Board  
Cooperative Education Association of Pennsylvania  
Council for the Advancement and Support of Education (CASE)  
Council of Independent Colleges  
Economic Growth Connection of Westmoreland  
Greater Latrobe-Laurel Valley Chamber of Commerce  
Laurel Highlands Visitors Bureau  
Ligonier Valley Chamber of Commerce  
Middle States Association of Collegiate Registrars and Officers of Admission  
National Association of College Admissions Counselors  
National Association of College and University Business Officers  
National Association of Colleges and Employers  
National Association of Foreign Student Advisors  
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 Colleges and Universities  
Pennsylvania Association of College Admissions Counselors  
Pennsylvania Association of Colleges and Employers  
Pennsylvania Association of Student Financial Aid Administrators  
Pennsylvania School Counselors Association  
Pennsylvania Association of Colleges for Teacher Education  
The College Board  
Westmoreland Cooperating for Economic Development

## AFFILIATIONS

Butler County Community College  
Duquesne University (cooperative program)  
Fu Jen Catholic University, Taiwan  
Lake Erie College of Osteopathic Medicine  
Ohio College of Podiatric Medicine (podiatry)  
Pennsylvania Highlands Community College  
Pennsylvania State University (3-2 engineering)  
Pennsylvania College of Podiatric Medicine (podiatry)  
Qingdao Agriculture University, Qingdao, China  
Saint Vincent Seminary  
Seton Hill University (cross-registration)  
Shandong University, China  
The Catholic University of America (3-2 engineering)  
University of Pittsburgh (3-2 engineering)  
Westmoreland County Community College

## PARTICIPATION

Advanced Placement Program (AP)  
Air Force Reserve Officer Training Corps (at University of Pittsburgh)  
Bureau of Vocational Rehabilitation  
College Level Examination Program (CLEP)  
Guaranteed Student Loan Program  
Pell Grant Program  
Pennsylvania Higher Education Assistance Agency  
Perkins Loan  
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 nonimmigrant alien students.

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## SAINT VINCENT COLLEGE

Saint Vincent College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. 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)

# 2015-2016 CALENDAR

## FALL SEMESTER 2015

Aug. 31	Final registration and adjustments; Classes begin
Sept. 7	Labor Day; no classes
Sept. 8	Last Day for adding courses
Sept. 15	Last Day for withdrawal without permanent record
Sept. 16 - Oct. 30	Withdrawals receive "W"
Sept. 25	Last day to change to P/F designation; last day to change to Audit
Oct. 1	Spring and Summer 2015 incomplete grades not changed become "F"
Oct. 14	Early performance grades due by noon
Oct. 17-20	Extended weekend for undergraduates begins after last class on Oct. 16
Oct. 21	Classes resume
Nov. 2	Withdrawals receive WF
Nov. 4, 5, 6, 9 and 10	Registration for Spring Semester 2016
Nov. 19	Founders' Day (classes canceled 3:30 – 7 p.m.)
Nov. 25 - 29	Thanksgiving vacation begins after last class on Nov. 24
Nov. 30	Classes resume
Dec. 11	Last day of class
Dec. 12 and 13	Reading Days
Dec. 14-17	Final Examinations
Dec. 17	Grades due at noon for all December Commencement applicants
Dec. 19	December Commencement
Dec. 22	Final grades are due at noon

## SPRING SEMESTER 2016

Jan. 10	Students return
Jan. 11	Final registration and adjustments; Classes begin
Jan. 18	Last Day for adding courses
Jan. 25	Last Day for withdrawal without permanent record
Jan. 26 - March 18	Withdrawals receive "W"
Feb. 5	Last day to change to P/F designation; last day to change to Audit
Feb. 11	Fall 2015 incomplete grades not changed become "F"
Feb. 24	Early performance grades due at noon
Feb. 27 - March 6	Spring break for undergraduates; begins after last class on Feb. 26
March 7	Classes resume
March 21	Withdrawals receive WF
March 24 – 28	Easter vacation begins after last class on March 23
March 29	Classes resume
April 6, 7, 8, 11, and 12	Registration for Fall Semester 2016
April 20	Honors Convocation and Undergraduate Conference (classes canceled from 11:30 a.m. -7 p.m.)
April 29	Last day of class
April 30 and May 1	Reading Days
May 2-5	Final examinations
May 5	Grades due at noon for all May Commencement applicants
May 7	Commencement
May 10	Final grades are due at noon
May 16	Summer Session begins

# 2016-2017 CALENDAR

## FALL SEMESTER 2016

Aug. 29	Final registration and adjustments; Classes begin
Sept. 5	Labor Day; no classes
Sept. 6	Last Day for adding courses
Sept. 13	Last Day for withdrawal without permanent record
Sept. 14 - Oct. 28	Withdrawals receive "W"
Sept. 23	Last day to change to P/F designation; last day to change to Audit
Sept. 29	Spring and Summer 2016 incomplete grades not changed become "F"
Oct. 12	Early performance grades due at noon
Oct. 15-18	Extended weekend for undergraduates begins after last class on Oct. 16
Oct. 19	Classes resume
Oct. 31	Withdrawals receive WF
Nov. 2, 3, 4, 7 and 8	Registration for Spring Semester 2017
Nov. 17	Founders' Day (classes canceled 3:30 – 7 p.m.)
Nov. 23 - 27	Thanksgiving vacation begins after last class on Nov. 22
Nov. 28	Classes resume
Dec. 9	Last day of class
Dec. 10 and 11	Reading Days
Dec. 12-15	Final examinations
Dec. 15	Grades due at noon for all Dec. Commencement applicants
Dec. 17	Dec. Commencement
Dec. 20	Final grades are due at noon

## SPRING SEMESTER 2017

Jan. 15	Students return
Jan. 16	Final registration and adjustments; Classes begin
Jan. 23	Last Day for adding courses
Jan. 30	Last Day for withdrawal without permanent record
Jan. 31 - March 24	Withdrawals receive "W"
Feb. 10	Last day to change to P/F designation; last day to change to Audit
Feb. 16	Fall 2016 incomplete grades not changed become "F"
March 1	Early performance grades due at noon
March 4 - 12	Spring break for undergraduates; begins after last class on March 3
March 13	Classes resume
March 27	Withdrawals receive WF
March 29, 30, 31 and April 3 and 4	Registration for Fall Semester 2017
April 13 – 17	Easter vacation begins after last class on April 12
April 18	Classes resume
April 26	Honors Convocation and Undergraduate Conference (classes canceled from 11:30 a.m. -7 p.m.)
May 5	Last day of class
May 6 and 7	Reading Days
May 8-11	Final examinations
May 11	Grades due at noon for all May Commencement applicants
May 13	Commencement
May 16	Final grades are due at noon
May 22	Summer Session begins

*\*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.

### 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 Center staff is more imperative. Finally, if you have unresolved problems and don’t know where to turn, stop to see the Dean of Studies. The Dean of Studies 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, 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 April 18, 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 which 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 which 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.

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 the following cooperative programs: Law, Business Administration, Occupational Therapy, Physical Therapy, Physician Assistant, and 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 Pre-Health Professions, Pre-Law, English, History, Sociology/Anthropology, Political Science, Public Policy Analysis, and Business Administration sections.

### **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 "home-made." That is, the architects and workmen were Benedictines who cut the trees, sawed the timber, and fashioned clay into bricks.

Alcuin Hall (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.

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 Center for Early Learning and Children's Media 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 Humanities and Fine Arts, as well as the School of Social Sciences, Communication and Education.

**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, multimedia laboratory, media suite, 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, wellness center, book center, snack bar, student union, classrooms, game room, fitness center with free weights, weight machines, and cardiovascular machines, art gallery, 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.

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

**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

Benedictine institutions have traditionally granted a place of honor to the library. The Latimer Family Library continues this tradition by providing a climate-controlled repository of the institution's bibliographic holdings and a continually 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 is open to patrons 89 hours each week when school is in session.

Special hours are in effect during vacation periods and on holidays; schedule changes are posted in the Library, distributed to the offices of the College, and available on the College website.

Private study carrels and tables are available throughout the Library. A central reference room provides access to more than 3,500 resource titles such as encyclopedias, abstracts, dictionaries, indexes, handbooks, atlases, concordances, and gazetteers. The periodical area displays approximately 400 current periodical subscriptions arranged alphabetically by title. A collection of audio tapes and a video and DVD collection with monitor/VCRs and monitor/DVD players are included in this section. The Library also has extensive microfilm and microfiche collections with appropriate readers and printers available for patron use.

The collection contains nearly 280,000 print volumes, 47,000 bound periodicals and approximately 100,000 microforms. The Library houses unique resources in religion and theology and special collections of Pennsylvania and Benedictina. The Library also safeguards a collection of rare books housed in a climate-controlled vault; access to this collection is available by special request. The collection is classified according to the Library of Congress classification system. The Library uses a fully automated catalog (OPAC), utilizing the integrated system of Innovative Interfaces, Inc. Electronic searches are made through EBSCOhost, LexisNexis, and JSTOR, which provide online access to an extensive list of bibliographic and full-text information. The Library currently houses a computer lab, and has both hard-wire connections and wireless access for laptop users to access the campus network and the Internet.

Materials not available at Saint Vincent Library may be requested from other libraries through the Interlibrary Loan service (ILL). This service is available through the Assistant Public Services Librarian, at the Circulation Desk, or by completing the on-line ILL Request Form on the Saint Vincent College website.

# 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 most 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 a place on the roster at Saint Vincent College by making a deposit of \$100 required of all students, and if residence on campus is desired, an additional \$100 to reserve a room. 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 with the non-refundable \$25 application fee or fee waiver 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 1) or from the American College Testing Program (ACT).

## SUBJECTS REQUIRED FOR ADMISSION

Adequate preparation for college is an important determinant for a successful college education. Fifteen secondary school academic units are required for admission to Saint Vincent College. These 15 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.

Music and Music Performance students must audition for acceptance. Art Studio and 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.

## 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, PEP, 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 Entrance Examination Board. Test scores must be sent directly to the Office of Admission and Financial Aid from the College Entrance Examination 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 or Calculus to see if they would rather take the course; 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 Admission and Financial Aid Office.

Students anticipating taking CLEP tests should check with the Office of Admission and Financial Aid to determine which tests are acceptable at the College. Test scores must be sent directly to the Saint Vincent College Admission and Financial Aid Office from the College Entrance Examination Board.

## CREDIT FOR EXPERIENTIAL LEARNING

The Dean of Studies arranges for evaluation by faculty members of learning that has been gained in non-academic settings. Information is available from the Dean of Studies.

## 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 Admission and Financial Aid Office for evaluation. Credit is awarded according to a standing policy in the college.

## 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 and the last 24 credits 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 October 15 to be included in credits completed for the following spring registration.
6. Situations not adequately covered by these regulations are resolved by the Dean of Studies.

## 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 with the nonrefundable \$25 application fee or fee waiver form.
2. An official transcript sent directly to Saint Vincent College from the post-secondary schools previously attended.

- A secondary school transcript sent directly to Saint Vincent College from the graduated secondary school.
- A completed Dean of Students Reference Form from the post-secondary school most recently attended. 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.

Personnel in the Office of Admission and Financial Aid are available to evaluate transcripts on request, even before application.

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.

### 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 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-MATRICULATED 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-matriculated student. A non-matriculated student is expected to conform to the general regulations of the College, and 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 permanently or has been dismissed from Saint Vincent College must reapply according to the ordinary application procedures.

This student may be readmitted only with permission from the Dean of Studies and from the Office of Student Affairs.

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

A student whose status is temporary withdrawal may reenroll directly at the Registrar's Office after meeting with his/her advisor. If the student does not reenroll within two semesters it will be necessary to apply for readmission.

### FINANCIAL AID

Saint Vincent College makes every effort to provide financial assistance to students who have been admitted. See the Financial Aid section of this Bulletin.

At Saint Vincent College the cost is kept at the lowest possible level consistent with a financially responsible operation. The payment of the College's bill is due before the beginning of classes each semester or session. The student must obtain a financial clearance sheet 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; and no diplomas, transcripts or records will be issued until all financial obligations have been settled.

On checks given in payment of tuition and other fees which are returned by the bank 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.

### TUITION AND FEES FOR 2015-2016 Students enrolled Fall 2015 and Spring 2016:

Financial Information Per Semester Tuition per semester (12-19 credits)  
**\$15,767**

*Students taking more than 19 credits will be billed the \$15,767 rate plus \$986 per credit for credits exceeding 19. Students with less than 12 credits will be billed \$986 per credit. Undergraduate students taking graduate courses will pay the undergraduate rate.*

#### Regular Rooms, basic rate

Bonaventure and Gerard	\$2,660
Saint Benedict Hall (single)	\$3,092
Saint Benedict Hall (double)	\$2,817
Wimmer (single)	\$2,817
Rooney (double)	\$3,342
Rooney (apartment)	\$3,951
Wimmer (double)	\$2,608
Aurelius (double)	\$3,185
Aurelius (suites-small)	\$3,064

#### Private Rooms, surcharge

Bonaventure, Gerard and Wimmer Halls	\$1,834
Apartment Meal Plan	\$1,964
Board Plans 19 meal + \$50 flex	\$2,486
15 meal + \$100 flex	\$2,422
12 meal + \$125 flex	\$2,262
200 Block + \$100 flex	\$2,485
5 meal + \$50 flex	\$814
Student Government Fee (charged to all students taking 12 or more credits)	\$126

#### 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.

\$205 a semester (for full-time students)  
\$80 a semester (for part-time students)  
\$160 bandwidth fee



<b>Per Semester Special Course and Lab Fees</b>	
Science Lab Fee, per course	\$105
Experimental Psychology and Lab (PY 341)	\$97
Biological Psychology (PY 331)	\$55
Psychological Assessment and Educational Testing (PY 381, 382)	\$33
Applied Music (MU 125) per credit	\$275
Applied Music (MU 225, MU 325, MU 425) per credit	\$193
Student Teaching Fee (ED 410)	\$275
Student Teaching Orientation Fee (ED 400)	\$132
Art Studio Courses, per course (AR 130, 131, 135, 225, 230, 234, 236, 238, 240, 325, 336, 338, 348, 404, 405)	\$97
Art Lab Fee (AR 280)	\$44
Senior Art Exhibit (AR 405), per course	\$97
Junior Recital (MU 330)	\$65
Senior Recital (MU 430)	\$65
Teaching Observation Lab (ED 101, ED 102, ED 103)	\$57
Education Labs (ED 207, 307)	\$57
Photography (AR 212, 333)	\$164
<b>Audit Fees</b>	
Course Audit (per credit)	\$986
<i>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. Students are responsible for fees if associated with a course to cover the cost of materials.</i>	
<b>Miscellaneous Fees</b>	
Health Service Fee (residents and full-time undergraduate students)	\$98
First-Year Orientation Fee (first semester only)	\$190
Application Fee	\$25
Laundry Fee	\$29
<b>Reservation Deposits</b> (these deposits are credited to the student's account but are not refundable)	
To place name on roster of students	\$100
Housing reservation (for resident students only)	\$100
<i>Required of all new students, and for all returning full-time matriculated students, these reservation fees must be paid on or before May 1.</i>	

Late Registration	\$50
Late Payment	\$50
Adding/Dropping Classes after first day of semester (per add/drop form)	\$20
Graduation Fee	\$85
Late Graduation Fee	\$35
Fee for Certificate Programs Completion	\$15
Transcript	\$5
Fee for finalizing each incomplete "G" grade	\$35
Parking and vehicle registration	\$90

#### STUDY ABROAD PROGRAM

Enrollment on Roster	\$520
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#### COOPERATIVE EDUCATION INTERNSHIP

Non-credit Internship	\$90
Tuition (per credit)	\$986

#### COLLEGE GRADUATES 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 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 Dean of Studies.

#### 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 January 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.

#### ACADEMIC SCHOLARSHIPS AND SAINT VINCENT COLLEGE AWARDS

Saint Vincent College awards academic scholarships and awards 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.

#### ALUMNI GRANT

The Alumni Grant is awarded to incoming students based on the recommendation of an alumnus or alumna of Saint Vincent College. Alumni Grant applications must be submitted by May 1.

#### BENEDICTINE PASTOR'S AWARD

First-time freshmen 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.

# FINANCIAL INFORMATION

## **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.

## **FIRST-GENERATION GRANTS**

The First Generation Grant is awarded to students for whom neither parent has received a bachelor's degree.

## **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. 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 Scholarship is for students interested in pursuing careers involving children, early learning and media for young children and provides a myriad of opportunities to network with scholars and industry leaders in early learning and children's media.

### **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.

## **VETERAN'S EDUCATIONAL BENEFITS**

The Financial Aid Office assists veterans, guardsmen, reservists, spouses and dependents in receiving military educational benefits. Saint Vincent College participates in the VA Yellow Ribbon Program which will cover up to 100 percent of tuition costs for eligible veterans or their dependents. All veterans are strongly encouraged to complete the FAFSA. Eligibility for federal and state aid is in addition to VA benefits.

## **NATIONAL GUARD EDUCATIONAL ASSISTANCE PROGRAM**

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

## **FEDERAL PELL GRANT**

The Pell grant is awarded as a result of the FAFSA and is based on the Expected Family Contribution (EFC). 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 first.

## **PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY GRANT (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 to help cover the remaining cost of attendance after other forms of financial aid have been applied. The loan is in the student's name, typically requiring 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. Saint Vincent College also participates with the Council of Independent Colleges and The Tuition Exchange for students from families of full-time employees of other participating institutions.

Office of Vocational Rehabilitation  
Students who have disabilities may receive educational benefits through the Office of Vocational Rehabilitation. Students should contact their district OVR office.

## **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. 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 are reported to have stopped attending all of their classes prior to the 60 percent point of the semester will be identified as students who "unofficially withdrew" from classes.

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. For example, if the student attended 25 percent of the term, the student will have earned 25 percent of the aid. The unearned

amount (total aid disbursed minus the earned 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 Perkins 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 status up to and including the 31st day of the class, become ineligible for all 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 coursework. 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.

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 PHEAA state grant are required to complete 24 credits per year, not including repeated coursework. 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 at the close of each academic year by the Committee on Scholarships and Financial Aid of Saint Vincent College. The termination of 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.

## CORE CURRICULUM

The faculty establishes a core curriculum with the intention of providing all students with a general education to serve as the context for more specialized studies. The core curriculum requirements are as follows:

History	6 credits
Philosophy	6 credits
English	9 credits
Theology	9 credits
Fine Arts	3 credits
Modern and Classical Languages	6 credits
Social Sciences	9 credits
Natural Sciences	8 credits
Mathematics	3/4 credits
First Year Seminar*	

(In addition to a typical 3/4 credit course)

**Total 60/61 credits**

\*Waived for transfer students who transferred 24 or more credits upon acceptance.

Descriptions of requirements in each respective area of the core curriculum are as follows:

### I. Humanities (36 credits)

#### A. History (six credits)

Student must take three (3) credits from History courses numbered 100 to 124. The remaining three (3) credits must be completed at the 200 level. It is strongly recommended that the 100-level course be completed before students take the 200-level course. If six (6) credits are earned and transferred from another institution or are AP credits, the core is met.

#### B. Philosophy (six credits)

PL 101 First Philosophy is required as the first course in philosophy and is a prerequisite for all other philosophy courses except PL 120 Logic. The remaining three (3) credits may be satisfied by taking any other course that the department offers numbered PL 120 or above.

#### C. English (nine credits)

EL 102 Language and Rhetoric is required in the first year. Six (6) additional credits are required, three (3) of which must be a

literature course. The remaining three (3) credits may be satisfied by any other course the English Department offers. Engineering (3-2) majors must complete EL 102 and three additional English credits to fulfill the English core.

#### D. Theology (nine credits)

TH 119 First Theology is required as the first course in Theology and is taken in the first year. The remaining six (6) credit requirement will be fulfilled by two theology courses, one at the 200 level and one at the 300 level courses). Engineering (3-2) majors must complete TH 119 and three additional theology credits to fulfill the theology core.

#### E. Modern and Classical Languages (six credits)

Six (6) credits of intermediate or advanced level courses in foreign language are required. The two courses must be in the same language. Placement inventories are completed by all entering first-year and transfer students to identify the appropriate level of instruction.

## SPECIAL EXCEPTIONS

1) Students whose first language is not English, most typically international students, fulfill the language requirement by their demonstrated proficiency in English. They are not required to complete another language, but they must ask the Dean of Studies to formally communicate this information to the Registrar.

2) Students who place into the Intermediate II (204) level or advanced course may fulfill the requirements by successfully completing the course they place into and (a) completing a 3-4-credit course in another foreign language, (b) completing three (3) credits in an approved study abroad program, or (c) completing a three (3) credit course, which extends one's cultural knowledge. Students exercising option (c) must take a course related to the language used to satisfy the core requirement. (The culture course is a specific requirement for the core in Modern and Classical Languages and cannot be used to satisfy other core, minor or major requirements. Consult the chairperson of the Department of Modern and Classical Languages for the current list of approved courses for each language). Students who wish to exercise one of the above options must have the approval of the chairperson of the Modern and Classical Languages Department prior to registering for the course.

## II. Fine Arts (three credits)

Three credits of music (MU) or art (AR) at

the one hundred level must be completed at Saint Vincent College.

## III. Social Sciences (nine credits)

Courses offered in Business Administration, Economics, Politics, Psychological Sciences, Sociology/Anthropology, Criminology, Law and Society, 100-level Communication courses, and two courses from Education, ED 100 or ED 109 for education certification students or education majors, fulfill the social science requirement. A maximum of six (6) credits from any one discipline is allowed to fulfill the core curriculum requirement.

## IV. Mathematics (three credits)

Any course offered by the Mathematics Department numbered MA 104 or higher satisfies the core curriculum requirement, and must be completed at Saint Vincent College.

## V. Natural Science (eight credits)

The natural science core curriculum requirement can be satisfied by successfully completing one 100-level course with laboratory, four (4) credits, in natural sciences (NSCI) and one 200-level course with laboratory, four (4) credits, in the natural sciences (NSCI); successfully completing any two 100-level courses with laboratory, four (4) credits, each course from within any discipline of the natural sciences (Biology, Chemistry, Environmental Science, and Physics), four (4) credits; or successfully completing any combination of one 100-level course with laboratory, four (4) credits, within a discipline of the natural sciences and a natural sciences (NSCI) course with laboratory, four (4) credits.

## VI. First-Year Seminar

All students will take one course designated as First-Year Seminar which will also satisfy a core curriculum requirement to include one additional meeting time per week and one additional credit awarded.

## FS 179 First-Year Seminar Skills

This course is required of all students who do not successfully complete First-Year Seminar. Through lecture presentations, in-class activities, out-of-class assignments, and appropriate tests, the course provides students with review and assessment of skills identified as target skills for all First-Year Seminar courses taught in the previous semester. Three (3) credits. No pass/fail. Permission of/ placement by First-Year Seminar Director required.

## CORE SUBSTITUTIONS

In the 3/2 Engineering Program, special core substitutions are listed under the Mathematics Department listing. Students pursuing an Early Childhood Education major may satisfy

their history core requirement by taking HI 106, Topics in U.S. History to 1865, and HI 107, Topics in U.S. History since 1865, rather than by taking one 100-level class and one 200-level class.

## The Goals of the Saint Vincent College Core Curriculum

Saint Vincent College students learn “first what is necessary, then what is useful, and finally what is beautiful and will contribute to their refinement” (Archabbot Boniface Wimmer, O.S.B.). The core curriculum provides all students with a broadly based education which provides a general body of knowledge in the humanities and fine arts, social sciences, natural sciences, and mathematics, an interdisciplinary view of that knowledge base, and the skills to increase that general body of knowledge throughout their lives.

Study of the various disciplines that comprise the core curriculum provides students with a body of knowledge which includes both content and skills, including the vocabularies and languages of the disciplines, the theoretical frameworks of the disciplines, the problem-solving techniques of the disciplines, and the underlying assumptions and limitations of the disciplines. This body of knowledge provides a context for more specialized studies and prepares students for the many transitions they will experience in life. During their lifetimes, individuals will experience changes in their physical, emotional, intellectual, and spiritual lives. In addition, many students will change their careers several times in their lives. The core curriculum provides a firm foundation of knowledge to prepare for the future.

The core curriculum at Saint Vincent College is interdisciplinary; the body of knowledge in one discipline overlaps and interacts with those in other disciplines. Students learn that the answers to many problems require an interaction among disciplines. Constructing connections between disciplines enriches the student’s body of knowledge and develops independent learning skills.

Knowledge gained during formal education is not static and must continue to grow throughout students’ lives if they are to adapt to change. To prepare students for change, the core curriculum also provides students with the ability to be independent learners. Students become active in continuing to develop their body of knowledge. In addition, the ability to learn has a value in itself, because learning opens the gate to the “service and comprehension of life itself” (Whitehead). Learning is the entrance to a richer and broader experience of life.

The faculty of Saint Vincent College place great value upon the core curriculum. In addition to the general goals that are described above, we also believe that the core curriculum promotes the goals that are described in the following sections.

### TO FORM HABITS OF ORDERED INQUIRY, LOGICAL THINKING, AND CRITICAL ANALYSIS

At its best, learning involves finding coherent answers to questions that are intelligently framed. Ordered inquiry has a deeper dimension which is not satisfied with merely holding that something is true, but also strives to show the evidence on which the truth claim is based and to know the process by which evidence is gathered. Undergraduates in all disciplines ought to be able to ask fundamental and critical questions about the core disciplines: What kind of knowledge is involved in the core discipline? What assumptions underlie the core discipline? Are these assumptions evident, certain, plausible, or merely conventional and convenient? This kind of fundamental inquiry can transform students into independent, logical thinkers who can learn on their own and explore new ideas. Logical thinking and critical analysis are strengthened by practice in a variety of settings, courses and disciplines.

Students practiced in these habits can

- analyze the reasons leading to specific ideas;
- evaluate the views of others based on appropriate evidence;
- use directly collected data or data given to them to construct knowledge by organizing (synthesizing, sequencing, or interpreting) the new information with previous background; and
- critically review habitual assumptions in order to accommodate existing beliefs and assimilate new knowledge.

### TO DEVELOP SKILLS IN INFORMATION LITERACY

Accurate and well-chosen information is necessary for living an examined life, but the vast quantity and varying quality of sources can pose challenges to that search. Information literacy encompasses critical knowledge and skills that aid in the successful and ethical use of information in any discipline or career. Broad familiarity with and expertise in using both traditional and electronic information sources and strategies helps students to ask intelligent questions, develop insightful answers, and become independent and lifelong learners. Persons who are information literate have an appreciation of information of lasting value, and can become contributing members of academic and professional communities.

The information literate student can

- determine the nature and extent of the information needed for inquiry;
- access needed information effectively,

efficiently, and ethically; and

- evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.

### TO DEVELOP EFFECTIVE COMMUNICATION SKILLS

Human communication occurs, either explicitly or implicitly, to persuade, inform, reveal, and entertain. Whether writing or speaking, an effective communicator places primary importance on the needs of the audience when presenting information. When reading or listening, that person receives the message without distorting it due to preconceptions or biases and can critically evaluate the content of the message, regardless of the source. Effective interpersonal communication also requires responsive listening: the ability to respond, clarify, affirm, and share meaning. Ideally, effective communication skills should be developed in both the person’s native language and in one or more foreign languages.

Students who are effective communicators can

- share their experiences and ideas with others, through both speaking and by writing, in an organized and confident style;
- demonstrate understanding of what others have said or written by paraphrasing and thoughtfully responding;
- critically analyze both their own and others’ communications in an honest and creative manner; and
- discern and appreciate different forms and styles of writing, and use them in their own writing.

### TO DEVELOP SKILLS IN READING, WRITING, AND LITERATURE

The study of composition should be as much a means of discovery as a means of expression; the study of literature is the exercise of consciousness and imagination in language. The acts of perceiving and learning are grounded in knowing how to read and to write; the achievement of fluency in the creation and expression of thought ultimately leads to self-awareness and personal development. Novels, poems, plays, and other media are models that mark this process in history; engaging such works is critical for understanding of the culture and the self.

Students who are fluent in reading, writing, and literature can

- understand the importance of primary literary texts, interpreting and analyzing the meanings of words and images that make up those texts;
- understand the relationships between literature and other arts and fields of endeavor;
- incorporate different literary styles and utilize principles of good writing in their own



written work; and

d) develop a growing understanding of self, humanity, diverse cultures, the human condition, and the human spirit by making relationships between literature and life.

### **TO FOSTER HISTORICAL AWARENESS**

Societies, institutions, and ideas develop over time as a result of many forces (including, but not limited to, political, economic, scientific, philosophic, military, religious, and cultural). Awareness of these forces allows us to better understand why a particular institution or idea arose or fell at a particular time. A faithful reference to past events and the critical interpretation of those events can also deepen our awareness of freedom and the limitations on that freedom. This historical awareness is essential for any personal or institutional growth.

A person with historical awareness can

a) identify the particular forces most relevant to the development of an idea or institution, and trace the interactions of those forces through inception, development, transformation and decline;

b) relate historical forces to one's own growth and the development of various cultures; and

c) understand a work of literature in relation to literary and cultural history.

### **TO DEVELOP AN UNDERSTANDING OF PHILOSOPHICAL THOUGHT**

The Benedictine character of the institution provides a context for the study of philosophy at Saint Vincent College. Both by historical fact and through the very nature of the Benedictine approach to spiritual understanding, the tools of philosophical thought are indispensable to a complete Catholic, Benedictine, liberal arts education. Each of us can develop deeper insights into our own personal lives and the cumulative history of humankind through the study of philosophical systems of thought. Philosophical approaches to knowledge demand logical thought and a critical evaluation of principles, and they encourage such things as receptivity to new ways of looking at issues, honest reflection upon our values, aesthetic appreciation, and a consideration of intellectual and moral ideals.

Philosophical literacy is demonstrated when a person can

a) apply philosophical principles and tools in reflecting upon intellectual, moral, and social issues;

b) identify and understand some of the specific philosophical systems of thought; and

c) be receptive to a re-examination of values and moral ideals.

### **TO FOSTER AN UNDERSTANDING OF RELIGIOUS STUDIES**

The educational philosophy of Saint Vincent College affirms that a liberal education cannot be complete without the study of religion. A fuller understanding of both civilizations and individuals requires a knowledge of the religious traditions that shape their developments. Humans grapple with issues of morality and value, as well as with ultimate existential questions of human origin and life's purpose, frequently turning to religious faith for guidance. Education in the Catholic Benedictine tradition emphasizes the study of Judeo-Christian values, but it is also open to truth and beauty wherever they are found.

Competence in religious studies is demonstrated when one can

a) understand the meaning of the Hebrew and Christian scriptures and the various methods necessary for further study;

b) understand the relevance of the Judeo-Christian tradition to contemporary issues such as social justice, racism, and personal fulfillment; and

c) understand the ecumenical Catholic approach, as articulated by the Second Vatican Council, to the true and holy as expressed in other religious traditions.

### **TO PROMOTE UNDERSTANDING OF THE NATURAL SCIENCES**

Science contributes to our knowledge of the natural world through careful and creative application of systematic processes. An educated person should be familiar with the process by which scientific knowledge is obtained through objective observation, the formulation of questions, the testing and verification of hypotheses and the development of explanatory theories. An educated person also should be familiar with some of the major observations and theoretical models of science that guide scientific developments. Finally, one should understand the impact science has had on daily life and the human condition.

Scientific literacy is demonstrated when a person can

a) describe the nature of scientific knowledge, use the scientific method, and comprehend, present and critique scientific work;

b) explain the most fundamental observations and models developed in the process of scientific inquiry; and

c) evaluate the impact science has had on the human condition.

### **TO DEVELOP UNDERSTANDING OF THE SOCIAL SCIENCES**

As social beings, we should strive to understand the forces that operate to influence the activities of individuals, groups, and societies. The social sciences provide an avenue to greater appreciation of the political,

economic, sociological, psychological, and cultural factors that govern our actions. As with the natural sciences, students should be familiar with some of the major observations and theoretical models of the social sciences, and they should be familiar with the methodologies used by social scientists. This knowledge can help us better understand our own actions as well as our interactions with, and dependence upon, others.

Understanding of the social sciences is demonstrated when students can

a) recognize problems that can be addressed using the methods of the social sciences, as well as problems that cannot be so addressed;

b) apply the facts, theories, and perspectives of the social sciences to better understand themselves, the society in which they live, and other societies; and

c) identify some of the observations and theoretical models relevant to specific social sciences.

### **TO DEVELOP MATHEMATICAL SKILLS AND QUANTITATIVE LITERACY**

Mathematics is a family of completely abstract languages, each of which aims at complete precision and rigorous thinking. It is a primary instrument by which scientific knowledge is discovered and exhibited. Because mathematics is a formal science of relations, its study may strengthen the capacity for logical thought, critical analysis, problem solving, and the precise use of natural languages. In its pure form, mathematics reflects the human mind's attempt to order and discover patterns in nature; in its applications, mathematics reflects the fact that much knowledge is inherently quantitative and can be reached only through methodologies that depend on it.

Mathematical skills and quantitative literacy are demonstrated when a person can

a) understand at least one mathematical language beyond elementary arithmetic;

b) effectively communicate and interpret quantitative information;

c) understand the considerable utility of mathematics as a language and tool in a variety of disciplines; and

d) accurately apply appropriate mathematical reasoning and skills to solve problems.

### **TO DEVELOP AN APPRECIATION OF THE FINE ARTS**

In the spirit of the goals of our founder, Boniface Wimmer, who believed that it was important to teach not only what is necessary and useful, but also to teach about what is beautiful, we believe it is important for our students to be exposed to the fine arts, not only in the form of the many excellent

cultural events available on campus, but also as an integrated part of their classroom learning. As it is important for students to know and understand the workings of the natural world, as well as the structure of society, it is also important for them to recognize and understand this aspect of human expression. Art is often an expression of spiritual, emotional, as well as political and social identities in many cultures, and so understanding the artistic productions of their own and other cultures can enable students to know the world better, and better to know themselves. Students will develop a systematic understanding and appreciation in the arts, especially in the areas of music and the graphic and plastic arts; recognize the aesthetic, spiritual, and functional qualities of art, both in history and in contemporary life; understand both the commonalities and the unique artistic contributions of artists in their own cultural traditions and in the traditions of other cultures.

## 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);
- Complete final 24 credits at Saint Vincent College (except for students enrolled in identified cooperative programs), and
- Obtain financial clearance from the Vice President for Finance and Administration.

## GRADUATION APPLICATION PROCEDURES

To apply for graduation, the degree-seeking student must complete and file an "Application for Graduation" form at the Office of the Registrar upon attaining senior status. Upon receipt of Application for Graduation, the Registrar will register the graduating student in an Exit Interview course (zero credits, pass/fail) in his/her last semester. At this time, the student should work with his/her advisor to ensure that he/she has met all requirements and the Program Evaluation via MySV portal is up-to-date.

Approximately one month before the graduation date, the graduation candidate must meet with the chairperson of his/her major to complete an Exit Interview at which time the chairperson will verify that requirements for graduation have been met. The chairperson will then enter a grade of P for the exit interview. The recommended

deadline for completing and processing this exit interview is two weeks before the end of the semester.

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 3/2 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. Students in the 2/3 Physician Assistant program with Duquesne University must have an official transcript from Duquesne reflecting the successful completion of the third and fourth years of academic work sent to the Office of the Registrar before the graduation date. Students in the 3/3 Physical Therapy program with Duquesne University must have an official transcript from Duquesne reflecting the successful completion of the fourth year of academic work sent to the Office of the Registrar before the graduation date.

### Notes:

Before registering for the final semester of classes, the graduation candidate should review course work with the advisor and/or department chairperson to ensure that all major(s) and minor(s) requirements will be met by utilizing the Program Evaluation via MySV Portal.

Normally only three credits from each area of the core may be transferred to Saint Vincent. If students wish to discuss core curriculum requirements, they are welcome to review their progress with the Registrar.

Be aware that the policy of the Board of Directors of Saint Vincent College is that in order to participate in Commencement exercises, the candidate must have completed all requirements for graduation and be an actual graduate. No exceptions to this policy can be made.

Other questions concerning graduation requirements may be directed to the Registrar.

## Majors and Minors

Major requirements are specified by the departments in the section titled **Courses of Instruction**. Students have the option of taking a double major. In addition, students also have the option of taking 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); Sociology (Alpha Kappa Delta); Theology (Theta Alpha Kappa); and Computing and Information Science (Alpha Iota Mu).

### ACCELERATED PODIATRIC MEDICINE

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

### ACCELERATED OSTEOPATHIC MEDICINE

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

### ARMY AND AIR FORCE RESERVE OFFICER TRAINING CORPS

Saint Vincent College students may participate in a military officer training program in either the U.S. Army or the U.S. Air Force through the University of Pittsburgh. In addition, the Army ROTC program is available through Indiana University of Pennsylvania. Transportation between Latrobe and Pittsburgh or Indiana, however, is not provided.

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. Students deciding to enroll should contact the University of Pittsburgh or Indiana University of Pennsylvania for more information.

Interested students are encouraged to contact an Army ROTC representative at the University of Pittsburgh, 315 South Bellefield Avenue, Bellefield Hall, Room 409, Pittsburgh, PA 15260 (412) 624-6197, or an Army ROTC representative at Indiana University of Pennsylvania, 1140 Maple Street, Indiana, PA 15705 (724) 357-2700, or an Air Force ROTC representative at the University of Pittsburgh,

Detachment 730, 2925 Cathedral of Learning, 4200 Fifth Avenue, Pittsburgh, PA 15260-0001 (412) 624-6396.

### **CERTIFICATE PROGRAMS**

The College offers undergraduate certificate programs in Bioinformatics, Biotechnology, Addiction Specialist Training and Computing and Information Science. 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**

Men and women 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.

### **ENGINEERING (3-2 PROGRAM)**

*Courses of Instruction* under Engineering.

### **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 Dean of Studies. 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.

Independent Study courses may not be taken during the summer. Exceptions may be made by the Dean of Studies.

### **INTERDISCIPLINARY WRITING PROGRAM**

Through the Interdisciplinary Writing Program, trained faculty provide students with intensive writing instruction in selected disciplinary courses. In these "Writing Designated" (WD) courses, students practically apply the cross-curricular principles for producing and assessing writing that they learned in their freshman writing courses. Also, WD courses teach the writing conventions of the discipline in which the course is offered; for example, students in a WD Anthropology course learn how to write like an anthropologist. In a typical WD course, students respond to reading assignments, integrate ideas and information from various sources, complete sequenced assignments, and revise papers based upon peer reviews or instructor feedback. Additionally, many WD courses engage students in writing-to-learn activities, which may include journaling, summarizing, annotating, and other discipline-specific informal writing. Though students are not required to take WD courses, they are strongly encouraged to do so because WD courses sharpen students' thinking and writing in the sciences, social sciences, business fields, as well as in the humanities.

### **STUDY ABROAD**

Study abroad opportunities are accessible to all Saint Vincent students regardless of their academic major. Students can take classes in their major, earn credits for core, complete an internship, or study a foreign language. Program length varies from one week summer to a full academic year.

In addition to summer language programs in Mandarin Chinese and Spanish, other study abroad programs are suitable for Saint Vincent students. Popular study abroad locations include Australia, Brazil, Chile, China, Costa Rica, England, France, Germany, Greece, Italy, Ireland, Spain, and Taiwan.

Early planning is essential to ensure academic requirements are met.

Advising, from program information to funding opportunities, is available from the study abroad office.

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

Through the Office of Service Learning and Community Outreach, Saint Vincent College students have the opportunity to enroll in an array of courses that integrate service into the curriculum. Through academic course work and service opportunities, faculty and students build partnerships with local

community organizations committed to serving the marginalized. Faculty challenge students to reflect, write, and discuss their experiences. In addition, professors use course content to enhance students' understanding of the service experiences. Service Learning courses provide students with transformative experiences that create a foundation of compassion, reflection and problem solving for future opportunities. Examples of participating departments include Computer Science, Fine Arts, Language, Theology, and Philosophy.

### **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 Registrar or Dean of Studies. Pre-college student should contact the Coordinator of Graduate Admissions and Continuing Education.

### **FRED ROGERS SCHOLARS PROGRAM**

The Fred Rogers Scholars (FRS) Program is a competitive, four-year scholarship program, for students interested in early learning and children's media. The goals of the program include:

- To utilize the important and broad work of the Fred Rogers Center in educating select SVC students.
- To inspire students with the wisdom, scholarship and humility shown by Fred Rogers in his work with children, the community and the media.
- To attract top students from across the country to SVC, interested in any major field of study.
- To encourage top students to pursue research and possible careers in Early Learning and Children's Media or to enhance their careers and/or graduate studies because of their work with the FRS program.

High school seniors with a 3.5 minimum GPA, should apply to the College and then apply for the scholarship. Application requirements are listed on the FRS page of the SVC website. Applications are due by March 15 of the senior year in high school. Students may major in any subject offered by the College. Top candidates will be interviewed and the scholarship committee will announce the FRS recipients no later than the end of the spring semester. For more information visit [www.stvincent.edu/frs](http://www.stvincent.edu/frs).

During the four years of the program, student scholars will have opportunities to: network with early learning and children's media scholars and industry leaders; visit local and national sites of interest; offer a service-learning project to the community; attend conferences, including the biannual Fred Forward conference; intern with local or

national organizations; and utilize the Fred Rogers archives with intention to present research and possibly publish.

### **THE FRED ROGERS CENTER FOR EARLY LEARNING AND CHILDREN'S MEDIA**

Staying true to the vision of Fred Rogers, and emulating the guiding principles of his life's work, the mission of the Fred Rogers Center is to advance the fields of early learning and children's media by acting as a catalyst for communication, collaboration, and creative change.

Established in 2003, and planned under the guidance of Fred Rogers, this Center bearing his name is a national leader in innovation and advocacy. Through its programs and special initiatives, the Fred Rogers Center is at the forefront of addressing current and emerging issues affecting young children and the adults who care for them.

## **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 core curriculum 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. At the conclusion of every Honors course students submit a short reflective essay and a sample of their work, which is placed in their Honors portfolio.

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. During the seminar each student and the Director of the Honors Program reviews his or her Honors portfolio.

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 including an annual extended trip within the U.S. or abroad during breaks. 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**

Students seeking to graduate as Honors Scholars must take a minimum of five Honors classes plus the Honors Seminar. 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 may also apply to the program in order to participate in selected courses.

Recommended schedules are outlined below. Students who enter the program as sophomores or juniors would need to increase the number of Honors electives.

### **TYPICAL SCHEDULE FOR HONORS COURSES**

#### **First-Year**

Exploring Religious Meaning:  
Honors Section  
Language and Rhetoric: Honors Section  
Honors Course (optional)

#### **Sophomore and Junior Year**

First Philosophy: Honors Section  
Two Honors Courses

#### **Junior or Senior Year**

Honors Seminar  
Honors Course (optional)

### **FORMAL RECOGNITION OF HONORS**

All Honors classes are noted individually 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 (Honors Recommendation Form).
- 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, produced for a high school course, which represents a student's knowledge, ability, and creativity. This may consist of an original paper written for a class (minimum 800 words); a longer poem or series of poems, a story, a play, or video; an original science project, multimedia presentation, musical score, or any other type of original work.

This list is not exhaustive but illustrates the variety of work a student might submit. Research papers or 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

## 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. Nonattendance 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.

## 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. A semester hour for laboratories is defined as three (3) contact hours per week for one semester.

## ONLINE/HYBRID COURSES

Online course are delivered 100 percent asynchronously online. A hybrid course would have to have 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 Dean of Studies upon the request of the instructor may grant an extension of time up to the end of the following semester.

IP — Course In Progress. Grade not available yet. Must be completed within three semesters.

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 Dean of Studies 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.

## ADD-DROP FEE

Add/Drops are free through the first day of classes. Beginning with the second day of classes a \$20 fee per process will be charged. No fee will be charged for changes caused by the college administration.

## PASS-FAIL OPTION

The pass-fail option is available to encourage the motivated student to engage in more challenging coursework 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, field hockey, football, volleyball, track and field, lacrosse, baseball, golf, basketball, soccer, and softball. 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. 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. 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. Normally, a student should miss no more than four class sessions 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 2.0, 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 here for official intercollegiate sports also apply at the discretion of the Dean of Studies to other activities in which students participate.

## **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. Continuing 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 October 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 Dean of Studies. The student must request the change in computation on a form available from the Registrar. 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 Dean of Studies. Normally, the Dean 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 Dean of Studies 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 any 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 Dean of Studies, 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 Dean of Studies issues a letter of academic warning with a copy to the student's advisor,

departmental chairperson, and parents. A student who has not achieved an academic average of 2.0 may not participate in formal extracurricular activities. Examples of formal extracurricular activities include the student newspaper, intercollegiate sports, student government, drama. Exceptions are possible. Requests for exceptions to the rule must be made in writing to the Dean of Studies.

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. Only credits taken at Saint Vincent may be counted toward a second bachelor's degree. After acceptance by the College and completion of degree requirements, a second degree is awarded to the student.

### 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 CREDENTIALS eSCRIP-SAFE to deliver academic transcripts electronically. This partnership allows Saint Vincent College to provide official transcripts to network recipients or outside the network (One Time) to any third party in the world at any time. This provides a quick delivery that is totally secure and provides tracking of delivery and receipt.

Individuals who attended Saint Vincent College prior to August of 1985, as well as those who wish to pick up a transcript or have a copy faxed, should make their request directly with the Saint Vincent College Registrar's Office.

There are two ways to order transcripts: Through Transcripts on Demand at <https://iwantmytranscript.com/stvincent>. Complete request, consent, and payment information is handled through this URL.

Through the Office of the Registrar at Saint Vincent College, written request is required.

• Transcript requests may be sent via U.S. mail to Registrar, Saint Vincent College, 300 Fraser Purchase Road, Latrobe, PA 15650, faxed to 724-805-2063, or submitted in person at the Registrar's Office.

• Requests for academic transcripts must include: name, date of birth, current mailing address, last four digits of social security number, telephone number, date of graduation or last attendance, complete address of where the transcript is to be mailed, and signature authorizing release of the transcript.

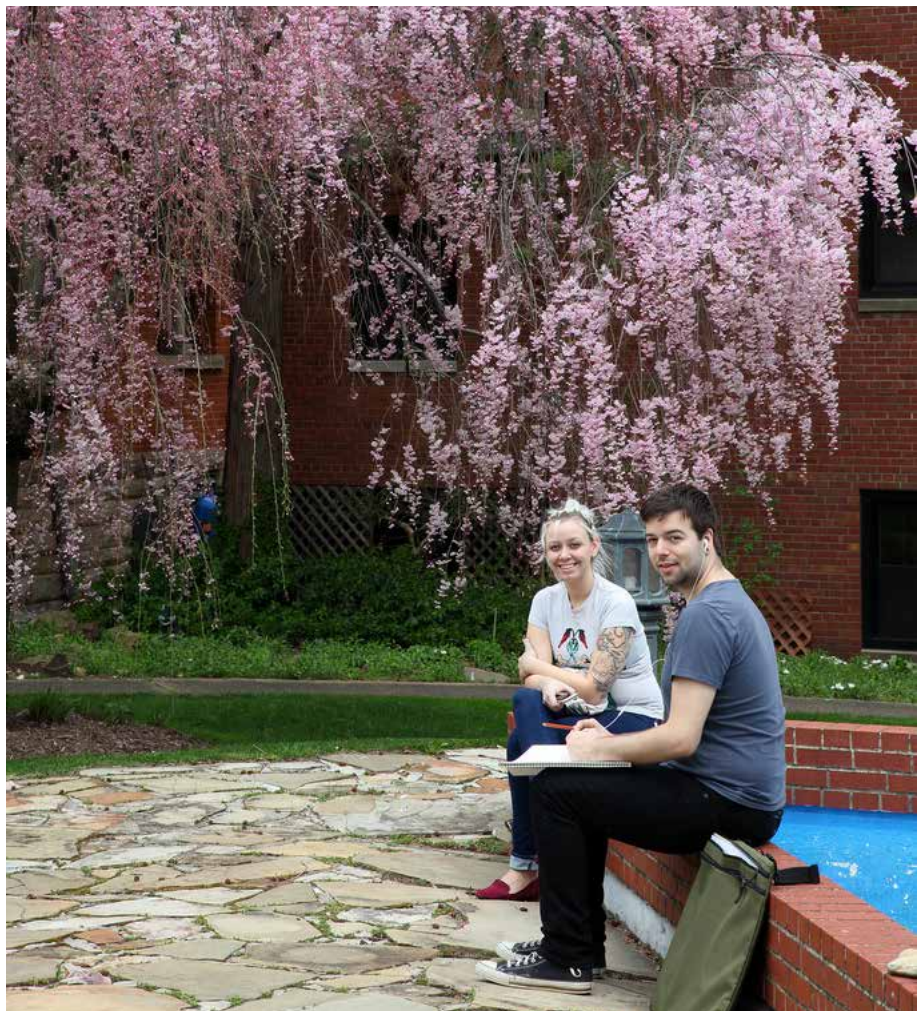
• A \$5 fee is charged per transcript. A check or money order payable to Saint Vincent College is preferred, but cash payment is also accepted.

• If an electronic or faxed request is sent to the Registrar, transcript fee payment may be made with a valid credit card by calling 724-805-2248. A minimum of \$10 (two transcript request) is required to pay in this manner.

• Current students always have the option to come to the Registrar's Office to request a transcript during regular business hours. However, a 24- to 48-hour processing time is required.

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).

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



# 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, 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 nontraditional 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 CENTER

Whether a graduate, senior or just beginning your college career, the Career Center will guide you throughout your entire four-year experience. The Career Center offers assistance in résumé and cover letter writing, career planning, job searching, internship programs, graduate school preparation, and interviewing techniques. A professional will also assist in the career exploration process by administering instruments that allow students to focus on their personality and interests and how they can use the information to focus on a major or career.

In addition to meeting one-on-one

with Career Center consultants, students are encouraged to attend Career Center workshops. These workshops offer advice on various career-related topics presented by a Career Center professional, Saint Vincent College alumni, and local employers. We also suggest that students attend job fairs and other career-related events both on- and off-campus.

The Career Center maintains relationships with hundreds of employers and alumni. We offer Bearcat Central, a large database used to post campus jobs, internships, and full-time positions for students and alumni. The Career Center also manages the on-campus work-study program and provides students with several resources on all career-related topics which can be found on the Career Center portal or by making an appointment with your Career Consultant.

## WORK-STUDY 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 a work-study position on campus, please visit the Career Center.

## INTERNSHIP PROGRAM

The Internship Program provides opportunities for students to supplement academic preparation with practical work experiences related to the student's major and career choice. Internship experiences 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 at the Career Center.

Do not forget to let us know of your summer plans. If you are not able to obtain credit, please remember to report your internship to the Career Center. If you do plan to receive credit, the deadline to receive credit for the summer is July 31 (June 15 for McKenna students). If you plan to receive fall credit for a summer OR fall internship, that deadline is Sept. 30 (also June 15 for

McKenna students). The spring deadline for all students is February 15. The following paperwork MUST be completed and signed by the appropriate parties and submitted to the Career Center no later than the deadline:

1. ADD-DROP FORM signed by your advisor.
2. Faculty-Student-Employer Agreement Form completed and signed by your employer.
3. Student Internship – Work Study Code of Conduct completed and signed by your supervisor.

All of this paperwork is located on the portal under Services -> Student Services -> Career Center -> Internship Forms. If the deadlines are a concern due to an employer issue, please contact the Career Center immediately.

## CLUBS AND ORGANIZATIONS

The College affords the opportunity for students to participate in a variety of extracurricular activities. More than 50 clubs and organizations are available encompassing students' broad curricular and co-curricular interests. In addition to clubs affiliated with each academic major, the Student Affairs Department supports clubs that complement a variety of student interests. A sampling of these clubs covers interests such as politics, fencing, 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 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 Dean of Studies. 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 extended 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 Dean of Studies, the Opportunity Program staff, and the *Tutorial Bulletin*.

### **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 by initiating, facilitating and organizing opportunities for the community to explore, celebrate,

act and live on their faith through prayer, education, service and Christian living. The staff of Campus Ministry is charged with the service of the Saint Vincent College community in promoting and encouraging religious life and values. The staff members are available for conversation and/or counsel at appointed hours and upon request. Faculty members of various religious traditions in the Religious Studies Department are also available for consultation and guidance. A variety of events such as lectures, 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. 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.

### **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. The Student Affairs Division can provide a student with limited guidance and information relating to health insurance coverage. 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 (with the exception of BEI and ISEP students) to have insurance coverage which 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 Multicultural Student Life for more information.

### **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, 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 nurses, under the supervision of three 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 Programs 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:**

Business Administration  
Accounting  
Business Economics  
Business Education Information Technology  
Finance  
Finance and Mathematics  
International Business  
Management  
Marketing  
Economics  
Economics and Mathematics  
Politics  
Political Science  
Public Policy

##### **MINORS:**

Accounting  
Entrepreneurship  
Finance  
International Business  
Management  
Marketing  
Operational Excellence  
Economics  
Politics  
Public Administration

#### **SCHOOL OF SOCIAL SCIENCES, COMMUNICATION, AND EDUCATION**

##### **MAJORS:**

Anthropology  
Communication  
Criminology, Law, and Society  
Education (PreK-4 and Middle Grade)  
Psychology  
Sociology

##### **MINORS:**

Anthropology  
Children's Studies  
Communication  
Criminology, Law, and Society  
Disability Studies  
Disability Studies with Certification  
Secondary Education  
Education K-12  
Forensic Studies – Computer Security  
Forensic Studies – Financial Investments  
Forensic Studies – Natural Science  
Psychology  
Sociology

#### **CERTIFICATES:**

Addiction Specialist

#### **SCHOOL OF HUMANITIES AND FINE ARTS**

##### **MAJORS:**

Arts Administration  
Art Education  
Art History  
Art Studio  
English  
French  
Graphic Design  
History  
Liberal Arts  
Music  
Music Performance  
Philosophy  
Philosophy and Politics  
Philosophy and Theology  
Spanish  
Theology

##### **MINORS:**

Art History  
Chinese  
Chinese Language and Culture  
Children's Literature  
Creative Writing  
English  
French  
German  
Graphic Design  
History  
International Studies  
Italian  
Latin  
Medieval Studies  
Music  
Music History  
Photography  
Philosophy  
Public History  
Sacred Music  
Spanish  
Studio Arts  
Theology

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

##### **MAJORS:**

Biochemistry  
Bioinformatics  
Biology  
Chemistry  
Computing and Information Science  
Engineering Science  
Environmental Chemistry  
Environmental Science  
Integrated Science – Allied Health  
Integrated Science – Applied Physics  
Integrated Science – Chemical and Biological Analysis  
Integrated Science – Science, Technology, and Society  
Mathematics  
Mathematics/Engineering (3-2)  
Physics  
Physics Education

## MINORS:

Biochemistry  
Biology  
Chemistry  
Computing and Information Science  
Environmental Science  
Environmental Studies  
Mathematics  
Physics

## CERTIFICATES:

Biotechnology  
Computer and Information Science

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 has been organized effective July 1, 2001. The following majors are included with the McKenna School: Accounting, Economics, Business Economics, Business Education, Finance, Finance and Mathematics, International Business, Management, Marketing, Political Science, Politics, and Public Policy.

Formed in 2004, the School of Social Sciences, Communication, and Education encompasses the Departments of Communication, Education, Psychology, Sociology and Anthropology. The departments share in common a concern with how people develop and interact in a wide range of settings, as well as a commitment to the approaches common to the social sciences. Programs in the School share a commitment to active and experiential learning and to student research. Associated with the School are the Saint Vincent College Drug and Alcohol Prevention Projects and the Fred Rogers Center for Early Learning and Children’s Media.

Formed in 2004, the Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing houses the departments of Biology, Chemistry, Computing and Information Science, Interdisciplinary Science, Mathematics, Physics, Physics Education, and Integrated Science. In addition to the majors of these departments, the School offers majors in Biochemistry, Bioinformatics, Engineering Science and Environmental Science.

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.

The School of Humanities and Fine Arts was established, effective July 1, 2004. The School contains the following academic departments and programs: English, Music, History, Liberal Arts, Modern and Classical Languages, Philosophy, Theology and Visual Arts. The Saint Vincent Gallery and the College’s Stage and Theatre programs are also part of the School of Humanities and Fine Arts.

# BIOINFORMATICS

Michael Sierk, *Director*

Bruce Bethke; Matthew Fisher; Cynthia Martincic

Bioinformatics is the study of biology and medicine using the analytical tools of mathematics and computer science. Technologies spawned by the Human Genome Project have produced an avalanche of biological and biomedical data in the last two decades, with more being generated constantly. In order to make sense of this data, computational and statistical techniques are essential, in addition to a deep understanding of biology.

The goal of the B.S. degree is to train students deeply in both computer science and biology, along with some training in math and chemistry. This will prepare students for a variety of options including:

- entering the workforce in the health care, biotechnology, and pharmaceutical industries, or in research institutes affiliated with governments, universities, and hospitals
- graduate programs at the Master’s or Doctoral level
- pre-professional training programs such as medical school or dental school

This is a growing field with a wide range of career opportunities at all degree levels; demand is high for individuals with the combination of biological knowledge and computational skills.

Bioinformatics at Saint Vincent College provides students with a distinctive combination of analytical and scientific training coupled with a broad-based liberal arts education. This mixture is a natural fit at Saint Vincent, allowing students to experience interdisciplinary connections both among the sciences and in relation to the world around them. Opportunities for exploring individual interests within and across disciplines are encouraged, including summer internships and research experiences, and students are able to design and carry out their own bioinformatics project as a capstone experience.

## BIOLOGY TRACK

Requirements for a Bachelor of Science degree in Bioinformatics  
(*See core curriculum requirements.*)

## Major Requirements (63 credits)

The student must complete the requirements listed in the following categories:

### Biology Requirements (22 credits)

BL 150	General Biology I	3
BL 151	General Biology Laboratory	1
BL 152	General Biology II	3
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
BL 260	Biostatistics	3

Choose one of the courses listed below. The associated lab is recommended but not required.

BL 212	Microbiology	3
BL 216	Biotechnology	3
BL 222	Developmental Biology	3
BL 224	Mammalian Physiology	3
BL 234	Evolution and Systematics	3
BL 250	Medical Microbiology	3
CH 251	Proteins and Metabolism	3
CH 252	Nucleic Acids and Membranes	3

### Computing and Information Science Requirements (15 credits)

CS 109	Introduction to Visual Basic Programming	3
CS 110	C++ Programming I	3
CS 170	Discrete Structures I	3
CS 350	Database Concepts and Information Structures	3

Choose one from the following courses:

CS 171	Discrete Structures II	3
CS 205	Web Site Design and Programming	3
CS 214	Introduction to Mobile Application Programming	3
CS 250	User Interface Design	3
CS 255	Introduction to Artificial Intelligence <sup>1</sup>	3
CS 270	Introduction to Numerical Computation	3
CS 305	Web Technologies <sup>2</sup>	3

<sup>1</sup>Requires CS 111 as a prerequisite

<sup>2</sup>Requires CS 111 or CS 205 as a prerequisite

### Bioinformatics Requirements (10 credits)

BIN 218	Bioinformatics, Genomics, and Proteomics	3
BIN 219	Biomedical Informatics	3
BIN 357	Bioinformatics Junior Seminar	1
BIN 358	Bioinformatics Senior Research	2
BIN 359	Bioinformatics Senior Seminar	1

### Chemistry Requirements (12 credits)

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 223	Organic Chemistry I Laboratory	1

### Mathematics Requirements (4 credits)

MA 111	Calculus I	4
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\*General Chemistry I and II (or General Biology I and II) with laboratory fulfill the Natural Science core requirement. Calculus I fulfills the Mathematics core requirement.

\*\*Students with no computing background may want to take CS 102 Fundamentals of IT and Computing in the fall of their freshman year as an elective.

\*\*\*Students interested in applying for medical or dental school should take CH 222/224 Organic Chemistry II and laboratory.

\*\*\*\*Students interested in applying for medical school must take CH 251 Proteins and Metabolism in the fall of their junior year. This course requires CH 221-224 as a prerequisite.

### Typical First-Year Schedule

	Fall	Spring
General Biology I and II and labs	4	4
Introduction to Visual Basic Programming		3
General Chemistry I and II and labs	4	4
Language and Rhetoric/First Theology	3	3
Elective	3	
First-Year Seminar	1	
Total:	15	14

### COMPUTATION TRACK

Requirements for a Bachelor of Science degree in Bioinformatics (See core curriculum requirements.)

### Major Requirements (64 credits)

The student must complete the requirements listed in the following categories:

#### Biology Requirements (17 credits)

BL 150	General Biology I	3
BL 151	General Biology Laboratory I	1
BL 152	General Biology II	3
BL 153	General Biology Laboratory II	1
BL 208	Cell Biology	3
BL 209	Cell Biology Lab is recommended	
BL 260	Biostatistics	3

Choose one of the courses listed below. The associated lab is recommended but not required.

BL 212	Microbiology	3
BL 214	Molecular Genetics	3
BL 216	Biotechnology	3
BL 222	Developmental Biology	3
BL 224	Mammalian Physiology	3
BL 234	Evolution and Systematics	3
BL 250	Medical Microbiology	3
CH 251	Proteins and Metabolism	3
CH 252	Nucleic Acids and Membranes	3

### Computing and Information Science Requirements (21 credits)

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 and Information Structures	3
CS 351	Information Systems Analysis and Design	3
or		
CS 355	Software Engineering	3

Choose one from the following courses:

CS 171	Discrete Structures II	3
CS 205	Web Site Design and Programming	3
CS 214	Introduction to Mobile Application Programming	3
CS 250	User Interface Design	3
CS 255	Introduction to Artificial Intelligence	3
CS 270	Introduction to Numerical Computation	3
CS 305	Web Technologies	3
CS 310	Programming Languages	3





# BIOLOGY

Bruce D. Bethke, *Chairperson*

Shawn Anderson, O.S.B.; James G. Barnett; Albert Gahr, O.S.B.; Matthew Hillwig; James S. Kellam; Jennifer L. Koehl; Michael Rhodes; Cynthia A. Walter

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 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 Physics. B.S. students must complete one year of Calculus while one semester of Calculus is required of students electing the B.A. degree. It is strongly recommended that B.A. students complete a second semester of Calculus, and 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 in their curriculum.

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 LEARNING OBJECTIVES:

- To prepare students for graduate study in biology, training in the health professions and employment based upon the biological sciences
- To provide students with the skills and knowledge of mathematics, chemistry and physics necessary to form a broad foundation in science
- To enable students to approach biological questions from the perspective of molecular, cellular, organismal and population biology.
- To enable students to develop and complete an experimentally based undergraduate research project
- To bring to consciousness the ethical and moral issues inherent in the field of biology and its technologies
- To provide opportunities for students to learn the Catholic position on bioethical issues

### Bioinformatics Requirements (10 credits)

BIN 218	Bioinformatics, Genomics, and Proteomics	3
BIN 219	Biomedical Informatics	3
BIN 357	Bioinformatics Junior Seminar	1
BIN 358	Bioinformatics Senior Research	2
BIN 359	Bioinformatics Senior Seminar	1

### Chemistry Requirements (8 credits)

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

### Mathematics Requirements (8 credits)

MA 111	Calculus I	4
MA 112	Calculus II	4

*\*General Chemistry I and II (or General Biology I and II) with laboratory fulfill the Natural Science core requirement. Calculus I fulfills the Mathematics core requirement.*

*\*\*Students with no computing background may want to take CS 102 Fundamentals of IT and Computing in the fall of their freshman year as an elective.*

### Typical First-Year Schedule

	Fall	Spring
Computing and Information Science I and II	3	3
General Chemistry I and II and labs	4	4
Language and Rhetoric/First Theology	3	3
Elective	3	3
First-Year Seminar	1	
Total:	14	13

Course descriptions can be found in the online *Bulletin Appendix*.

**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 111, 112	General Physics I and II	6
PH 113, 114	General Physics Laboratory I and II	2
MA 109	Calculus 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 Vertebrae Anatomy	3
BL 221	Comparative Vertebrae 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	Mammalian Physiology	3
BL 225	Mammalian 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 238	Aquatic Ecology and Toxicology	3
BL 239	Aquatic Ecology and Toxicology 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 111, 112	General Physics I and II	6
PH 113, 114	General Physics Laboratory I and II	2
MA 109, 110	Calculus I and II	8
Elective Course in Biology		3

(Any three-credit, 200-level biology course, CH251, CH 252, BIN 218, or BIN 219 qualifies 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	Mammalian Physiology	3
BL 225	Mammalian 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 238	Aquatic Ecology and Toxicology	3
BL 239	Aquatic Ecology and Toxicology 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 Bioethic	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.

**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 242	Histology	2
BL 243	Histology Laboratory	1
BL 250	Medical Microbiology	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
BIN 218	Bioinformatics, Genomics, and Proteomics	3
BIN 219	Biomedical Informatics	3

**Organismal Biology Concentration:**

BL 220	Comparative Vertebrate Anatomy	3
BL 221	Comparative Vertebrate Anatomy Laboratory	1
BL 224	Mammalian Physiology	3
BL 225	Mammalian 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

**Population Biology Concentration:**

BL 232	Ecology	3
BL 233	Ecology Laboratory	1
BL 234	Evolution and Systematics	3
BL 235	Evolution and Systematics Laboratory	1
BL 238	Aquatic Ecology and Toxicology	3
BL 239	Aquatic Ecology and Toxicology Laboratory	1
BL 240	Conservation Biology	3
BL 241	Conservation Biology Laboratory	1

**Typical First-Year Schedule**

First Semester (15-16 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
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	
Core course (History, Social Science, etc.)		
or		
Calculus		4

All students must take one course designated as a First-Year Seminar to satisfy a core curriculum requirement.

Second Semester (17-18 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
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
Core course (History, Social Science, etc.)		3
Core course or Calculus		3-4

Course descriptions can be found in the online *Bulletin Appendix*.

# BIOTECHNOLOGY

Bruce Bethke, *Director*  
Matthew Fisher; Michael Sierk

Over the past 25 years, the emerging field of biotechnology has fundamentally changed the world we live in leading to breakthrough medical discoveries, greater insights into the nature of living systems, advances in evolutionary biology, environmental remediation, agriculture, industrial processes, biomaterials, and even artificial intelligence. Coupled with these advances has been novel discussion and debate in the areas of public policy, ethics, religious teachings, and business practice.

At the core of a biotechnology curriculum is a strong foundation in biology, chemistry, mathematics, computer science, and laboratory expertise. It is the interconnection of these fields that creates opportunity. The Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing is able to deliver an interdisciplinary curriculum while maintaining the intimacy of a small liberal arts college, allowing students to explore various interconnected subspecialties through one-on-one research experiences with faculty and industry.

Biotechnology, however, is more than just a discipline of science. It touches ethics, public policy, government, economics, business, education, and law. Saint Vincent College has a distinct advantage in educating and preparing students for careers in biotechnology that extend beyond the laboratory. With strong existing programs in these liberal arts areas, we are in a position to address the whole discipline of biotechnology.

## 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 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	Mammalian Physiology	3
BL 225	Mammalian Physiology Laboratory	1

### 3 credits selected from:

BA 104	Introduction to Management	3
BA 323	Entrepreneurial Marketing	3
PS 390	Environmental Law and Policy	3

The Certification in Biotechnology requires, in addition to coursework, 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 104	Introduction to Management	3
BA 323	Entrepreneurial 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.

Course descriptions can be found in the online *Bulletin Appendix*.

# BUSINESS ADMINISTRATION

Gary Quinlivan, *Dean*, McKenna School

William J. Hisker, *Program Chairperson*

A. Mark Abramovic; Thomas W. Cline; Robert J. DePasquale;

Charles Fazzi; Jeffrey Godwin; Thomas C. Holowaty;

Peter Hutchinson; Myron Kirsch, O.S.B.; Bo Liang;

Robert Markley; Nicholas Racculia; Michael Urick

Adjunct Faculty: David Adams; Marianne R. Anderson;

Jeffrey Anzovino; Amanda Como; Bonaventure Curtis, O.S.B.;

Ian Dunlap; Kenneth Dupre; Julie Grace; Jennifer Hedden;

Jennifer Howard; Barbara Jene; Ashish Kafle; Sacha A. Kathuria;

William Kimbro; Eva Kunkel; James Kunkel; Richard Kunkle;

Emrah Ilik; John Malone; James Meredith; Jennifer Miele;

Richard L. Neish; Dan Niemiec; Gabriel Pellathy, Jr.; Robert Peretti;

Joseph Polka; Nicholas Riehl; Terrence Smith; Nathan Sylvester;

Donald Su; Shannon Wilson; Thurman Wingrove; Julia Wnek

Professor Emeritus: Richard B. Guskiewicz

Executive in Residence: Rodger Lewis

The McKenna School of Business has six programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Accounting, Business Education Information Technology, Finance, International Business, Management and Marketing. The Economics 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 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 REQUIREMENT

As a requirement to graduation, all McKenna School business majors are required to complete a student portfolio. The portfolio will be utilized by the student to construct résumés, 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 contains the following documents:

- 1) business ethics paper written in BA 104 Introduction to Management (first year);
- 2) updated business ethics paper written in BA 305 Business Ethics (junior second semester or senior year);
- 3) a résumé (completed during the first year and updated each year);
- 4) at least one experiential project(s) defined by major with a focus on business skill sets;
- 5) information systems analysis project;
- 6) evidence of an oral presentation from a 300 level or above business class;
- 7) term paper written in a 300 level or above business class;
- 8) optional: professional thesis

Unless noted below, all portfolio submissions must come from the portfolio grid, which can be obtained from the Dean's office. New opportunities for submission may be added to the grid over time. 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 may be used to satisfy the 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 your application process. The synthesis paper must discuss how the student's internship experience utilized their relevant coursework. Students must register for internship credit (BA 550) with the Career Center and the registrar's office. Evidence of oral communication may be satisfied by oral presentations delivered in a class setting—200 level or above business class or in an approved (by your business advisor) on-campus setting or off-campus activity. The required term paper is in addition to the senior-level business ethics paper. The term paper provides evidence of writing competency and the ability to write effectively and persuasively within the business discipline. The requirements underlying the professional thesis option, written in conjunction with BA 500, will be defined by the supervising professor.

Students may add or replace documents throughout their four years, but the required documents must be in the portfolio at the time of graduation. More than one submission in each defined area is permitted. The reason or purpose of the written work must be clear from the work itself or a copy of the project assignment must be attached to the submission.

All submissions to the portfolio are electronic and are to be completed in a timely fashion, as designated above, and in full prior to graduation. Executive Assistant to the Dean, Eva Kunkel, will provide an overview of the electronic portfolio at the beginning of each academic year. Questions regarding the portfolio may be addressed to Mrs. Kunkel. A copy of the portfolio requirements will be emailed to all McKenna students at the beginning of each academic year.

### **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 you to gain hands-on experience in practical settings. This provides for the application of classroom knowledge and assists you 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. You will be required to complete the Student Internship Code of Conduct document that provides you 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 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, 45 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 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 September 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 February 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, including evaluating the experience with relevant coursework

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 coursework?

## LEARNING OBJECTIVES

### Accounting

- Prepare students for entry-level positions in public accounting, industry, government, or other accounting-related positions;
- Prepare interested students for graduate study in business;
- Prepare students for further study leading to professional certification as a certified public accountant (CPA), certified management accountant (CMA), and other professional certifications.

### Finance

- Provides students with strong finance fundamentals but allows them to explore, through its tracks (i.e., Corporate Finance, Investment Management and Computational Finance), a wide breadth of career possibilities;
- Graduates will be well-suited to begin careers at investment-specific firms or finance departments of any business. In addition, students may pursue continued education through Master's or Ph.D. programs;
- Quantitative analysis underscored by a thorough understanding of the "why" and "how" questions in finance;
- Its theoretical roots by deriving equations and reading original works of great finance academics;
- Enable students to apply theoretical models and knowledge in real life settings through case analysis, security selection games and senior level portfolio projects.

### Management

- Prepare students for entry level management positions in for-profit, not-for-profit and public agencies;
- Provide the business foundation for education students seeking certification in business education;
- Prepare students for further study in graduate programs such as the Master's in Business Administration (MBA), Master's in Public Administration (MPA) and other Public Policy Programs that demand substantial management undergraduate work;
- Prepare students for graduate programs leading to doctoral level study for students wishing to pursue a career in teaching or research in business management or Public Administration.

## Marketing

- Provide students with exposure to both theoretical and applied marketing problems and expose them to the role of marketing management in a variety of contexts-consumer, industrial, financial, service, profit and non-profit;
- Prepare students for entry level positions in professional sales, marketing research, distribution and purchasing, advertising and promotion, retail and product management;
- Prepare students for entry into top-40 MBA Programs;
- Prepare students for doctoral studies in marketing or social psychology.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Business core courses –required for all business majors (43 credits):\*

BA 100	Financial Accounting I (freshman year)	3
BA 104	Introduction to Management (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
BA 351	Statistics II (sophomore year)	3
or		
EC 360	Econometrics	3
BA 495	Business Policy and Strategy (senior year)	3
EC 101	Principles of Microeconomics (freshman year)	3
EC 102	Principles of Macroeconomics (freshman year)	3
PS 100	Principles of American Politics	3
MA 109/111	Calculus I (freshman year)	4

\*Business Education Information Technology (BEIT) majors are exempt from BA 351 and may take MA 208 in place of BA 350. In addition, BEIT students take BA 102 Survey of Accounting in place of BA 100. For all business majors, the college's social science and mathematics core are satisfied by the business core.



### Typical Schedule for First-Year:

		Fall	Spring
BA 100	Financial Accounting I	3	
BA 104	Introduction to Management	3	or 3
BA 101	Financial Accounting II (Accounting and Finance majors)	3	or 3
BA 150	Managerial Accounting (BEIT, Management, Marketing, and International Business majors)	3	or 3
	Elementary Functions and/or Calculus I (MA 109 or MA 111)	3	4
TH 119	First Theology	3	or 3
EL 102	Language and Rhetoric	3	or 3
EL 101-102	Principles of Microeconomics and Macroeconomics	3	3

(If you are required to take MA 104 Elementary Functions before Calculus I, take the Principles of Economics classes after completing MA 104.)

College Core–Foreign Language 3 3  
All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

### 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 440	Government and Not-for-Profit Accounting	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

Total required for the Business Administration accounting major is 70 credits. After completing this major and the college core, you will have six credits for electives.

### Business Economics major requirements (27 credits):

BA 101	Financial Accounting II	3
BA 321	Corporate Finance II	3
EC 201	Microeconomic Theory	3
EC 202	Macroeconomic Theory	3
EC 225	Money and Banking	3
EC 351	International Trade and Development	3
EC 353	International Finance	3
EC 360	Econometrics	3
EC 380	Game Theory	3

Total required for the Business Economics major is 70 credits. After completing this major and the college core, you will have six credits for electives. For the business core courses, BUEC majors must take BA 351 Statistics II. BUEC students are also strongly encouraged to take MA 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
CS 110	C++ Programming I	3
EL 109	Business Communications	3

BEIT majors must also take CA 235 Introduction to Web Design to fulfill their fine arts requirement. The McKenna School's college core recommendation is PL 215 Ethics or PL 216 Ethical Problems. In addition to that portion of the College core satisfied by the business core, three credits of the English requirements are fulfilled by the BEIT required courses. Total required for the Business Education Information Technology major is 55 credits. In addition BEIT students must complete 36 credits of Education requirements and the core curriculum. In total, Business Education majors must complete 141-142 credits of required classes.

### Finance major requirements (28 to 39 credits):

The Finance major offers three 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 three following tracks will graduate with a B.S. in Finance.

### Corporate Finance Track (28 credits):

BA 101	Financial Accounting II	3
BA 200	Intermediate Accounting I	3
BA 321	Corporate Finance II	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 415	Mergers and Acquisitions	3
MA 110/112	Calculus II (MA 112 Recommended)	4

Total required for this track of the Business Administration Finance major is 71 credits. After completing this major and the core curriculum, a student will have five (5) credits for electives. BA 420 Accounting Information Systems is recommended.

### Investment Management Track (28 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 385	Financial Institutions	3
BA 485	CFA Review Level 1	3
BA 488	Portfolio Theory	3
BA 489	Valuations and Modeling	3
MA 110/112	Calculus II (MA 112 Recommended)	4

Total required for this track of the Business Administration Finance major is 71 credits. After completing this major and the core curriculum, a student will have five (5) credits for electives.

### Computational Finance Track (+Mathematics Minor)

(39 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 385	Financial Institutions	3
BA 488	Portfolio Theory	3
BA 489	Valuations and Modeling	3
CS 110	C++ Programming I	3
MA 112	Calculus II	4
MA 113	Calculus III	4
MA 114	Ordinary and Partial Differential Equations	4
MA 115	Linear Algebra	3

Total required for this track of the Business Administration Finance major is 82 credits. After completing this major, the mathematics minor, and the core curriculum, a student will have zero credits for electives. Students must complete 130 credits to graduate.

### Computational Finance Track (+Mathematics Major)

(57 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 385	Financial Institutions	3
BA 488	Portfolio Theory	3
BA 489	Valuations and Modeling	3
MA 112	Calculus II	4
MA 113	Calculus III	4
MA 114	Ordinary and Partial Differential Equations	4
MA 115	Linear Algebra	3
MA 203	Complex Variables	3
MA 204	Topology	3
MA 206	Real Analysis I	4
PH 111	General Physics I	3
PH 112	General Physics II	3
PH 113	General Physics I Lab	1
PH 114	General Physics II Lab	1
CS 110	C++ Programming I	3
MA 207	Real Analysis II is strongly suggested.	

This program satisfies the mathematics, natural science, and social science requirements of the core curriculum for the B.S. Students should take MA 111 to satisfy the business core. After completing the computation finance track major and the mathematics major, students will have zero credits for electives. Students must complete 140 credits to graduate.

### International Business major requirements (35-41 credits):

BA 150	Managerial Accounting	3
BA 250	Global Business Management	3
BA/EC 353	International Finance	3
BA 395	Global Marketing	3
Modern Languages: Two courses beyond the intermediate level or take two classes of a second foreign language		
		6-8
One global history class		
		3
Choose two of the following:		

BA 525	Global Experience	2
PS 375	International Law	3
EC 351	International Trade	3
PS 242	International Politics	3

Majors are encouraged, but not required to study abroad for one semester. Three credits of history of the College core curriculum are satisfied by the major. International Business majors must complete a minor in Accounting, Finance, Marketing, Operational Excellence, Politics or Economics (9-12 credits). Total required for the Business Administration International Business major is 78-84 credits. After completing this major and the core curriculum, you will have completed 123-129 credits. Graduation requirement is 124 credits.

### Management major requirements (21 credits):

BA 150	Managerial Accounting	3
BA 170	Organizational Behavior	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	3
BA 492	Operations Management	3

Total required for the Business Administration Management major is 64 credits. After completing this major and the core curriculum, a student will have 12 credits for electives.

### Marketing major requirements (24 credits):

BA 150	Managerial Accounting	3
BA 330	Advertising and Promotion	3
BA 380	Consumer Behavior	3
BA 395	Global Marketing	3
BA 397	Marketing Research	3
BA 425	Strategic Marketing	3
BA --	Marketing Electives (Sports Marketing, Internet Marketing and Essentials of Selling)	6

Total required for the Business Administration Marketing major is 67 credits. After completing this major and the college core, you will have 9 credits for electives. If Entrepreneurial Marketing is utilized for the minor in Entrepreneurship, marketing majors must complete one more marketing elective.

### 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 Accounting	3
BA 470	International Accounting	3

## Entrepreneurship

BA 102	Survey of Accounting (non-business majors only)	3
or		
BA 100	Financial Accounting I AND	3
BA 150	Managerial Accounting	3
BA 104	Introduction to Management	3
or		
BA 220	Principles of Marketing	3
BA 230	Introduction to Entrepreneurship	3
BA 265	Management Information Systems (sophomore year)	3
BA 320	Corporate Finance I	3
BA 322	Entrepreneurial Finance	3
BA 380	Consumer Behavior (Marketing Majors must take this class for minor)	3
or		
BA 232	Human Resources (Management Majors must take this class for minor)	3

## Finance

Required courses (3)

BA 100	Financial Accounting I	3
BA 101	Financial Accounting II	3
BA 320	Corporate Finance I	3
In addition to the above, any three of the following:		
BA 321	Corporate Finance II	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
BA 415	Mergers and Acquisitions	3
BA 485	CFA Review Level I	3
BA 488	Portfolio Theory	3
BA 489	Valuations and Modeling	3

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

## International Business

BA 102	Survey of Accounting (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
BA 395	Global Marketing	3
If you are a finance, marketing, management, or economics major, you must also take one of the following two classes:		
BA 251	International Business	3
PS 375	International Law	3

## Management

Required courses (3-4)

BA 102	Survey of Accounting (non-business majors only)	3
or		
BA 100	Financial Accounting I AND	3
BA 150	Managerial Accounting	3
BA 104	Introduction to Management	3
BA 170	Organizational Behavior	3
In addition to the above, any three of the following:		
BA 150	Managerial Accounting (non-business majors only)	3
or		
BA 232	Human Resource Management	3
BA 250	Global Business Management	3
or		
BA 251	International Business	3
BA 280	Leadership	3
BA 398	Project Management	3
BA 492	Operations Management	3

## Marketing

Required courses (4-5)

BA 102	Survey of Accounting (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 333	Sports Marketing	3
BA 335	Internet Marketing	3
BA 336	Essentials of Selling	3
BA 395	Global Marketing	3
BA 397	Marketing Research	3
BA 425	Strategic Marketing	3

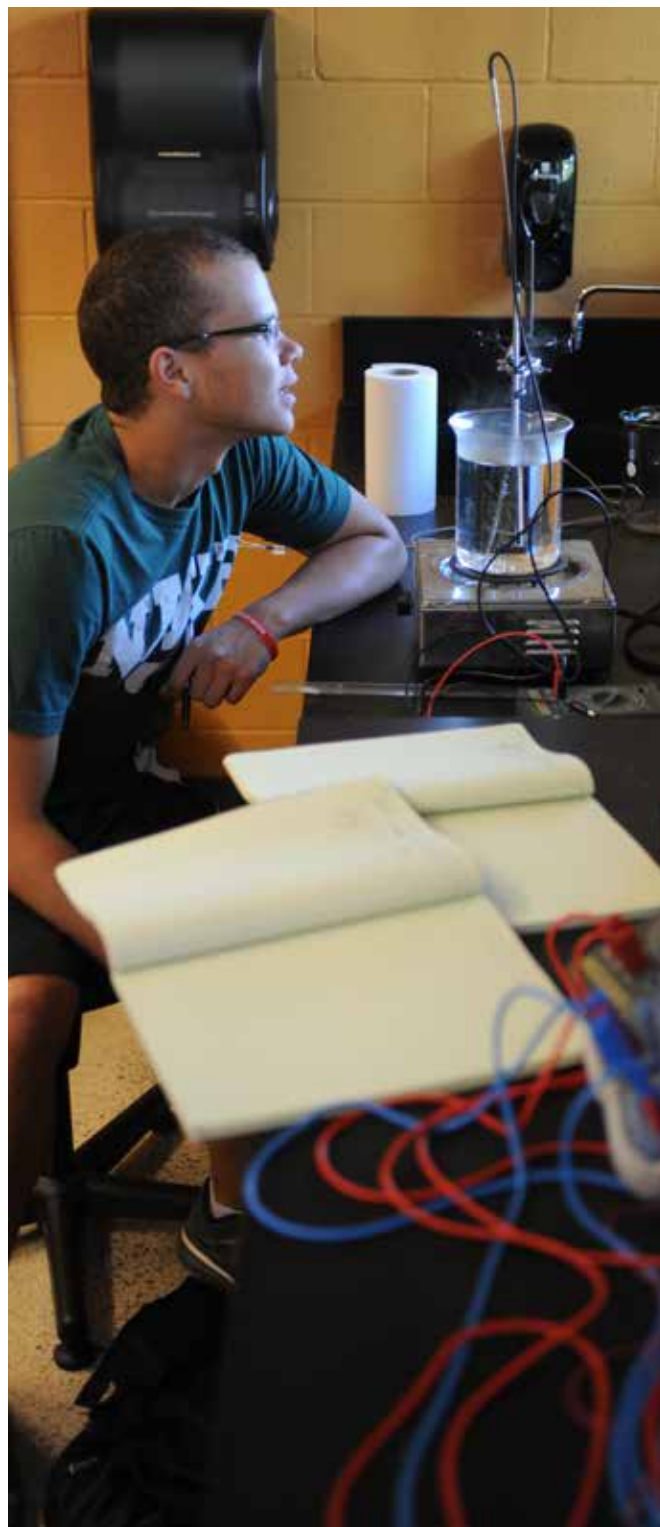
## Operational Excellence

Required courses (6)

BA 102	Survey of Accounting (non-business majors only)	3
or		
BA 100	Financial Accounting I	3
BA 104	Introduction to Management	3
BA 280	Leadership (Capstone Class)	3
BA 386	Culture in Operational Excellence	3

BA 492	Operations Management	3
BA 494	Quantitative Methods, Quality, and Problem Solving in Operational Excellence	3
In addition to the above, any one of the following:		
BA 491	Operational Excellence in Service Industry with Applications in the Health Care Professions	3
BA 493	Supply Chain Management	3

Course descriptions can be found in the online *Bulletin Appendix*.



## CHEMISTRY

Jason K. Vohs, *Chairperson*

Bettie A. Davis; Caryl L. Fish; Daryle H. Fish; Matthew A. Fisher; Steven J. Gravelle; Matthew L. Hillwig; Michael Sierk

Adjunct Faculty: Beth Bollinger; 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.

### LEARNING OBJECTIVES:

- 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 in biochemistry and environmental chemistry will be able to apply principles specific to their disciplines to advanced topics.
- Students graduating with a degree in chemistry will be able to perform a variety of modern chemical laboratory techniques and run modern instrumentation. Students in environmental chemistry and biochemistry will be able to perform laboratory techniques specific to their disciplines.
- Students graduating with a degree in chemistry 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 year in chemistry will be able to design, develop, conduct and report on an independent research project.

### 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.

### REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN CHEMISTRY

(See core curriculum requirements.)

#### Chemistry Major Requirements (66 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	2
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 111-113	Calculus I, II, III*	12
PH 111-112	General Physics I, II	6
PH 113-114	General Physics Laboratory I, II	2

\*General Chemistry I and II with Laboratory fulfill the natural science core requirement. Calculus I fulfills the Mathematics core requirement.

### Electives 9 credits

#### Chemistry Education Track Requirements

(65 credits):

CH 101-102	General Chemistry I and II	6
CH 103-104	General Chemistry Lab I and II	2
CH 216	Quantitative Analysis	3
CH 218	Quantitative Analysis Lab	1
CH 221-222	Organic Chemistry I and II	6
CH 223-224	Organic Chemistry Lab I and II	2
CH 231	Physical Chemistry I and II	6
CH 233	Physical Chemistry Lab	1
CH 242	Instrumental Analysis	2
CH 282	Advanced Physical Methods	2
CH 241	Inorganic Chemistry	3
CH 285	Teaching Chemistry	2
CH 300	Research Seminar I	1
CH 302	Research Seminar II	1
CH 301	Research Laboratory	2
MA 111-113	Calculus I, II, III	12
PH 111 and 112	General Physics I and II	6
PH 113 and 114	General Physics Lab I and II	2
ED 304	Teaching of Science	3
ED 400	Field Experience II	2

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

Fall		Spring	
CH 101	3	CH 102	3
CH 103	1	CH 104	1
MA 111	4	MA 112	4
TH 119	3	EL 102	3
Mod/Class Lang	3	PY 115	3
FY Seminar	1	Mod/ClassLang	3

Semester Credits	15	17
Cum. Credits	15	32

#### Requirements for a Bachelor of Science Degree in Biochemistry

(See core curriculum requirements.)

#### Biochemistry Major Requirements (75 credits):

BL 150, 152	General Biology I and II	6
BL 151, 153	General Biology I and II Laboratory	2
BL 208	Cell Biology	3
BL 209	Cell Biology Laboratory	1
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	2
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 111-113	Calculus I, II, III*	12
PH 111-112	General Physics I, II	6
PH 113-114	General Physics Laboratory I, II	2

*\*General Chemistry I and II with Laboratory fulfill the natural science core requirement. Calculus I fulfills the Mathematics core requirement.*

### Requirements for a Bachelor of Science Degree in Environmental Chemistry

(See core curriculum requirements.)

#### Environmental Chemistry Major Requirements (75 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	2
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 111-113	Calculus I, II, III*	12
PH 111-112	General Physics I, II	6
PH 113-114	General Physics Laboratory I, II	2

*\*General Chemistry I and II with Laboratory fulfill the natural science core requirement. Calculus I fulfills the Mathematics core requirement.*

#### Recommended core curriculum courses:

SO 161	Environmental Sociology	3
BA 350	Statistics I	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 five credits from the following:		
CH 228	Introduction to Biochemistry	3
CH 231	Physical Chemistry I	3
CH 241	Inorganic Chemistry	3
CH 242	Instrumental Analysis	2
CH 276	Advanced Environmental Chemistry	3
CH 321	Special Topics	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 – Chemistry (B.S.)

##### Fall

CH 101	General Chemistry I	3
CH 103	General Chemistry I Laboratory	1
MA 111	Calculus I	4
EL 102	Language and Rhetoric	3
	Modern and Classical Language	3
Total Fall		15*

##### Spring

CH 102	General Chemistry II	3
CH 104	General Chemistry II Laboratory	1
MA 112	Calculus II	4
	Social Sciences	3
TH 119	First Theology	3
	Modern and Classical Language	3
Total Spring		17

Total First-Year 32\*

*\*All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.*

#### 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
EL 102	Language and Rhetoric	3
Total Fall		16*

##### Spring

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
TH 119	First Theology	3
	Social Sciences	3
Total Spring		18

Total First Year 34\*

*\*All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.*



## Environmental Chemistry (B.S.)

### Fall

CH 101	General Chemistry I	3
CH 103	General Chemistry I Laboratory	1
MA 111	Calculus I	4
EL 102	Language and Rhetoric	3
	Modern and Classical Language	3
Total Fall		15*

### Spring

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
TH 119	First Theology	3
	Modern and Classical Language	3
Total Spring		18*

Total First-Year 33\*

\*All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

Course descriptions can be found in the online *Bulletin Appendix*.



# CHILDREN'S STUDIES MINOR

Christopher Oldenburg, *Chairperson*

Kathy Beining; Jessica Harvey; Timothy Kelly; Karen Kehoe; Jason King; Junlei Li; Sara Lindey; Christopher Oldenburg; Phyllis Riddle; Mary Beth Spore (SSCE Dean)

The minor in Children's Studies is an interdisciplinary program of study inspired by the work of the Fred Rogers Center for Early Learning and Children's Media. The minor seeks to enhance students' understanding of children from a variety of disciplinary perspectives, providing students with a broad-based examination of childhood grounded in the tradition of the liberal arts.

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, an academic interest, and/or a personal interest. Psychology majors who are interested in working with 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 future parent.

## Requirements for Minor in Children's Studies (18 credits)

Required courses:

PY 212	Child Development	3
CA 281	Children and the Media	3
PY 499	Project in Children's Studies	1

At least 11 credits from the following:

ED 122	Curriculum Projects and Play for Young Children	2
EL 128*	Children's Literature: Fables to 1900	3
EL 130*	Children's Literature: 1900 to present	3
EL 273*	Representations of Childhood in Literature for Young Adults	3
EL 274	Representations of Childhood in Film	3
HI 279	History of American Childhood	3
SO 202	Sociology of Childhood	3
TH 272	Theology of Children	3
PY301**	Directed Research at Fred Rogers Center	1
CA 381	Research on Children and the Media	3
PY 373	Seminar: What Would Fred Rogers Do?	3

\*Students may count only one of EL 128, EL 130, or EL 273 toward requirements for minor.

\*\*PY 301 is a repeatable course

# COMMUNICATION

Melissa A. Cook, *Chairperson*

Ronald D. Davis; Jessica A. Harvey; David J. Safin

Adjunct Faculty: George Fetkovich; Karen Fetter; John S. Rolin

The Communication Department of Saint Vincent College is situated within an educational community rooted in values inherent in the liberal approach to life and learning. Our mission is to provide a quality undergraduate education for those who seek entrance into graduate school or a career in various fields of communication.

The courses and internship required for all communication majors provide for the development of intellectual gifts, professional aptitudes, and personal aspirations.

Communication majors develop a foundational set of communication theory and skills designed to foster ethical communication in a wide variety of contexts. Majors must demonstrate in writing and in oral form an ability to monitor, assess, and practice effective communication within the self, in a dyad, in public situations, and for a mass audience. On the basis of these interpersonal, organizational, and multimedia communication skills, students are prepared to channel and shape necessary professional aptitudes.

Students are required to take a set number of courses in the communication “core” and then choose from a variety of courses to create their own specialty within the communication discipline. We seek to ground students in communication and media history and theory in order to make informed decisions in their personal and professional lives. We intend to prepare students so that a portfolio of media, digital and/or written work will demonstrate the kind of professional aptitude necessary for graduate work or for a professional position in fields such as advertising, public relations, media production, professional writing, or special events, in a public or non-profit setting.

## Communication Learning Objectives

Students majoring in communication will:

- use communication technology effectively;
- have the ability to compile a creative portfolio using their own creative work;
- be able to critique mass media and perform media analysis;
- demonstrate effective public speaking skills;
- understand issues of creating ethical messages for specific audiences.

## Requirements for a Bachelor of Arts Degree in Communication

(See core curriculum requirements.)

### Major Requirements (42 credits):

#### Communication Core (30 credits):

CA 100	Introduction to Mass Media	3
CA 110	Introduction to Media Industry	3
CA 120	Public Presentation	3
CA 130	Introduction to Digital Media	3
CA 140	Interpersonal and Organizational Communication	3
CA 201	Communication Research Methods	3
CA 224	Communication Ethics	3
CA 230	Writing for Media	3
CA 440	Criticism of Media and Society	3
CA 550	Communication Internship	3

Choose three elective courses within the major (9 credits)

CA 200	Film Studies	3
CA 211	Photo Images	3
CA 235	Introduction to Web Design	3
CA 240	Public Relations Strategies	3
CA 250	Advertising Strategies	3
CA 255	Documentary Field Production	3
CA 281	Children and the Media	3
CA 285	Digital Layout and Design	3
CA 309	Digital Culture	3
CA 381	Research of Children and the Media	3

Capstone requirement. Choose 1 course (3 credits)

CA 415	Creative Campaigns Capstone	3
CA 435	Digital Media Capstone	3

### Minor Requirements (18 credits):

CA 100	Introduction to Mass Media	3
CA 110	Introduction to Media Industry	3
CA 120	Public Presentation	3
CA 130	Introduction to Digital Media	3
and two 200-level courses or higher		

### Typical First-Year Schedule

#### Fall

CA 100	Introduction to Mass Media (first-year seminar)	4
CA 110	Introduction to Media Industry	3
or		
CA 130	Introduction to Digital Media	3
EL 102	Language and Rhetoric	3
PL 101	First Philosophy	3
Elementary (or Intermediate) Foreign Language		3
Total		16

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

#### Spring

CA 120	Public Presentation	3
CA 110	Introduction to Media Industry	3
or		
CA 130	Introduction to Media Production	3
TH 119	First Theology	3
MA 104	Elementary Functions	3
Elementary (or Intermediate) Foreign Language		3
Total		15

Course descriptions can be found in the online *Bulletin Appendix*.

# COMPUTING AND INFORMATION SCIENCE

Cynthia J. Martincic, *Chairperson*

David E. Carlson, O.S.B.; Stephen Jodis (Dean, Boyer School);

Anthony G. Serapiglia

Professor Emeritus: Harry L. Morrison

Computing and Information Science (CIS) is concerned with all aspects of computers and information technology. A successful CIS graduate will earn a Bachelor of Science degree in Computing and Information Science with a concentration in one of the following:

Computer Science, Information Technology, or Security. 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 CIS major is 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 graduate school.

Internships, real-world projects and working in teams are strongly emphasized. Students can receive course credit for internships, and in class, students have the opportunity to do “real world” projects in collaboration with various college divisions, and outside businesses and organizations. 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 coursework that may include database management, data structures, operating systems, networking, computer security, systems analysis and design and software engineering. The senior capstone project demonstrates the students’ ability to solve problems independently 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 CIS minor is 18 credits, only two of which are required courses. The other courses can be selected based upon the student’s interests and goals.

## COMPUTING AND INFORMATION SCIENCE STUDENT OUTCOMES

At the time of graduation, the students in the CIS major have attained:

- (a) An ability to apply knowledge of computing and mathematics appropriate to the program’s student outcomes and to the discipline;
- (b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;
- (c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs;
- (d) An ability to function effectively on teams to accomplish a common goal;
- (e) An understanding of professional, ethical, legal, security and social issues and responsibilities;
- (f) An ability to communicate effectively with a range of audiences;
- (g) An ability to analyze the local and global impact of computing on individuals, organizations, and society;
- (h) Recognition of the need for and an ability to engage in continuing professional development; and
- (i) An ability to use current techniques, skills, and tools necessary for computing practice.

## COMPUTING AND INFORMATION SCIENCE MAJOR REQUIREMENTS

All Computing and Information Science majors must fulfill the core curriculum requirements as well as the requirements for one of three concentrations: 1) Computer Science; 2) Information Technology; or 3) Security. A minor in another discipline such as Mathematics, Business, Communications, Graphic Design or Criminology, Law and Society is a useful complement to this major. A statistics course such as MA 208 or BA 350 and a linear algebra course such as MA115 are recommended, especially for those considering graduate school. PL 120 is recommended as one of the courses chosen for the philosophy core curriculum requirement.

## Requirements for a Bachelor of Science Degree in Computing and Information Science

### Computer Science Concentration (CS)

#### Major Requirements (51 credits):

The student must complete the requirements listed in the following categories:

#### 1) CIS Core Courses (31 credits):

CS 102	Fundamentals of IT and Computing	3
CS 110	C++ Programming I	3
CS 170	Discrete Structures I	3
CS 221	Data Structures	3
CS 310	Programming Languages	3
CS 321	Data Communication and Network Security	3
CS 330	Computer Architecture and Operating Systems	3
CS 350	Database Concepts and Information Structures	3
CS 355	Software Engineering	3
CS 357	Computing Science Project I	2
CS 358	Computing Science Project II	2

#### 2) CIS Electives (12 credits):

Any CIS department courses numbered 200 or above may be included. One approved computer course from another department (such as BA 420, CA 235, and CA 285) may be included, subject to the approval of the CIS department chairperson.

#### 3) CIS Mathematics Requirement (8 credits):

MA 111, 112	Calculus I and II	8
or		
MA 109, 110	Calculus I and II	8

*Either choice gives an 8-credit sequence, but 4 credits can be used to fulfill the core curriculum mathematics requirement.*

*\*All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.*

## INFORMATION TECHNOLOGY CONCENTRATION (IT)

### Major Requirements (59 credits):

The student must complete the requirements listed in the following categories:

#### 1) CIS Core Courses (37 credits):

CS 102	Fundamentals of IT Computing	3
CS 109	Introduction to Visual Basic Programming	3
CS 110	C++ Programming I	3
CS 111	C++ Programming II	3
CS 170	Discrete Structures I	3
CS 265	Information Systems Management	3
CS 321	Data Communications and Network Security	3
CS 322	Advanced Networking	3
CS 330	Computer Architecture and Operating Systems	3
CS 350	Database Concepts and Information Structures	3
CS 351	Information Systems Analysis and Design	3
CS 357	Computing Science Project I	2
CS 358	Computing Science Project II	2

#### 2) CIS Electives (12 credits):

Any CIS department courses numbered 200 or above may be included. One approved computer course from another department (such as BA 420, CA 235 and CA 285) may be included, subject to the approval of the CIS department chairperson.

#### 3) CIS Mathematics Requirement (4 credits):

MA 111	Calculus I	4
or		
MA 109	Calculus I	4

Four credits fulfill the core curriculum mathematics requirement.

#### 4) Required Social Science Courses (6 credits):

This concentration also requires 6 credits chosen from business and/or economics. These credits can be included under the core curriculum social science requirement.

## SECURITY CONCENTRATION (SEC)

### Major Requirements (49 credits):

The student must complete the requirements listed in the following categories:

#### 1) CIS Core Courses (53 credits):

CS 102	Fundamentals of IT and Computing	3
CS 110	C++ Programming I	3
CS 111	C++ Programming II	3
CS 170	Discrete Structures I	3
CS 221	Data Structures	3
CS 225	Computer Security	3
CS 265	Information Systems Management	3
CS 310	Programming Languages	3
CS 321	Data Communications and Network Security	3
CS 325	Advanced Topics in Security	3
CS 330	Computer Architecture and Operating Systems	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	2
CS 358	Computing Science Project II	2

#### 2) CIS Electives (6 credits):

Any CIS department courses numbered 200 or above may be included. One of the following courses may be included, subject to the approval of the CIS department chairperson (CLS 320, CLS 340, CLS 345 or CLS 344).

#### 3) CIS Mathematics Requirement (4 credits):

MA 111	Calculus I	4
or		
MA 109	Calculus I	4

Four credits fulfill the core curriculum mathematics requirement.

#### Typical First-Year Schedule

(Actual schedules may vary based on students' needs and interests.)

		Fall	Spring
CS 102	Fundamentals of IT and Computing	4	
CS 110	C++ Programming	3	
CS 111	C++ Programming II		3
MA 111, 112	Calculus I, II	4	4
EL 102	Language and Rhetoric	3	
TH 119	First Theology		3
Core Curriculum Course		3	
Core Curriculum Course			3
Core Curriculum Course			3
Total		17	16

#### Computing and Information Science Minor (18 credits):

CS 102	Fundamentals of IT and Computing	3
CS 110	C++ Programming I	3
or		
CS 109	Introduction to Visual Basic Programming	3

Twelve additional credits in CIS courses, including at least three credits at the 300 level or above. At most nine of these 12 credits may be at the 100 level. One approved computer course from another department (such as BA 420, CA 235 or CA 285) may be included, subject to the approval of the CIS department chairperson. The courses for the CIS minor can be chosen so as to specialize in one of the following areas: databases, web technologies, mathematics and computing, computer security, and computer languages. Students should see the CIS faculty for assistance in planning the courses for the minor.

Course descriptions can be found in the online *Bulletin Appendix*.

# ECONOMICS

Gary Quinlivan, *Dean, McKenna School and Program Chairperson*  
Courtney Grafton; Andrew R. Herr; Peter M. Hutchinson

Adjunct Faculty: Mark D'Amico; Joseph Polka

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, 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 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 double 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 LEARNING OBJECTIVES:

- Provide a comprehensive education in both theoretical and applied economics;

- Provide a strong academic foundation for understanding the complexities of economic activity and decision making within both private and public sectors and for understanding the relationship between the economy and society as a whole;
- Enable students to apply rigorous analysis to economic issues and problems through the use of market-oriented theoretical models, quantitative techniques and economic reasoning.

**For more information on the Business Economics major, please see the Business Administration Section.**

## Requirements for B.A. degree in Economics (43 credits):

(See core curriculum requirements.)

BA 350	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 225	Money and Banking	3
EC 351	International Trade and Development	3
EC/BA 353	International Finance	3
EC 360	Econometrics	3
EC 380	Game Theory	3
EC 390	Experimental Economics	3
EC 480	Senior Thesis	3
MA 109/111	Calculus I	4
PS 100	Principles of American Politics	3

This program satisfies the mathematics and the social science core. After completing this major and the core curriculum, a student will have 33 credits for electives.

## Requirements for B.S. degree in Economics (53 credits):

(See core curriculum requirements.)

BA 350	Statistics I	3
or		
MA 208	Probability and Statistics	3
EC 101	Principles of Microeconomics	3
EC 102	Principles of Macroeconomics	3
EC 201	Microeconomic Theory	3
EC 202	Macroeconomic Theory	3
EC 225	Money and Banking	3
EC 351	International Trade and Development	3
EC/BA 353	International Finance	3
EC 360	Econometrics	3
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
PS 100	Principles of American Politics	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 113 Calculus III, MA 114 Differential Equations, and MA 115 Linear Algebra. Consult with a member of the departmental faculty for further assistance in planning course work. After completing this major and the core curriculum, a student will have 23 credits for electives.

## Typical First-Year Schedule

	Fall	Spring
EC 101	Principles of Microeconomics	3
and		
EC 102	Principles of Macroeconomics	3
PS 100	Principles of American Politics	3



Foreign Language	3	3
EL 102 Language and Rhetoric	3	or 3
TH 119 First Theology	3	or 3
MA 109/111 Calculus I	4	
MA 110/112 Calculus II (B.S. degree)		4
College core	0-6	0-6

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

**Requirements for the Minor in Economics (18 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

Plus one elective (3 credits) from the following offerings:

EC 225 Money and Banking	3
EC 351 International Trade and Development	3
EC/BA 353 International Finance*	3
EC 360 Econometrics	3
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.

**Double 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 (79 credits in majors):**

(See core curriculum requirements.)

BA 350 Statistics I	3
or	
MA 208 Probability and Statistics	3

PS 100 Principles of American Politics	3
EC 101 Principles of Microeconomics	3
EC 102 Principles of Macroeconomics	3
EC 201 Microeconomic Theory	3
EC 202 Macroeconomic Theory	3
EC 225 Money and Banking	3
EC 351 International Trade and Development	3
EC 360 Econometrics	3
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 113 Calculus III	4
MA 114 Ordinary and Partial Differential Equations	4
MA 115 Linear Algebra	3
MA 203 Complex Variables	3
MA 204 Topology	3
MA 206 Real Analysis I	4
PH 111 General Physics I	3
PH 113 General Physics I Lab	1
PH 112 General Physics II	3
PH 114 General Physics II Lab	1
MA 207 Real Analysis II is strongly suggested.	

This program satisfies the mathematics, natural science, and the social science requirements of the core curriculum for the B.S. After completing this major and the core curriculum, a student will have five (5) credits for electives.

Course descriptions can be found in the online *Bulletin Appendix*.





# EDUCATION

Veronica I. Ent, *Chairperson*

Kathleen Beining; Carol Borland; Janet Francicola; Mary Anne Hazer; Linda Jukes; Philip Kanfush, O.S.B.; Tracy McNelly; Robert Michalow; C. Richard Nichols; Stacie Nowikowski; Kathleen Ramos; Mary Beth Spore; Dawn Turkovich

Adjunct Faculty: Steve Clark; Jacqueline Colland; Carol Leshock; Don McIlvaine; Wendy Milne; Sean Myers; Connie Palmer; Wanda Reynolds; Al Sanfilippo; Richard Volpatti; Donna Witherspoon

## 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

## THE EDUCATION DEPARTMENT ADDITIONALLY OFFERS THE FOLLOWING PUBLIC SCHOOL CERTIFICATION PROGRAMS:

Art, grades K-12  
Biology, grades 7-12  
Business, Computer and Information Technology, grades K-12  
Chemistry, grades 7-12  
Chinese, grades K-12  
English, grades 7-12  
French, grades K-12  
Mathematics, grades 7-12  
Physics, grades 7-12  
Social Studies, grades 7-12  
Spanish, grades K-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 studies. 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 percent of students receive Pennsylvania Teacher Certification and 94.5 percent secure teaching positions or education-related positions within one year.

## Education Learning Objectives:

- 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 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 in aspects that occur in and beyond the classroom.

## EDUCATION MINOR AND K-12 OR 7-12 SECONDARY EDUCATION CERTIFICATION

All students planning to minor in Education for the K-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). MA 102 Mathematics for Teachers can meet the additional three (3) credits of college mathematics beyond the MA 104 core requirement. This course is only recommended for majors not requiring a second mathematics course.

### Courses in psychology (9 credits)

PY 115	Educational Psychology*	3
PY 214	Adolescent Development*	3
PY 290	Psychology/Education for Exceptional Students	3

### Courses in basic pedagogy (16 credits)

ED 100	Foundations of Education*	3
ED 205	Strategies and Techniques of Instruction	2
ED 208	Classroom Partnerships and Inclusion	3
ED 220	Academic Intervention and Differentiation in the Content Areas	2
ED 300-306	Teaching in the Content Area (discipline area)	3
ED 390	Teaching Non-native and Culturally Diverse Students	3

### Field experiences (16 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
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 specifically 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 take the basic pedagogy courses required in the minor for secondary or K-12 certification and ED 103 and ED 206, 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 7-12 and K-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-8 and 7-12 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 government 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 K- 8 or Special Education 7 – 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):**

PY 115 Educational Psychology (3 credits)  
ED 100 Foundations of Education (3 credits)  
PY 290 Psychology and Education of Exceptional Students (3 credits)  
ED 205 Strategies and Techniques of Instruction (2 credits)  
ED 206 Field Experience II: Strategies and Techniques of Instruction (1 credit)

**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 PY 290 and one of 15 other psychology courses detailed later in this proposal.

**Prerequisite Courses for Non- Education Majors:**

PY 290 Psychology and Education of Exceptional Students (3 credits)  
Any one of the following Psychology courses: PY 100, 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 credits)  
ED 360 Strategies and Assessment for Students with Significant and Multiple Disabilities (3 credits)  
ED 362 Classroom Approaches for Students with Behavioral and Autism Spectrum Disorders (3 credits)  
ED 412 Special Education Consultation, Transition, and Law (3 credits)  
Pennsylvania Early Childhood Director Credential (9 credits)

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 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 Center for Early Learning and Children's Media to fully integrate our early childhood coursework 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 Center. Candidates selecting Saint Vincent College should contact the coordinator of Graduate and Continuing Education to submit an application.

**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 meet 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 benefit from the Fred Rogers Center for Early Learning and Children's Media 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.

**Bachelor of Science in Middle Grade Education 4-8**

Saint Vincent College offers a four-year Bachelor of Science in Middle Grade Education degree. This program exceeds the 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 take coursework to teach a single subject in 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 students have an opportunity to explore advanced content by attending a one-week camp. All students are encouraged to participate in fieldwork that offers opportunities to work with children and practice teaching.

### CLEARANCES

All students taking Education courses are required to obtain Criminal History Record (Act 34) and Child Abuse (Act 151) clearances along with a tuberculosis test prior to the start of class. These clearances must be renewed each year. Students must also obtain a one-time FBI clearance. (See [www.pa.cogentid.com](http://www.pa.cogentid.com) for more information). The FBI clearance is good for the entire four or more years of study.

### Formal Admission to the Undergraduate

#### Teacher Certification Program:

To gain formal admission into the Teacher Certification Program, students must be enrolled in the B.S. in Early Childhood Education, B.S. in Middle Grade Education, or K-12 or 7-12 Education Minor; have earned 48 credits with a minimum cumulative grade point average of 3.0; and have passed the pre-professional skills tests required by Pennsylvania. In addition, students must have successfully completed Foundations of Education (ED 100), Field Experience I (ED 101/102/103), Strategies and Techniques of Instruction (ED 205), and Field Experience II: Strategies and Techniques of Instruction (ED 206) with a grade of B- or higher. The application packet must include a completed application form, official transcripts of all college coursework, and three completed recommendation forms (at least two must be from college faculty members).

### 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. Three completed recommendation forms must be submitted (at least two must be from college faculty members). Students may not register for the upper division field experience courses [Pre-Student Teaching (ED 400), Student Teaching Internship (ED 410), or Professional Seminar (ED 411)] until they have been officially accepted into the Teacher Certification Program.

Students denied acceptance into the Teacher Certification Program may appeal the decision to a review board composed of members of the Education Department and the College Teacher Education Committee. An alternative admission 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 a member of the Education Department for more information on the alternative admission 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 122	Curriculum, Projects, and Play for the Developing Child
ED 205	Strategies and Techniques of Instruction
ED 230	Social Studies for Early and Special Learners
ED 242	Numerical and Manipulative Math for Early and Special Learners
ED 244	Science and the Environment for Early and Special Learners
ED 250	Reading and Writing for Early and Special Learners

ED 235	Teaching of Science and Mathematics for Middle and Special Learners
ED 237	Teaching of Humanities for Middle and Special Learners
ED 220	Academic Intervention 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 information about this program should contact the Coordinator of Graduate Admission and Continuing Education.

### Requirements for Bachelor of Science in Early Childhood Education (PreK-4) 131-132 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 and 107	Topics in U.S. History*	6
EL 130	Children's Literature: 1900 to Present*	3
AR 100	Art and Music of Western Culture*	3
EL 102	Language and Rhetoric	
and		
EL—	English writing course*	6
MA 104	Elementary Functions*	3
TH 119	First Theology*	3
NSCI—	Life Science with lab*	4
NSCI—	Physical Science with lab	
	(Environmental Science, Field Biology, Chemistry)*	4

\*Also fulfills core curriculum requirements.

### Required Studies in Psychology (21 credits)

All candidates for early childhood teacher certification must take the following courses in Psychology:

PY 115	Educational Psychology*	3
PY 201	Applied Statistics and Research	3
PY 212	Child Development	3
PY 251	Family Systems	3
PY 290	Psychology and Education for Exceptional Students	3
PY 308	Cognitive Psychology	3
PY 381	Educational Testing	3

### Required Studies in Mathematics

(3 more credits than general studies)

MA 102	Mathematics for Teachers	3
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### Required Studies in Education

#### (51 credits Early Childhood Education PreK-4)

ED 100	Foundations of Education*	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	2
ED 205	Strategies and Techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships and Inclusion	3
ED 230	Social Studies for Early and Special Learners	2
ED 242	Numerical and Manipulative Math for Early and Special Learners	2
ED 244	Science and the Environment for Early and Special Learners	2
ED 250	Reading and Writing for Early and Special Learners	2
ED 308	Performance and Visual Arts for Early and Special Learners	2
ED 317	Program Development for Infants and Toddlers	3

ED 318	Field Experience III: Early Childhood Instruction and Theory	3
ED 320	Composition and Language Arts for Upper Elementary	2
ED 325	Physical Health and Wellness for Early Educators	3
ED 330	Early Childhood Leadership and Community Advocacy	3
ED 390	Teaching of Non-native Speaking and Culturally Diverse Students	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.

**Typical First-Year Schedule –  
Bachelor of Science in Early Childhood Education  
Fall semester (16 credits)**

EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
AR 100	Art and Music of Western Culture Intermediate Modern and Classical Language	3
All students will take one course designated as First-Year Seminar which will satisfy a core curriculum requirement.		
HI 106	Topics in U.S. History 1	3
ED 100	Foundations of Education	3

**Spring semester (18 credits)**

PY 115	Educational Psychology	3
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
ED 109	Physical and Cultural Geography	3
MA 104	Elementary Functions	3
HI 107	Topics in U.S. History 2	3
PL 101	First Philosophy	3

**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
EL 129	Young Adult Fiction*	3
AR 100	Art and Music of Western Culture*	3
EL 102	Language and Rhetoric and	
EL—	English writing course*	6
MA 104	Elementary Functions*	3
NSCI—	Earth Science with lab*	4
NSCI—	Life Science with lab*	4
CA 235	Introduction to Web Design*	3
PS 100	Principles of American Politics*	3
TH 119	First Theology*	3

\*Also fulfills core curriculum requirements.

**Required Studies in Psychology (15 credits)**

All candidates for middle grade teacher certification must take the following foundation courses in Psychology:

PY 115	Educational Psychology*	3
PY 201	Applied Statistics and Research	3

PY 214	Adolescent Development	3
PY 290	Psychology and Education for Exceptional Students	3
PY 381	Educational Testing	3

**Required Studies in Mathematics  
(6 more credits than general studies)**

MA 102	Mathematics for Teachers	3
MA 103	Geometric and Measurement Theory	3

**Required Studies in Science  
(4 additional credits than general studies)**

NSCI—	Physical Science with lab*	4
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**Required Studies in Education  
(39 credits Middle Grade Education 4-8)**

ED 100	Foundations of Education*	3
ED 102 or 207	Field Experience: 4-8/K-12	1
ED 109	Physical and Cultural Geography	3
ED 205	Strategies and Techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships and Inclusion	3
ED 235	Teaching of Science and Mathematics for Middle and Special Learners	2
ED 237	Teaching of Humanities for Middle and Special Learners	2
ED 311	Field Experience III: Middle Grade Instruction and Theory	3
ED 320	Composition and Language Arts for Upper Elementary	2
ED 390	Teaching of Non-native Speaking and Culturally Diverse Students	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 will 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: Exploration to Civil War
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 1941-2008
EC 101/102	Micro or Macro Economics
PS 222	State and Local Government
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 I and Lab
NSCI 260	Biotechnology: How Do They Do It?
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 I
MA 110	Calculus II
MA 210	Euclidean and Non Euclidean Geometrics
MA 106	Fundamentals of Problem Solving
BA 350	Statistics I

\*Also fulfills core curriculum requirements.

**Teacher Examination Series**

Prior to admission to the teacher certification program, students must pass the Pennsylvania pre-professional skills tests. Students are strongly advised to take the remaining tests prior to or during their student teaching internship.

**Typical First-Year Schedule – Bachelor of Science in Middle Grade Education**

**Fall Semester (16 credits)**

EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
AR 100	Art and Music of Western Culture	3
Intermediate Modern or Classical Language		3
All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.		1
HI 106	Topics in U.S. History I	3
ED 109	Physical and Cultural Geography	3

**Spring Semester (18 credits)**

PY 115	Educational Psychology	3
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
ED 100	Foundations of Education	3
MA 104	Elementary Functions	3
PS 100	American Politics	3
PL 101	First Philosophy	3

Course descriptions can be found in the online *Bulletin Appendix*.

# ENGINEERING

Paul S. Follansbee, *Director*

Daniele Arcara; Derek Breid; David Grumbine;

Daniel Vandenberk; Stephen Jodis

Adjunct Faculty: Nicholas Kirsch; Don Sigut

Saint Vincent College has two degree options for students who wish to pursue an engineering career track.

**3-2 MATHEMATICS/ENGINEERING PROGRAM**

Saint Vincent College, in conjunction with several university schools of engineering, offers a five-year cooperative liberal arts and engineering program. The student normally spends three years at Saint Vincent College, during which time a student's studies concentrate on liberal arts subjects and the general science prerequisites for an engineering major. In addition, Saint Vincent College's program gives students the opportunity to take several engineering courses during the first three years to provide an introduction to the discipline and to ease the transition to the partner institutions.

The students spend the fourth and fifth years at the engineering college, which fulfills the remaining engineering requirements. Upon satisfactory completion of all coursework at Saint Vincent College and satisfaction of all requirements listed in the respective contracts, students are guaranteed of acceptance at Pennsylvania State University, the University of Pittsburgh, and/or the Catholic University of America. Only some types of engineering are available for students who want to transfer to the Pennsylvania State University, and at The University of Pittsburgh some departments may require summer term attendance prior to the student's first fall term and/or an additional term or year of course work. After graduation, students are able to seek employment or to enter graduate school. In fact, Saint Vincent College students have been accepted into graduate programs at such schools as Boston University, Carnegie Mellon University, M.I.T., University of Detroit, Drexel University, Lehigh University, and the Ohio State University.

Under this program, the student receives two degrees: a Bachelor of Arts degree from Saint Vincent College and a Bachelor of Science degree in the appropriate branch of engineering from the engineering college. Students in the 3-2 engineering program may graduate from Saint Vincent College after successful completion of 45 credits from their engineering school, excluding co-ops.

Here are some important considerations:

- No grade below a full C is transferable to an engineering school.
- Each student must keep a GPA of 3.0. For Bioengineering at the University of Pittsburgh, a 3.5 GPA is required.
- Below, we list the classes which are required of all 3-2 students. Depending on the kind of engineering degree, additional classes are going to be required before transferring.
- The Pennsylvania State University has limits on which kind of engineering degree a 3-2 student may pursue with them. These limitations change on a regular basis. As of the spring of 2015, Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering, Nuclear Engineering, and Petroleum and Natural Gas Engineering are not available for students transferring to Penn State. The engineering majors that are available to transferring students at Penn State include: Biological Engineering, Electrical Engineering, Energy Engineering, Engineering Science (Honors Program), Environmental Systems Engineering, General Engineering, Materials Science and Engineering, and Mining Engineering.

## Requirements for a Bachelor of Arts Degree in Mathematics/Engineering

Core curriculum requirements (39 credits\*)

History (one 100 level and one 200 level)	6
PL 101 First Philosophy	3
PL 215 Ethics (Pitt) or one other philosophy course	3
EL 102 Language and Rhetoric	3
EL 108 Technical Writing (Penn State)	3
or	
EL 131 or 132 American Literature I or II (Pitt)	
Foreign Language (intermediate level)	6
EC 101 Microeconomics	3
Social Science course (BA, EC, PS, PY, SO)	3
TH 119 First Theology	3
Theology course	3
Music or Fine Arts (e.g., AR 100)	3

\* There are actually 50 required core curriculum requirements, but 11 of them are satisfied by Math and Science courses listed below.

### Major Requirements (at least 58 credits)

ENGR 100 Introduction to Engineering	2
MA 111 Calculus I*	4
MA 112 Calculus II	4
MA 113 Calculus III	4
MA 114 Ordinary and Partial Differential Equations	4
MA 115 Linear Algebra	3
MA 208 Probability and Statistics	3
ENGR 222 Engineering Graphics and Design	3
ENGR 223 Statics	3
ENGR 224 Dynamics	3
CS 110 Computing and Information Science I (Pitt), or	3
CS 270 Introduction to Numerical Computation (Penn State)	
CH 101 General Chemistry I**	3
CH 102 General Chemistry II**	3
CH 103 General Chemistry I Lab**	1
CH 104 General Chemistry II Lab**	1
PH 111 General Physics I	3
PH 112 General Physics II	3
PH 113 General Physics I Lab	1
PH 114 General Physics II Lab	1

\*Calculus I is a four-credit course with three credits fulfilling the Mathematics core curriculum requirement.

\*\* General Chemistry I and II, with the respective labs, satisfy the Science core curriculum requirements.

Depending on the kind of engineering degree sought, additional classes may be required before transferring. Students will select two (2) courses from the following list\*\*\*:

ENGR 226 Materials Engineering +	
ENGR 228 (Lab)	4
ENGR 261 Electric Circuits +	
ENGR 263 (Lab)	4
ENGR 240 Engineering Design + Lab	4
ENGR 266 Control Theory	3
ENGR 320 Mechanics of Materials	3
ENGR 340 Heat and Mass Transport	3
PH 215 Thermodynamics	3
CH 221, 223 Organic Chemistry I + Lab	4
CA 120 Public Presentation (Required for Penn State)	3

\*\*\* Students should work with the Program Director and advisor regarding these selections.

### Typical First-Year Schedule

#### Fall Semester

ENGR 100 Introduction to Engineering	2
MA 111 Calculus I	4
CH 101 General Chemistry I	3
CH 103 General Chemistry I Lab	1
EL 102 Language and Rhetoric (or TH 119)	3
One or two other core classes (e.g., history, philosophy, or language)	3, 6
First-Year Seminar	1

#### Spring Semester

MA 112 Calculus II	4
CH 102 General Chemistry II	3
CH 104 General Chemistry II Lab	1
TH 119 First Theology (or EL 102)	3
One or two other core classes (e.g., history, philosophy, or language)	3, 6





# ENGINEERING SCIENCE

Engineering Science is a field of study that emphasizes enhanced understanding and integrated application of engineering, scientific, and mathematical principles. The program provides a foundation in the sciences and associated mathematics that underlie engineering and provides students the opportunity to obtain a depth of knowledge in an area of their choosing through technical electives and a capstone project. The curriculum is designed for students who seek to link the engineering disciplines with science and to do so in context of a broad liberal arts education. During the senior year, all students select a focus area of study and complete a capstone project that integrates the scientific principles of research, design and analysis and applies them to engineering.

The goal of the B.S. degree is to educate students to apply engineering, scientific, and mathematics principles and become skilled problem solvers and effective members of engineering teams. This will prepare students with a variety of options, including:

- entering the workforce as an industrial engineer, a customer service engineer, a health and safety engineer, a product engineer, a manufacturing engineer, or the like;
- graduate programs in a specific engineering discipline at the master's or doctoral level;
- transition to another vocation, such as legal or business where the engineering training offers a valuable foundation (e.g., intellectual property law).

The program, in conjunction with the Saint Vincent College liberal arts emphasis and its core curriculum, prepares graduates who will have the ability:

1. To successfully pursue a career in engineering, in a related field, or to pursue advanced studies in an engineering or engineering-related discipline.
2. To demonstrate leadership and teaming skills in their chosen field and dedication to technical innovation and problem solving.
3. To be prepared for a lifestyle of service and active involvement with professional, civic or religious organizations, to prepare them to contribute to the greater benefit of society.

The program has the following student outcomes that are adopted from the Accreditation Board for Engineering and Technology, Inc. (ABET) accreditation criteria and that prepare graduates to attain the program educational objectives:

- a) an ability to apply knowledge of mathematics, science, and engineering;
- b) an ability to design and conduct experiments, as well as to analyze and interpret data;
- c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- d) an ability to function on multidisciplinary teams;
- e) an ability to identify, formulate, and solve engineering problems;
- f) an understanding of professional and ethical responsibility;
- g) an ability to communicate effectively;
- h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
- i) a recognition of the need for, and an ability to engage in life-long learning;
- j) a knowledge of contemporary issues;
- k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

The 3-2 Mathematics/Engineering Program at Saint Vincent College has been popular and will continue as an option for students. Students with an interest in a specific engineering discipline, such as Mechanical Engineering, Electrical Engineering, Chemical Engineering, Civil Engineering, etc., should enroll in the 3-2 Mathematics/Engineering Program. The Engineering Science program has been adopted to serve the needs of students who desire a four-year degree with a broad engineering training and to serve the needs of businesses who want employees with good problem solving skills and analytical abilities for the kinds of engineering positions mentioned above.

Engineering Science at Saint Vincent College provides students with a unique combination of analytical and scientific training coupled with a broad-based liberal arts education. The degree program is a natural fit at Saint Vincent College, allowing students to hone their analytical skills in the midst of interdisciplinary connections both among the sciences and in relation to the world around them. Opportunities for exploring individual interests with and across disciplines are encouraged, including summer internships and research experiences, and students are able to design and carry out their own research or engineering design project as a capstone experience.

## Requirements for the Bachelor of Science degree in Engineering Science

(See core curriculum requirements.)

### Major Requirements (81 credits)

#### (11 of these satisfy core curriculum requirements)

The student must complete the requirements listed in the following categories:

#### Mathematics Requirements

##### (19 credits; 3 meet core curriculum requirements)

MA 111	Calculus I	4
MA 112	Calculus II	4
MA 113	Calculus III	4
MA 114	Differential Equations	4
MA 208	Probability and Statistics	3

#### Chemistry Requirements

##### (8 credits; 8 meet core curriculum requirements)

CH 101	General Chemistry I	3
CH 103	General Chemistry I Laboratory	1
CH 102	General Chemistry II	3
CH 104	General Chemistry II Laboratory	1

#### Physics Requirements (11 credits)

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
PH 215	Thermodynamics	3

#### Engineering Science Requirements (34\* credits)

ENGR 100	Introduction to Engineering	2
ENGR 115	Introduction to Engineering Computation	3
or CS 110	C++ Programming I**	
ENGR 220	Engineering and Computing Ethics	3
ENGR 223	Statics	3
ENGR 226	Materials Engineering	3
ENGR 228	Materials Engineering Lab	1
ENGR 240	Engineering Design and Lab	4
ENGR 261	Electrical Circuits and Electronics	3
ENGR 263	Electrical Circuits and Electronics Lab	1
ENGR 266	Control Theory	3



ENGR 313	Engineering Seminar	1
ENGR 425	Engineering Project Management	3
ENGR 440/1	Capstone Design Project	4

\*\* Required for software specialization

Electives: (9 credits). Currently, five specialization options are offered. At least nine (9) credits are required from the options presented below. Students should talk with the program director about how an interest in other specializations (e.g., bioengineering) can be met through a tailored program.

\*All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

### Mechanical Specialization

ENGR 222	Engineering Graphics and Design	3
ENGR 224	Dynamics	3
ENGR 320	Mechanics of Materials	3
ENGR 340	Heat and Mass Transport	3

### Materials Specialization

ENGR 320	Mechanics of Materials	3
ENGR 325	Advanced Strength of Materials	3
ENGR 327	Soft Materials	3
ENGR 328	High Temperature Materials	3
ENGR 340	Heat and Mass Transport	3

### Software Specialization

CS 111	C++ Programming II	3
CS 214	Introduction to Mobile Application Programming	3
CS 221	Data Structures (Requires CS 111)	3
CS 250	User Interface Design	3
CS 330	Computer Architecture and Operating Systems	3
CS 355	Software Engineering	3

### Environmental Specialization

ES 150	Earth System Science	3
ES 220	Introduction to Geographic Information Systems	3
ES 230	Energy and the Environment	4
CH 276	Advanced Environmental Chemistry	3

### Chemical Specialization

CH 221 +		
CH 223	Organic Chemistry I and lab	4
CH 231*	Physical Chemistry I	3
CH232	Physical Chemistry II	3
ENGR 340	Heat and Mass Transport	3

\*Requires CH 222 or permission of Chemistry Department chairperson

### Other Suggested Electives

PH 214	Introduction to Fluids and Thermodynamics	3
PH 252	Electromagnetic Fields	3
MA 115	Linear Algebra	3

### Typical First-Year Schedule

	Fall	Spring
Calculus I and II	4	4
General Chemistry I and II	3	3
General Chemistry Laboratory I and II	1	1
Introduction to Engineering	2	
Introduction to Engineering Computation*	3	
Language and Rhetoric	3	
First Theology	3	
First-Year Seminar	1	
Core curriculum course selection * or C++ Programming I	3	3

Course descriptions can be found in the online *Bulletin Appendix*.

# ENGLISH

Dennis D. McDaniel, *Chairperson*

Fr. Wulfstan Clough, O.S.B.; Gloria Kerr; Sara Lindey;  
Michelle Gil-Montero; William C. Snyder; Richard D. Wissolik

Adjunct Faculty: Marissa Carlson; Lea Delcoco-Fridley;  
Sara Hart; Peggy Smith

Professor Emeritus: Ronald E. Tranquilla

The English Department at Saint Vincent College provides an atmosphere and a setting for professors and students to continue the 2,500-year-old conversation about text, language, creativity, and imagination. With literature at the center of the conversation, students pursue focused intra-textual reading and apply wider insights that cross national, historical, critical, and disciplinary boundaries. Teachers engage students in the perennial investigation of beauty and truth, the elasticity and fixity of language, the moral valences of narratives and arguments, the complexities of expressions of gender, and the quest for self through the ideas of others. The English curricular sequence invites students to become agents in these academic processes, and designers of their own creative and scholarly paths. Giving direction and resonance to these departmental endeavors are the Benedictine values of community, hospitality, stewardship, and care and concern for the individual. Ultimately, Saint Vincent English graduates, having explored the felicitous tension between creative impulse and artistic forms, will comprehend language both as an instrument and an art.

## ENGLISH LEARNING OBJECTIVES:

- To critically read primary literary texts;
- To situate an individual literary work by genre, as well as in literary and cultural history;
- To write essays, in a variety of discourse modes, that reflect a mastery of the Six Principles of Good Writing;
- To write an effective research paper on literature;
- To understand and apply literary theory.

## THE ENGLISH MAJOR: 36 CREDITS

Students majoring in English must complete the following requirements:

- Four Common Courses: EL 202, 325, 326, and 400 (EL 102 does not count toward the major);
- Four courses in their chosen concentration;
- Four elective courses;

Four term projects, two of which must be researched literary analyses (Assignments completed in EL 202, 325, 326, and 400 do not satisfy the term project requirement)

## Concentrations:

By the end of their freshman year, English majors, in consultation with their English advisors, should choose one of the following concentrations. Advisors will work with students to create term projects and a senior project that spring from their concentrations.

- American Studies: Take four of the following: EL 113, EL 131, EL 132, EL 137, EL 138, EL 139, EL 143, EL 242, EL 256, EL 258, EL 274.
- Children's Literature: Take these four courses: EL 128, EL 130, EL 273, EL 274.
- Classicism and Romanticism: Take these four classes: EL 115, EL 131, EL 210, EL 224, EL 242
- Creative Writing: Take four of the following: EL 110, EL 142, EL 203, EL 204, EL 244, EL 252.
- Drama and Performance: Take four of the following: EL 114, EL 126, EL 127, EL 210, EL 213, EL 214, EL 236.

- Interdisciplinary Studies: Take four of the following: EL 121, EL 127, EL 138, EL 147, EL 149, EL 211, EL 224, EL 274.
- Literary Translation: Take these three courses: EL 110, EL 236, EL 252; Take one of the following: EL 203, EL 204, EL 244.
- Literature and Politics: Take four of the following: EL 111, EL 113, EL 121, EL 138, EL 139, EL 143, EL 179, EL 256.
- Literature and Spirituality: Take four of the following: EL 124, EL 143, EL 148, EL 211, EL 216.
- Literature and the Family: Take four of the following: EL 113, EL 138, EL 273, EL 216, EL 244.
- Literature of Dissent: Take four of the following: EL 110, EL 139, EL 143, EL 179, EL 126, EL 224.
- Medieval and Renaissance Studies: Take four of the following: EL 114, EL 127, EL 147, EL 211, EL 212, EL 213, EL 214, EL 216.
- Modernism and Postmodernism: Take four of the following: EL 126, EL 138, EL 143, EL 236, EL 258, EL; one of the following may be substituted: EL 203, EL 204, EL 244, EL 252.
- Narrative: Take these two courses: EL 110, EL 204; Take two of the following: EL 137, EL 236, EL 256, EL 258.
- Poetry: Take these two courses: EL 110, EL 203; Take two of the following: EL 114, EL 115, EL 143, EL 210, EL 212, EL 216.
- Pop Culture Studies: Take three of the following: EL 125, EL 126, EL 127, EL 149, EL 256; Take one of the following: EL 129, EL 130.
- Shakespeare: Take four of the following: EL 114, EL 127, EL 213, EL 214, EL 216.
- Women's Literature: Take four of the following: EL 113, EL 138, EL 148, EL 244, EL 256.
- World Literature: Take four of the following: EL 110, EL 111, EL 122, EL 138, EL 210, EL 236, EL 252.
- Writing: Take these three courses: EL 110, EL 107, EL 108; Take one of the following: EL 142, EL 203, EL 204, EL 244, EL 252.

## Courses that Require Term Projects:

- Courses requiring Term Projects that satisfy the major requirement: EL 121, 122, 124, 125, 126, 128, 129, 130, 143, 147, 148, 149, 203, 204, and 224.
- Courses requiring Researched Literary Analyses that satisfy the Major requirement: EL 210, 211, 212, 213, 214, 216, 242, 256, 258, 259, 273, and 274.

Please note that this list of courses is subject to change: majors should consult the English Department's Blackboard 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 courses, which may serve as elective or concentration credits: EL 119, EL 129 or 273; either EL 127, 213, or 214 and one American literature course of their choosing.

## 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 325 or 326 and five other English courses, two of which must require researched literary analyses credits: EL 119, EL 129 or 273; either EL 127, 213, or 214; and one American literature.

**Minor in Children’s Literature: 18 credits (6 courses)**

Students minoring in Children’s Literature explore the various forms of literature written for children. Students investigate literary shifts involving the ways adults imagine and shape a young person’s virtues and capabilities as well as how children live out or resist those fantasies. Analyzing texts written for children and about childhood, this minor provides the opportunity for both breadth and depth of study. English majors are ineligible for the minor but may design a concentration in Children’s Literature. Children’s Literature minors must choose four of the following courses, one of which must require a researched literary analysis: EL 128, 129, 130, 259, 272, 273, 274. In addition, students complete six elective credits. Students are encouraged to choose from the courses listed above and/or choose relevant courses in related disciplines by approval of the director, Dr. Sara Lindey (sara.lindey@stvincent.edu).

**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 nonfiction and literary translation, aspiring writers explore the contemporary landscape of genres and forms with attention to elements of craft and critique. Minors probe intersections with their major field of study and, in the creative process, discover a vehicle for inquiry that can be applied to other disciplines. 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.

EL 110 must be taken before or at the same time as other Creative Writing courses. Creative Writing minors may then choose five 5 of the following courses: EL 142, EL 203, EL 204, EL 244 or EL 252, any additional advanced workshop and one advanced literature course.

**Typical First-Year Schedule**

<b>Fall Semester</b>	EL 102
Language and Rhetoric	3
English Elective	3
Classical or Modern Language	
Mathematics or other core elective	3
100-level History	
All students must take one course designated as a First-Year Seminar to satisfy a core curriculum requirement.	3

**Spring Semester**

TH 119 First Theology	3
Classical or Modern Language	3
Mathematics or other core elective	3
PL 101 First Philosophy	3/4
English Elective	3/4

**Cooperative program with Duquesne Law School**

This program allows majors 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*.

Course descriptions can be found in the online *Bulletin Appendix*.

# ENVIRONMENTAL SCIENCE

Caryl L. Fish, *Director*

Cynthia Walter; James Kellam; Timothy Kelly; Eugene Torisky; Rob Michalow

Adjunct Faculty: Angela Belli; Beth Bollinger

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 coursework 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 at Saint Vincent College builds on the strength of our liberal arts tradition. Students in this major will be challenged to think critically about environmental problems. They will be able to express themselves clearly in both their written work and through oral communication. They will understand and be able to apply scientific principles to environmental issues and demonstrate this ability in their senior research project. 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 25 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.

**Requirements for a Bachelor of Science Degree in Environmental Science**  
(See core curriculum requirements.)

**Environmental Science Major Requirements (66-68 credits):**

ES 150-152	Earth Systems Science and Lab	4
MA 109-110	Calculus I and II*	8
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 111, 113	General Physics I and Lab	4
ES 220	Introduction to Geographic Information Systems	3
ES 301	Capstone Experience: Senior Research	2
ES 300	Junior Seminar	1
ES 302	Senior Seminar	1

**Environmental Science Internship (1 credit)**

Humanities:	Choose at least two:	6
EL 111	Green Writing: Literature and the Environment*	
HI 226	Society and the Environment: the American Experience*	
PL 217	Environmental Ethics*	
PS 390	Social Science: Environmental Law and Policy*	6
SO 161	Environmental Sociology*	

**Advanced Environmental Courses 8 - 10 credits**

**Environmental Biology: Choose 1 course with lab if available (3-4 credits)**

BL 228, 229	Wildlife Biology and Lab
BL 230	Ornithology
BL 238-239	Aquatic Ecology and Toxicology Lab
BL 240-241	Conservation Biology and Lab

**Physical Environmental Science: Choose 1 course with lab (4-5 credits)**

ES 230	Energy and the Environment
ES 240	Geophysics and Lab
CH 276, 277	Advanced Environmental Chemistry and Methods of Environmental Analysis

\*Fulfill core curriculum requirements

**Electives : 18-20 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 course and one humanities or social science course:

NSCI 125-126	Introduction to Environmental Science and Lab	4
NSCI 150-152	Earth Systems Science and Lab	4
NSCI 140-141	Science and Global Sustainability and Lab	4
NSCI 220	Endangered Species and Conservation and Lab	4
NSCI 225	Field Biology	4
NSCI 227	Forestry and Forestry Management and Lab	4
NSCI 252	Science of Sustainable Living and Lab	4
NSCI 250	Science of Abandoned Mine Drainage	4
SO 161	Environmental Sociology	3
EL 111	Green Writing: Literature and the Environment	3
HI 226	Society and the Environment: The American Experience	3
PS 390	Environmental Law and Policy	3
PL 217	Environmental Ethics	3
ES 220	Introduction to Geographic Information Systems	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: (May not count toward major)		
CH 276	Advanced Environmental Chemistry***	3
CH 277	Methods of Environmental Analysis (lab)***	2
BL 228-229	Wildlife Biology and Lab***	4
BL 230	Ornithology***	3
BL 238-239	Aquatic Ecology and Toxicology and Lab***	4
BL 240-241	Conservation Biology and Lab***	4
ES 230	Energy and the Environment***	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.

**Typical First-Year Schedule Environmental Science (B.S.)**

**Fall Semester**

CH 101	General Chemistry I	3
CH 103	General Chemistry I Laboratory	1
SO 161	Environmental Sociology	3

Modern and Classical Language	3/4	
EL 102	Language and Rhetoric	3
First-Year Seminar	1	
Total Fall	14 or 15	

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.



## 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
	Modern and Classical Language	3
TH 119	First Theology	3
Total Spring		14
Total First Year		30

Course descriptions can be found in the online *Bulletin Appendix*.



# HISTORY

Timothy Kelly, *Chairperson*

Gilbert M. Bogner; Brian Boosel, O.S.B.; Tina Phillips Johnson;  
Karen Kehoe; Rene Kollar, O.S.B. (HFA Dean);  
Susan Mitchell Sommers

Adjunct Faculty: Lauren Churilla; William Doody; Barry Fulks;  
Gerry Kuncio; Katherine Macioce; Joanna Moyer

Professor Emeritus: Charles G. Manoli

## DEPARTMENT PHILOSOPHY

The philosophy of the Department of History echoes the Mission of the College which offers the commitment to help students acquire a quality liberal arts education and achieve significant career goals. To accomplish this, the Department endeavors to prepare students for graduate or professional school, or for a wide variety of careers. Department faculty focus on working with students to develop their intellectual understanding of both the facts of historical events and their broader significance; and on nurturing students' skills in critical thinking and effective oral and written communication.

Department faculty are invested in the belief that the study of history provides the context necessary for an understanding of 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 Learning Objectives

- Awareness of forces (including, but not limited to, political, economic, scientific, philosophic, military, religious, and cultural phenomena) that shape societies and institutions in order to better understand a particular institution's or idea's rise or fall
- Identify the particular forces most relevant to the development of an idea or institution, and trace the interactions of those forces through inception, development, transformation and decline.
- Relate historical forces to one's own growth and the development of various cultures.
- Understand a work of literature in relation to literary and cultural history.
- Develop students' intellectual understanding of both the facts and historical events and their broader significance.
- Nurture students' skills in critical thinking, effective oral and written communication.



- Students can more fully appreciate the complexity of human experience.
- By examining social changes in other times, they develop a broader perspective.
- Develop the ability to weigh the evidence and arguments that are essential for those who live in a rapidly changing world.
- By the time of graduation, a history major will be able to enter a graduate or professional program, or pursue a career.

### REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN HISTORY

(See core curriculum requirements.)

The History major consists of 36 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 (36 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	Western Civilization I and II	6
HI 104,105	Contemporary Europe I and II	6
HI 106,107	Topics in U.S. History	6
HI 108,109	East Asian Societies, Traditional and Modern	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 300: The Historian's Profession in either the fall or spring of their sophomore year; HI 301: Junior Research Seminar in their junior year; and HI 302: Senior Writing Seminar in the fall of their senior year.

#### 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 108, HI 109, HI 123, HI 124, HI 208, HI 209, HI 224, HI 232, HI 233, HI 245, HI 270, HI 280, HI 281. 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.

### TEACHER PREPARATION FOR ELEMENTARY AND SECONDARY CERTIFICATIONS

#### Requirements for Certification in Citizenship (7-12) 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. Six of these credit hours are in fulfillment of core curriculum requirements. The remaining 12 credit hours may be taken from any of the 100 or 200 level courses that the History Department offers. 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 21 credit hours. Required courses are HI 201, HI 202, HI 550 (to be taken in that order) and HI 306 and HI 258. The remaining credits may come from the following course options: AN 230, AR 280, AR 310, HI 307, HI 254. The option list may change as new courses are developed; check with the department chairperson or your advisor for the most current list.

Recommended courses that would be a good complement to the minor include: HI 106, HI 107, HI 223, AR 102 and AR 200. HI 201 and HI 202 cannot fulfill history major requirements.

### 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-Year Schedule

#### Fall Semester

EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	History Area	3
	Classical or Modern Language	3
	Social Science	3
	Mathematics or First Philosophy (PL 101)	3

In the fall semester of the first year, all students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

#### Spring Semester

EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	History Area	
	Classical or Modern Language	3
	Social Science	3
	Mathematics or First Philosophy (PL 101)	3

Students are strongly urged to complete First Philosophy no later than the first semester of their sophomore year. History majors should select science courses to fulfill the core from among the offerings designated for non-science majors.

Course descriptions can be found in the online *Bulletin Appendix*.

# INTEGRATED SCIENCE

Caryl L. Fish, *Chairperson*  
Michael Sierk

The major in integrated science provides students with options in the sciences that combine courses from multiple traditional disciplines. Students will develop basic skills by taking foundational courses in science, mathematics, and computing. They then focus on additional science content in advanced courses in a concentration. Students will be able to choose a concentration that is a better match to their goals. Concentrations in Allied Health, Chemical and Biological Analysis, Applied Physics, and Science, Technology and Society are available. 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 Integrated Science is to educate students so that they may use scientific principles from a multitude of scientific fields, mathematics, and computing in real world applications, to train students to work in teams and to communicate with others in their field as well as society in general. Several concentrations are available which prepare students for a wide variety of careers and post-undergraduate pursuits.

Students in Integrated Science will be able to:

- Connect and integrate knowledge, skills, and techniques from two or more STEM disciplines to solve complex problems.
- Synthesize knowledge across disciplines to apply in novel situations.
- Communicate effectively in a variety of formal and informal contexts.
- Understand and apply basic theories, skills, and/or laboratory techniques from at least three different STEM disciplines.

## INTEGRATED SCIENCE (B.S.)

### REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN INTEGRATED SCIENCE

(See core curriculum requirements.)

#### Integrated Science Major Requirements (59-60 credits):

##### Foundations I (20 credits)

MA 109 or		
MA 111	Calculus I*	4
CH 101-103	General Chemistry I and Lab*	4
PH 111/113	General Physics I and Lab	4
BL 150-151	General Biology I and Lab*	4
CS 102	Fundamentals of IT and Computing	3
INTS 101	Introduction to Integrated Science	1

##### Foundations II (11 or 12 credits)

##### Choose three of the following:

CH 102-104	General Chemistry II and Lab	4
BL 152-153	General Biology II and Lab	4
PH 112/114	General Physics II and Lab	4
MA 110 or		
112	Calculus II	4
CS 110	C++ Programming I	3

##### Capstone Experience (4 credits)

INTS 300	Integrated Science Seminar	3
INTS 550	Integrated Science Internship	1

Choose one of the following concentrations: Allied Health, Applied Physics, Chemical and Biological Analysis, or Science, Technology and Society.

## Concentration (24 credits)

### Allied Health Concentration

Choose 24 credits from the following (must include labs when available):

CH 221-223	Organic Chemistry I and Lab	4
CH 222-224	Organic Chemistry II and Lab	4
CH 251/253	Proteins and Metabolism and Lab	4
BL 208-209	Cell Biology and Lab	4
BL 212-213	Microbiology and Lab	4
BL 214-215	Molecular Genetics	4
BL 224-225	Mammalian Physiology and Lab	4
BL 220-221	Comparative Vertebrate Anatomy and Lab	4
BL 260	Biostatistics	3
BL 245	Exercise Physiology	3
INTS 201	Medical Terminology	1
INTS 220	Human Anatomy and Lab	4
PY 331	Biological Psychology	3
PY 332	Health Psychology	3
BIN 219	Biomedical Informatics	3

### Chemical and Biological Analysis Concentration

Following four courses and labs are required:

CH 216-218	Quantitative Analysis and Lab	4
BL 212-213	Microbiology and Lab	4
BL 208-209	Cell Biology and Lab	4
CH 221-223	Organic Chemistry I and Lab	4

Choose at least eight credits (with labs when available) from the following:

CH 242	Instrumental Analysis	2
CH 277	Methods of Environmental Analysis	2
CH 245	Chemical and Forensic Analysis	2
BL 216-217	Biotechnology and Lab	4
BL 260	Biostatistics	3
PH 261-263	Electronics and Lab	4
BIN 218	Bioinformatics, Genomics, and Proteomics	3
BIN 219	Biomedical Informatics	3
CS 350	Database Concepts and Information Structures	3

### Applied Physics Concentration

Following four courses are required (13 credits)

PH 211-213	Modern Physics and Lab	4
MA 113	Calculus III	4
CS 111	C++ Programming II	3
ENGR 100	Introduction to Engineering	2

Choose at least five credits from the following (with labs when available)

PH 261-263	Electronics and Lab	4
PH 241-243	Optics and Lab	4
PH 244	Advanced Lab	1

Remaining credits total 24 in concentration from:

200 level or higher Physics courses		
200 level or higher Engineering courses		
ES 240	Geophysics and Lab	4
CS 270	Introduction to Numerical Computation	3
MA 114	Ordinary and Partial Differential Equations	4
CS 350	Database Concepts and Information Structure	3

## Science, Technology and Society Concentration

At least 12 credits from a natural science, computer science or mathematics discipline to include one of the following sets of courses:

CH 221-224	Organic Chemistry I and II and Labs	8
BL 208-209, 212-213	Cell Biology, Microbiology and Labs	8
PH 211-213, 311	Modern Physics I and II and Labs	7
MA 113, 114	Calculus III and Ordinary and Partial Differential Equation	8
CS 111, 205	C++ Programming II and Website Design and Programming	6
CS 321	Data Communications and Security	3

Six additional credits from the following science and society classes:

ENGR 220	Engineering and Computer Ethics	3
BL 214-215	Molecular Genetics and Lab	4
CH 228	Introduction to Biochemistry	3
ES 230	Energy and the Environment	4
ES 220	Introduction to GIS	3
BL 240	Conservation Biology and Lab	4
ENGR 100	Introduction to Engineering	2
CS 351	Systems Analysis and Design	3
CS 205	Website Design and Programming	3

Six credits from the following society and science courses\*

PS 390 or BA 345	Environmental Law and Policy	3
SO 161	Environmental Sociology	3
SO 106	Sociology and Global Issues	3
PL 245	Philosophy of Science	3
PL 218	Bioethics	3
PL 217	Environmental Ethics	3
TH 280	Catholic Bioethics	3
HI 226	Society and the Environment	3
HI 206	From Acupuncture to Alchemy	3
EL 111	Green Writing: Literature and the Environment	3

\*Fulfill core requirements

Electives 15-21 credits

Those students interested in pursuing graduate or professional degrees should carefully choose courses to meet basic requirements for their chosen program. Students should consult with their academic advisor early in their bachelor's program. Since the Integrated Science Major is interdisciplinary in nature there is significant overlap with other programs. To earn a minor in a related program, student must complete the minor requirements with at least two courses (and associated labs if applicable) in addition to the integrated science major requirements.

Course descriptions can be found in the online *Bulletin Appendix*.

## 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 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 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 122	African Studies	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: 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.

Course descriptions can be found in the online *Bulletin Appendix*.

## LIBERAL ARTS

Alice Kaylor, *Director*

Doreen Blandino; Denise Hegemann; John Smetanka; Richard D. Wissolik.

The following faculty members have participated in the program as readers for recent Liberal Arts projects: Elaine Bennett; David Carlson, O.S.B.; Thomas Cline; Bettie Davis; Denise Hegemann; Jessica Harvey; William Hisker; Timothy Kelly; Jennifer Koehl; Michael Krom; James Kunkle; Richard Kunkel; Michael Rhodes; Anthony Serapiglia; Kristine Slank; John Smetanka; Peggy Smith; Cynthia Walter; Bradley C.S. Watson.

A liberal education is the education which gives a man a clear, conscious view of his own opinions and judgment, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him 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 prepared him to fill any post with credit, and to master any subject with facility.

– John Henry Cardinal Newman.

### PROGRAM PHILOSOPHY

The Liberal Arts program offers the student the opportunity for a general education with enough specialization to provide a focus for individualized interests and development. The key operating principle throughout the program is self-design which means that the student together with a faculty advisor is able to develop a personalized course of studies. While a student chooses one area of specialization through a minor in a traditional department, the concentration is constructed from either an interdisciplinary specialization or from one academic field. The self-designed nature of the major allows the student to have a greater degree of engagement in and sense of responsibility for learning. Ultimately, the student will be able to satisfy personal and intellectual needs and achieve future career goals. The Liberal Arts student is also encouraged to participate in internship and study abroad experiences which complement the academic program.

The program fosters the idea that education is environmental rather than compartmental, general before it can be specific. The faculty views the program to be an excellent preparation for further study in professional and graduate schools and for such areas as elementary and secondary education, and for careers in social services, the legal field, professional health and business. The rationale for this: a person who learns how to discover, evaluate and develop a problem, how to secure the information required by these processes and why he or she does so at all is well prepared to live in a humane and valuable way. Finally, the program is just as concerned that the plumber, the carpenter or factory worker be poet, mathematician or philosopher and be able to create with the help of these disciplines a more meaningful life. For the primary question is always: What is man? What does it mean to be?

### LIBERAL ARTS LEARNING OBJECTIVES

The Liberal Arts major is interdisciplinary in nature and serves students with varied academic interests.

Liberal Arts majors will have the opportunity to:

- Integrate the skills and knowledge acquired in the major; that is, the minor, the concentration and required Liberal Arts courses.
- Develop public speaking skills.
- Demonstrate competency in written communication.
- Demonstrate information literacy.
- Think critically and analytically.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN LIBERAL ARTS

(See core curriculum requirements.)

Liberal Arts Major Requirements (61 credits):

Physics*		4
Fine Arts*		3
AN 101	Introduction to Anthropology	3
or		
AN 222	Cultural Anthropology*	3
PY 100	Introduction to Psychological Science**	3
LA 200	Methods and Techniques of Research	3
LA 250	Seminar: Readings in Liberal Arts	3
LA 325	Senior Seminar for Liberal Arts majors	3
Concentration***		18
Minor***		18
Total		61

\*These are specific requirements for the major and do not satisfy the core.

\*\*A major requirement which will satisfy the core.

\*\*\*A maximum of six (6) credits from the concentration and/or minor may be used to fulfill core curriculum requirements.

## THE CONCENTRATION

In consultation with the faculty advisor, the Liberal Arts major will design a concentration. The 18-credit concentration may be achieved in one of two ways: vertical or horizontal. The vertical concentration is defined by an existing traditional academic discipline such as history, modern language, sociology or biology. In selecting a vertical concentration, the student may include only one introductory or survey level course, i.e., SO 101 Introduction to Sociology. A horizontal concentration is interdisciplinary. As with the vertical concentration, the student may only include one introductory or survey level course in the horizontal concentration. The student, with the guidance of the faculty advisor, identifies the form of the concentration and the courses which will comprise it. The theme and form of the concentration is determined in the fall semester of the junior year.

Students have the option to complete two minors in lieu of a minor and concentration. In addition to the self-designed option, the student may choose to fulfill the requirement by completing one of the following suggested concentrations: Quantitative Studies, Media Studies, Business Studies, Cultural Studies and American Studies.

## CULTURAL STUDIES

Modern Language 300 level courses		6
History (200 level that corresponds to the language)		3
AN 328	Linguistic Anthropology	3
EL 138	Multi-Ethnic Literatures of the U.S.	3
TH 380	World Religions	3
Total		18

## AMERICAN STUDIES

HI 106		
or 107	Topics in U.S. History	3
EL 131	American Literature: Exploration to Civil War	3
or		
EL 132	American Literature: Civil War to Present	3
TH 362	Religion in America	3
SO 200	Race and Ethnicity	3
PS 290	Institutions	3
PL 216	Ethical Problems	3
Total		18

## QUANTITATIVE STUDIES

MA 109	Calculus I	4
MA 110	Calculus II	4
PY 203	Statistics I	3
PY 204	Statistics II	3
Select one of the following:		
PH 112 and		
PH 114	General Physics II and Lab	4
BL 152 and		
BL 153	General Biology II and Lab	4
CH 102 and		
CH 104	General Chemistry II and Lab	4
Total		18

## MEDIA STUDIES

CA 100	Introduction to Mass Media	3
CA 130	Introduction to Digital Media	3
CA 235	Introduction to Web Design	3
CA 285	Electronic Media	3
CA 230	Writing for Media	3
EL 108	Technical Writing	3
Total		18

## BUSINESS STUDIES

BA 100	Financial Accounting I	3
BA 101	Financial Accounting II	3
BA 104	Introduction to Management	3
EC 101	Principles of Economics, Micro	3
or		
EC 102	Principles of Economics, Macro	3
BA 305	Business Ethics	3
BA 320	Corporation Finance I	3
Total		18

## PRE-HEALTH STUDIES

CH 101-104	General Chemistry I and II	8
MA 109	Calculus I	4
CH 221-224	Organic Chemistry I and II	8
PH 111-114	General Physics I and II	8
Total		28

Students who select this concentration must fulfill the requirements for a biology minor.

## THE ACADEMIC PROJECT

In the final semester of study the student must present an academic project done in the field of his or her concentration and/or minor. Because it is the culminating activity for the Liberal Arts major, the ideal project combines the concentration and the minor. The project may take any number of forms: thesis, essay, intellectual journal, poetry, the short story, the novel, stage design, art exhibit, and physical or social science research. The sequence for the senior liberal arts projects is as follows:

### Fall Semester, Junior Year

The work for the academic project begins in the first semester, junior year, when the Liberal Arts major is required to take LA 200 The Methods and Techniques of Research. The course begins the sequence of Liberal Arts courses that all majors will complete. Students are introduced to the techniques of research. Class work is directed toward the Liberal Arts project and provides the 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 for it. By the end of the semester, each student will have completed a preliminary annotated bibliography. The student will present for approval the plan of

studies for the Liberal Arts major, that is, the courses included in the minor and the courses which comprise the concentration to the faculty during a formal presentation.

### Spring Semester, Junior Year

The second semester junior enrolls in LA 250 Seminar: Readings for Liberal Arts Majors. The student will continue to work on the development of the topic and form of project. The student will select two readers for the project who may be members of the Liberal Arts faculty, the College faculty, or from the professional community at large. The first reader will focus on the academic content while the second reader will assist the student with style and mechanics. The student will work with first reader to identify additional sources for the project. Final approval for the academic project will be given by the Liberal Arts faculty following a formal presentation by the student. LA 250 will focus on the academic disciplines represented by the participants' minors and concentrations. In addition to proposal development, the course will focus on reading and analyzing representative reading selections.

### Summer Following Junior Year

The student is expected to complete any necessary additional research and to begin the draft of the thesis. It is an expectation that the student will continue to communicate with both readers during the summer and forward to them finished sections of the project for review.

### Fall Semester, Senior Year

The first semester senior will enroll in LA 325 Senior Seminar for Liberal Arts Majors. For LA 325, the student will make regular presentations of the work being completed on the project. The course will include writing workshops and peer review. The final draft of the project is due by 4 p.m. on the last class day of the fall semester. One copy of the project is submitted to the Director of the Liberal Arts Program and copies are also submitted to the first and second readers.

### Spring Semester, Senior Year

Once the readers have reviewed the final draft of the project, both copies are returned to the student for final corrections and revisions. The approved bound thesis is due no later than March 1 of the senior year. The student will participate in the College's Annual Academic Conference in April. There are no exceptions to this due date. Anyone who does not meet the deadline will be ineligible for May graduation.

### Typical First-Year Schedule

#### Fall

TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
	Modern Language	3
PY 100	Introduction to Psychological Sciences	3
or		
	History (100-124)	3
	Natural Science	4
	Social Science	3
Total		16

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

### Spring

TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
	Modern Language	3
MA 104	Elementary Functions	3
	History (100-124)	3
AN 101	Introduction to Anthropology	3
Total		15

### PHYSICAL THERAPY AND PHYSICIAN ASSISTANT

The Physical Therapy cooperative program between Saint Vincent College and Duquesne University School of Health Sciences is a six-year entry-level doctoral program. Upon successful completion of the fourth year, students who have not already earned a Bachelor's degree will be awarded a Bachelor of Arts in Liberal Arts from Saint Vincent College. Upon successful completion of the sixth year, students will be awarded a Doctor of Physical Therapy degree from Duquesne University. Graduates will be eligible to sit for state licensure examinations.

The Physician Assistant cooperative program between Saint Vincent College and Duquesne University School of Health Sciences is a six-year master's degree program. Upon successful completion of the fourth year, students who have not already earned a Bachelor's degree will be awarded a Bachelor of Arts in Liberal Arts from Saint Vincent College. A Liberal Arts major is an option at Saint Vincent College. For more information contact the Program Director.

Course descriptions can be found in the online *Bulletin Appendix*.





# MATHEMATICS

Daniele Arcara, *Chairperson*

Michael W. Botsko; Jennifer Diemunsch; Norman W. Hipps, O.S.B.;  
Larry J. Mismas; Matthew Prudente

Adjunct Faculty: David Cullen; Shannon Klosky; Rachel Kurdziel;  
Mark Liatti, O.S.B.; James Novak

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 LEARNING OBJECTIVES

- Students earning a degree in mathematics will know the definitions of fundamental concepts and the major theorems of the core areas of undergraduate mathematics as outlined in course syllabi.
- Students earning a degree in mathematics will be able to prove various propositions in the core areas of undergraduate mathematics and will appreciate the need for a rigorous proof.
- Students obtaining a degree in mathematics will be able to analyze and solve problems in the core areas of undergraduate mathematics.
- All students at Saint Vincent College will have a working knowledge of at least one mathematical “language” (beyond their entry level) and its inherent tools as well as an appreciation for both the utility and beauty of mathematics.

## 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 113, MA 114, MA 115, MA 201, MA 206, MA 208, and MA 210. Other courses in other disciplines are also required.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN MATHEMATICS

### Major Requirements (44 Credits)

MA 111	Calculus I*	4
MA 112	Calculus II	4
MA 113	Calculus III	4
MA 114	Ordinary and Partial Differential Equations	4
MA 115	Linear Algebra	3

Two of the following four courses (4 credits each): 8

MA 201	Abstract Algebra I
MA 202	Abstract Algebra II
MA 206	Real Analysis I
MA 207	Real Analysis II

Two of the following five courses (3 credits each) 6

MA 117	Methods of Proof
MA 203	Complex Variables
MA 204	Topology
MA 208	Probability and Statistics
MA 210	Euclidean and Non-Euclidean Geometry
ENGR 223	Mechanics: Statics
ENGR 224	Mechanics: Dynamics

One of these two CS courses: 3

CS 110	C++ Programming I
CS 270	Introduction to Numerical Computation

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

\* *Calculus I is a four-credit course with three credits fulfilling the Mathematics core curriculum.*

\*\* *These eight credits are fulfilling the Science core curriculum requirement.*

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

**Major Requirements (59 credits)**

MA 111	Calculus I	4
MA 112	Calculus II	4
MA 113	Calculus III	4
MA 114	Ordinary and Partial Differential Equations	4
MA 115	Linear Algebra	3
MA 201	Abstract Algebra I	4
MA 202	Abstract Algebra II	4
MA 203	Complex Variables	3
MA 204	Topology	3
MA 206	Real Analysis I	4
MA 207	Real Analysis II	4
MA 208	Probability and Statistics	3
PH 111 and 113	General Physics I and Lab	4

One of these two CS courses: 3

CS 110	C++ Programming I	
CS 270	Introduction to Numerical Computation	

Two series (i.e., two courses with respective labs) out of these five 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 112 and 114	General Physics II and Lab	

\* *Calculus I is a four credit course with three credits fulfilling the Mathematics core curriculum*

\*\* *Eight of these 12 science credits are fulfilling the Science core curriculum requirement*

**REQUIREMENTS FOR MINOR IN MATHEMATICS (AT LEAST 18 CREDITS)**

MA 111	Calculus I	4
MA 112	Calculus II	4
MA 113	Calculus III	4

Two of the following courses (at least six credits):

MA 114	Ordinary and Partial Differential Equations	4
MA 115	Linear Algebra Methods of Proof	3
MA 117	Abstract Algebra I	3
MA 201	Abstract Algebra II	4
MA 202	Complex Variables	4
MA 203	Complex Variables	3
MA 204	Topology	3
MA 206	Real Analysis I	4
MA 207	Real Analysis II	4
MA 208	Probability and Statistics	3

**Typical First-Year Schedule**

**Fall Semester**

MA 111	Calculus I	4
CH 101	General Chemistry I	3
CH 103	General Chemistry I Lab	1
EL 102	Language and Rhetoric	3

One or two other core classes (e.g. history, philosophy, or language)

All students are required to take a course designed as First-Year Seminar in the fall semester of their first year.

**Spring Semester**

MA 112	Calculus II	4
CH 102	General Chemistry II	3
CH 104	General Chemistry II Lab	1
TH 119	First Theology	3

One or two other core classes (e.g. history, philosophy, or language)

Course descriptions can be found in the online **Bulletin Appendix**.

# 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, music, 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 205 Priests, Poets, and Peasants: Medieval Thought and Culture

Five courses from the following list (15 credits). Of these, at least three courses (9 credits) must be at the 200-level or above:

EL 114 British Literature: Middle Ages to Restoration  
EL 147 Arthurian Literature  
EL 211 Medieval Studies  
EL 212 Chaucer  
AR 101 Art History I: Ancient through Renaissance  
HI 103 Western Civilization II: Medieval and Early Modern Europe  
HI 110 English History to 1485  
HI 211 Sword and Siege: War in Medieval Europe  
HI 213 Mystics, Maids, and Monarchs: Women in Medieval Europe  
HI 227 "Bring Out Yer Dead!" The Middle Ages on Film  
HI 231 Blood and Roses: England in the Late Middle Ages  
HI 248 The History of the Christian Churches I: to 1500  
HI 268 Benedictine Europe  
FR 321 Survey of French Literature I  
GE 321 German Literature of the Middle Ages  
LT 321 Latin Hymns of the Roman Church  
PL 202 Medieval Philosophy  
PL 240 The Influence of Philosophy on Theology, Then and Now  
PL 280 Thomistic Philosophy  
TH 320 Theology of Medieval Christianity

Up to four of the six courses used for the Medieval Studies minor may also be used to satisfy core, major, or other minor requirements. For those also minoring in Education, up to five of the six courses may also be used to satisfy core, major, or other minor requirements. The three language courses, FR 321, GE 321, and LT 321, would only be available to advanced students of French, German, and Latin, respectively. Additions or substitutions, including courses taken through study abroad programs, may be made with the consent of the program contact and the Dean of Studies.

## Non-Required Courses

For a richer experience, students are strongly encouraged to use courses from the above list beyond those they use for the Medieval Studies minor to fulfill requirements for the core curriculum, majors, or other minors when possible. In addition, the College offers a number of courses that relate in less direct ways to the culture of the medieval West. Such courses would illuminate further a student's understanding of the Middle Ages, while perhaps also fulfilling other requirements. The following is a list of some good suggestions, though there are many others. Please see the program contact or department chairpersons for more advice.

EL 149 J.R.R. Tolkien  
EL 152 The Epic  
AR 234 Introduction to Stained Glass  
HI 220 The Devil and the Problem of Evil in Western Thought  
HI 280, 281 Islamic Civilization I and II  
SP 321 Panorama of Spanish Literature  
LT 101, 102 Elementary Latin I and II  
LT 203, 204 Intermediate Latin I and II  
MU 104 Monasticism and the Arts  
TH 204 Psalms and Wisdom Literature  
TH 218 Apocalyptic Literature

Course descriptions can be found in the online *Bulletin Appendix*.



# MODERN AND CLASSICAL LANGUAGES

Doreen Blandino, *Chairperson*  
Thomas Ernst; Juan Carlos Rivas;  
Paul-Alexander Shutt, O.S.B.; Xiao Ying.

Adjunct Faculty: Robert Bufalini; Jerome DiBernardo;  
Judith Washburn

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 Learning Objectives

- Develop skills in listening, speaking, reading, and writing the second language.
- Make connections to other disciplines of study by acquiring knowledge of the practices, products and perspectives of the cultures studied.
- Gain greater insights into your own and other cultures so that you can better appreciate and understand other people's way of life, points of view and their contributions to the world.
- Participate in multilingual and multicultural communities in the U.S. and abroad.
- Gain practical experience using the second language through internship opportunities in a variety of settings.
- Experience the culture first-hand through study abroad or an immersion experience.
- Participate in an array of cultural events on campus hosted by the International Student Union, the Office of Multicultural Student Life and Phi Sigma Iota, the International Foreign Language Honor Society. Students also participate in cultural activities beyond the campus setting.
- Language learning is a lifelong fulfilling endeavor. The ability to communicate in another language enhances professional aims and enriches personal interactions and experiences.

## FRENCH

### Major Requirements (36 credits)

(See core curriculum requirements.)

A major in French requires 12 courses. French 203 and French 204 fulfill the core requirements as well as 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
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	Art History I: Ancient through Renaissance	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 145	Reading as Writers: Poetry	3
EL 147	Arthurian Literature	3
EL 236	Modern European Literature	3
EL 252	Literary Translation Workshop	3

One course from the following 3 credits:		
HI 103	Western Civilization II	3
HI 104	Contemporary Europe I	3
HI 105	Contemporary Europe II	3
HI 205	Medieval Thought and Culture	3

FR 550 is highly recommended. 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. **A minimum of a nine-credit summer program or one semester of study in a French-speaking country or region is required because study abroad is essential to deeper cultural understanding as well as greater proficiency in speaking, listening, reading, and writing. 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
	Electives: Any two (2) courses above FR203	6

### Typical First-Year Schedule

#### Fall Semester

EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	Natural Science	4
	Social Science	3
	History (100-124)	3
	French	3
Total		16

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

#### Spring Semester

EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	Social Science	3
	History (100-124)	3
	English	3
	French	3
Total		15

### STAB STUDY ABROAD

Participation in an approved program, either self-designed or in conjunction with an established program of another American university. Student must have the approval of the department chairperson before commencing any studies abroad. Variable credit.

### 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 the core requirement as well as 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 317	Introduction to Spanish Literary Analysis	3
SP 315	Advanced Spanish Grammar and Composition	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 Peninsular Literature class	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
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One course from the following 3 credits:

AR 100	Art and Music of Western Culture	3
AR 101	Art History I: Ancient through Renaissance	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	
EL 236	Modern European Literature	
EL 145	Reading as Writers: Poetry	
EL 252	Literary Translation Workshop	

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.

A minimum of a nine-credit summer program or one semester of study in a Spanish-speaking country or region is required because study abroad is essential to deeper cultural understanding as well as greater proficiency in speaking, listening, reading, and writing.

Students are encouraged to participate in the College's program at Universal Language Center in Cuernavaca, Mexico (9-credit maximum). 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

EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	Mathematics	3
	Social Science	3
	History (100-124)	3
	Spanish	3
Total		16*

\*All students will take one four-credit course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

### Spring Semester

EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	Social Science	3
	Fine Arts	3
	Spanish	3
	History (100-104) or First Philosophy	3
Total		15

### STAB STUDY ABROAD

Participation in an approved program, either self-designed or in conjunction with an established program of another American university. Student must have the approval of the department before commencing any studies abroad. Variable credits.

### 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

Study abroad is essential to deeper cultural understanding and greater proficiency in speaking, listening, reading, and writing. Students who wish to minor in Chinese are strongly encouraged to study abroad. Language study in an immersion setting is also an option for students who are not able to study abroad. All programs must be approved by the department chairperson.

### STAB STUDY ABROAD

Participation in an approved program, either self-designed or in conjunction with an established program of another American university. Students are encouraged to study at our sister college, Fu Jen Catholic University in Taiwan or participate in the Saint Vincent College East Asia Study Tour. Student must have the approval of the department before commencing any studies abroad. Variable credit.

### 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 6

Study abroad is essential to a deeper cultural understanding as well as greater proficiency in speaking, listening, reading, and writing. Students who wish to minor in German are strongly encouraged to study abroad. Language study in an immersion setting is also an option for students who are not able to study abroad. All programs must be approved by the department chairperson.

### STAB STUDY ABROAD

Participation in an approved program, either self-designed or in conjunction with an established program of another American university. Student must have the approval of the department before commencing any studies abroad. Variable credit.

### 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 6

Study abroad is essential to a deeper cultural understanding and greater proficiency in speaking, listening, reading, and writing. Students who wish to minor in Italian are strongly encouraged to study abroad. Language study in an immersion setting is also an option for students who are not able to study abroad. All programs must be approved by the department chairperson.

### STAB STUDY ABROAD

Participation in an approved program, either self-designed or in conjunction with an established program of another American university. Student must have the approval of the department before commencing any studies abroad. Variable credit.





## 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	Western Civilization I	3
AR 101	Art History: Ancient through Renaissance	3
AN 230	Archaeology	3

## 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 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 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 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 122	African Studies	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: 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.

Course descriptions can be found in the online *Bulletin Appendix*.

# MUSIC

Cyprian Constantine, O.S.B., *Chairperson*

Stephen Concordia, O.S.B., *Director of Sacred Music Program*;  
Thomas Octave

Adjunct Faculty: Christina Andrae; Richard Auman; Lara Contrill; Scott DiTullio; Gabriel D'Abruzzo; Jeremy Frantz; Gerald Gaudi; Randall Kratofil, Director of Marching Band; Susanna Lemberskaya; Josie Merlino; Dawn Posey; Lisa Spang; Lisa Thackrah

The Department of Music offers three majors that lead to the Bachelor of Arts degree: Arts Administration with a Performing Arts Concentration, Music Degree and Music Performance Degree.

The Department of Music offers three minors: Music, Music History and Sacred Music, and concentrations in Sacred Music in Music and Music Performance majors.

Admission to the Department of Music as a major or minor is based upon a successful audition for the departmental faculty. In addition to the audition, the normal admission procedures of Saint Vincent College are also required. Only the students that show the most artistic and musical promise will be admitted to the Music Performance degree program.

## Music Department Learning Objectives

- Students should be able to utilize discipline-based vocabulary.
- Students should be able to offer critiques of their own performances and that of their peers and professionals.
- Students should be able to be fluent in the performance practices of their respective instrument of study.
- Students should acquire a knowledge of music theory, history, and aural skills that will increase the level of their performance and their contributions to ensembles.
- Students should have acquired advanced study on their instrument of study.
- Students should have an understanding of the etiquette and professional standards that are required for a career in music.

## DEPARTMENT OF MUSIC 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.

## ARTS ADMINISTRATION WITH PERFORMING ARTS CONCENTRATION

An audition is not required for admission into this major, but the student should have some level of musical skill on one of the following instruments: voice, piano, organ, violin, viola, guitar (acoustic, classical, jazz, or bass), flute, clarinet, saxophone, trumpet, French horn, or trombone.

Students who successfully complete the Arts Administration major with a Performing Arts concentration will receive a solid background in business, an understanding of various arts and musical organizations, and be uniquely qualified to administer various musical and non-profit organizations. Higher level positions are usually awarded to those with master's degrees, so it is recommended that graduates of the program consider obtaining a graduate degree in business or arts administration.

This is an inter-disciplinary major. Some courses required for this major are in different departments or divisions.

Course descriptions can be found in the online *Bulletin Appendix*.

## ARTS ADMINISTRATION MAJOR WITH PERFORMING ARTS

### Concentration Requirements (48 credits):

#### Required each semester:

MU 090	Recital Attendance	0
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#### Required courses (42 credits):

AR 280	Museum and Performing Arts	3
BA 102	Survey of Accounting	3
BA 104	Introduction to Management	3
BA 220	Principles of Marketing	3
BA 230	Introduction to Entrepreneurship	3
HI 306	Introduction to Non-profit Organizations	3
MU 108	Music History and Literature: Baroque and Classical Periods	3
MU 109	Music History and Literature: Romantic and Contemporary Periods	3
MU 115	Fundamentals of Music Theory	3
MU 208	Harmony I	3
MU 320	Junior Seminar	3
MU 325	Primary Instrument Lessons for Majors/Minors (minimum total of 3 credits)	3
MU 410	Senior Research Project/Thesis	3
MU 550	Cooperative Education—Internship	

#### Courses chosen from (6 credits):

CA 235	Introduction to Web Design	3
CA 285	Electronic Media	3
BA 150	Managerial Accounting	3
BA 305	Business Ethics	3
EL 109	Business Communications	3

or

Any combination of other music courses, lessons, ensembles offered by the Department.

## Typical First-Year Arts Administration Major Schedule

### Fall Semester (16-18 credits)

MU 090	Recital Attendance	0
MU 115	Fundamentals of Music Theory	3
BA 104	Introduction to Management	3
or		
TH 119	First Theology	3
	Elementary/Intermediate Language	3/4
MA	Mathematics	3/4

If Mathematics is postponed, then one of the following should be taken:

HI	History	3
	Social Science	3

One of the courses listed above will be taken and designated as a First-Year Seminar which will satisfy a core curriculum requirement.

### Spring Semester (16/18 credits)

MU 090	Recital Attendance	0
MU	Music course	3
BA 102	Survey of Accounting	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:		
HI	History	3
	Social Science	3

### 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 (48-50 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 (24 credits):

MU 108	Music History: Baroque and Classical Periods	3
MU 109	Music History: Romantic and Contemporary Periods	3
MU 115	Fundamentals of Music Theory	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
Any combination of ensembles selected from (8 credits):		
MU 171	Marching Band	1
MU 175	Instrumental Ensemble	1
MU 180	Saint Vincent College Singers	1
MU 181	Musical Theater Workshop	1
MU 182	Opera Workshop	1
MU 185	Saint Vincent Camerata	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 (16-17 credits)

MU 090	Recital Attendance	0
MU 108	Music History: Baroque and Classical Periods	3
MU 115	Fundamentals of Music Theory	3
MU 325	Primary Instrument for Majors/Minors	2
MU	Music Ensemble	1
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	Elementary/Intermediate Language	3/4
MA	Mathematics	3/4
If Mathematics is postponed, then one of the following should be taken:		
HI	History	3
	Social Science	3

One of the courses listed above will be taken and designated as a First-Year Seminar which will satisfy a core curriculum requirement.

#### Spring Semester (15/17 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
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:		
HI	History	3
	Social Science	3



**MUSIC MAJOR — CONCENTRATION IN SACRED MUSIC (54 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 115	Fundamentals of Music Theory	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 or	
MU 325	Gregorian Chant	2

**Ensemble (8 credits):**

MU 185	Saint Vincent Camerata (Camerata Scholars)	1
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Additional Courses recommended (core curriculum requirements)

- 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

**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
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**Required courses (9 credits):**

MU 108	Music History: Baroque and Classical Periods	3
MU 109	Music History and Literature: Romantic and Contemporary Periods	3
MU 115	Fundamentals of Music Theory	3

**Two or three semesters of private instruction (3 credits):**

MU 325 Primary Instrument for Majors/Minors 1 or 2  
Any combination of ensembles or private instruction selected from:  
(6 credits): Two semesters of piano study are recommended if the  
minor's primary instrument is non-keyboard.

MU 225	Secondary Instrument for Majors/Minors	1 or 2
MU 171	Marching Band	1
MU 175	Instrumental Ensemble	1
MU 180	Saint Vincent College Singers	1
MU 181	Musical Theater Workshop	1
MU 182	Opera Workshop	1
MU 185	Saint Vincent Camerata	1
MU 325	Primary Instrument for Majors/Minors	1 or 2

**MUSIC HISTORY MINOR (18 CREDITS):****Required each semester:**

MU 090	Recital Attendance	0
<b>Required courses:</b>		
MU 106	World Music	3
MU 108	Music History: Baroque and Classical Periods	3
MU 109	Music History: Romantic and Contemporary Periods	3
MU 112	Survey of Musical Theater and Opera	3
MU 115	Fundamentals of Music Theory	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 185 Saint Vincent Camerata and/or Camerata Scholars — 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**

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. 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 for Performance Majors	4

(4 credits for 8 semesters or a total of 32 credits)

**Required courses (27 credits):**

MU 108	Music History: Baroque and Classical Periods	3
MU 109	Music History: Romantic and Contemporary Periods	3
MU 115	Fundamentals of Music Theory	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 171	Marching Band	1
MU 175	Instrumental Ensemble	1
MU 180	Saint Vincent College Singers	1
MU 181	Musical Theater Workshop	1
MU 182	Opera Workshop	1
MU 185	Saint Vincent Camerata	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 (18/19 credits)**

MU 090	Recital Attendance	0
MU 108	Music History: Baroque and Classical Periods	3
MU 115	Fundamentals of Music Theory	3
MU 425	Primary Instrument for Music Performance Majors	4
MU	Music Ensemble	1
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology Elementary Modern or Classical Language	3
or		
	Intermediate Modern or Classical Language	3
MA	Mathematics	3 or 4

One of the courses listed above will be taken and designated as a First-Year Seminar which will satisfy a core curriculum requirement.

**Spring Semester (17/19 credits)**

MU 090	Recital Attendance	0
MU 109	Music History: Romantic and Contemporary Periods	3
MU 425	Primary Instrument for Music Performance Majors	4
MU	Music Ensemble	1
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology Elementary Modern or Classical Language	3
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:		
HI	History	3
	Social Science	3

**MUSIC PERFORMANCE MAJOR —  
CONCENTRATION IN SACRED MUSIC (72 CREDITS)****Required each semester (36 credits):**

MU 090	Recital Attendance	0
MU 280	Supervised Sacred Music Practicum (1 credit per year)	4
MU 425	Primary Instrument for Performance Majors (4 credits for eight semesters or a total of 32 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 115	Fundamentals of Music Theory	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	
or		
MU 425	Gregorian Chant	2

**Ensemble (8 credits):**

MU 185	Saint Vincent Camerata (Camerata Scholars)	1
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**Additional Courses recommended (core curriculum requirements)**

- 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

Course descriptions can be found in the online *Bulletin Appendix*.



# NATURAL SCIENCES

## NATURAL SCIENCE CORE:

One 100-level NSCI course with lab and one 200-level NSCI course with lab or two 100-level Natural Science (BL, CH, PH or ES) courses with labs (primarily for students in Natural Science majors and minors)

or

One 100-level Natural Science with lab and one NSCI course with lab (primarily for students who may have started out in a Natural Science major and then changed to another discipline).

Distinguishing 100- and 200- level NSCI courses:

100 – These would be the introductory courses that focus on Parts A and B in the core goal:

- a) Describe the nature of scientific knowledge, use the scientific method, and comprehend, present and critique scientific work.
- b) Explain the most fundamental observations and models developed in the process of scientific inquiry.

200 – These courses would be the application courses that focus on Parts A and C of the core goal:

- a) Describe the nature of scientific knowledge, use the scientific method, and comprehend, present and critique scientific work.
- c) Evaluate the impact science has had on the human condition.

Those students starting at Saint Vincent prior to fall 2012 still need two science courses with lab for a total of eight credits that can be any NSCI courses. If students have not yet taken any science courses it is strongly recommended that students follow the current requirements.



# PHILOSOPHY

Michael P. Krom, *Chairperson*

George H. Leiner; Eugene V. Torisky; Margaret Watkins

In the broadest sense of the word, philosophy is simply the human attempt to understand one's life and place within the cosmos. 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 which 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 and the law.

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. 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 the major or minor degree program.

## Philosophy Learning Objectives

The Philosophy Department helps its majors and minors achieve the following goals:

- Develop a sophisticated understanding of philosophical thought in its historical context, exploring important philosophical systems charitably and accurately;
- Foster habits of logical thinking and critical analysis to analyze arguments, evaluate positions, and use reason in everyday life;
- Understand basic and advanced ethical theories and apply their principles to concrete problems in individual and social life;
- Synthesize related philosophical ideas from different sources, and engage them with students' own experience; and
- Skillfully articulate conceptual elements of philosophical thought in written and oral form, and develop high-level skills of independent scholarship.



## 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\* (These are in addition to the core requirement of First Philosophy PL 101):

PL 120	Logic	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 440 or 450	Senior Capstone Exam or Thesis	3

\*Those applying for graduate studies in philosophy are also required to complete *Symbolic Logic*, PL 250. All other majors are strongly encouraged to complete this course.

In addition to the 21 credits in these seven courses, 12 credits of work in four further courses, chosen in consultation with the student's advisor from the course offerings of the Philosophy Department.

Typically, this would include PL 220 Theories of Knowledge, and PL 230 Metaphysics. Students would also generally choose at least two courses from the following: PL 210 Philosophical Anthropology, PL 280 Thomistic Philosophy, PL 235 Philosophy of God, PL 245 Philosophy of Science. Students wishing to extend their study of ethics are encouraged to enroll in PL 216 Ethical Problems, PL 217 Environmental Ethics, or PL 218 Bioethics.

## 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, as well as 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: 54

21 credits in Philosophy, structured in the following way\* (These are in addition to the core requirement of First Philosophy PL 101):

PL 120	Logic	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 440	Senior Capstone Exam	3

or

PL 450	Senior Thesis	3
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\*Those applying for graduate studies in philosophy are also required to complete *Symbolic Logic*, PL 250. All other majors are strongly encouraged to complete this course.

27 credits in Politics, structured in the following way:

PS 100	Principles of American Politics	3
PS 135	Classical Political Thought	3
PS 136	Modern Political Thought	3
PS 242	International Politics	3

or

PS 343	Comparative Politics	3
PS 290	Institutions	3
PS 336	American Political Thought	3
PS 339	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 THE JOINT MAJOR IN PHILOSOPHY AND THEOLOGY: (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	Senior Capstone Exam or Thesis
or 450	Senior Capstone Exam or Thesis

### Six credits in Philosophy Electives

#### From Theology:

TH 119	First Theology
TH 300	Systematic Theology
TH 301	Biblical Theology
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)	

### Requirements for the minor:

18 credits, structured in the following way (These are in addition to the core requirement of First Philosophy PL 101):

PL 201	Ancient Philosophy	3
PL 202, 203, 204, or 206	(History sequence)	3
PL 215, 216, 217, or 218	(in Ethics curriculum)	3

Plus nine additional credits chosen in consultation with the student's advisor from the regular course offerings of the Philosophy Department.

## SEMESTER REVIEW

Having chosen philosophy as a major, each student will meet with his or her advisor to review the work of the previous semester. This is generally done each January for the previous fall semester, and in September for the previous spring 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 semester, at least one of which will be from a philosophy course (provided that the student had taken a course in the field the previous semester).

## 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.

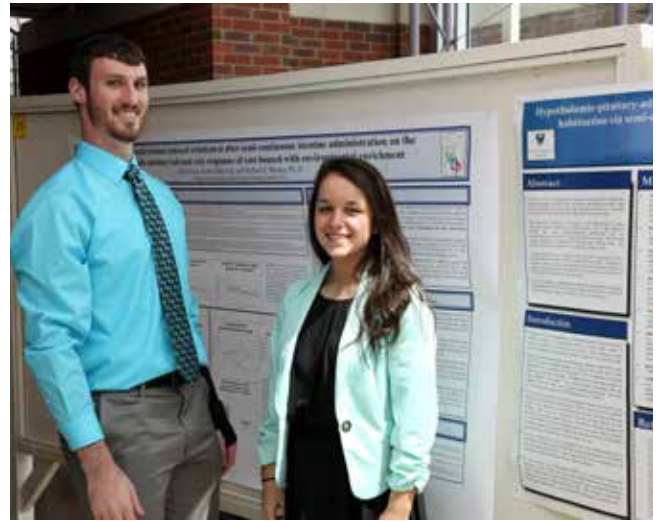
During the third semester before graduation, each student works with his or her faculty advisor to form a Senior Thesis or Examination Committee and choose a topic for the project. The student, with the guidance of the committee, plans the project and carries out the basic research. During the second semester before graduation the student enrolls in either PL440 (Senior Capstone Exam) or PL 450 (Senior Thesis).

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

PL 101	First Philosophy	3
PL 120	Logic	3
	Foreign Language (intermediate or advanced)	3 3
	EL 102/TH 119	3 3
	History/Social Sciences	3 3
	Social Sciences/Theology/English	3
	Mathematics/Fine Arts	3

All students will take one course designed as a First-Year Seminar which will satisfy a core curriculum requirement. PL 101 First Philosophy is a required course for the core curriculum and is additionally a prerequisite for any Philosophy course other than PL 120 Logic.

Course descriptions can be found in the online *Bulletin Appendix*.

# PHYSICS

Mohamed Anis Maize, *Chairperson*

Daniel Vanden Berk; Paul Follansbee; David W. Grumbine Jr.;  
John J. Smetanka

Professor Emeritus: Michael K. Gainer

The overall 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 Science, as well as students in the 3-2 Engineering program, and (3) non-science majors. The Department's mission is to prepare Physics and Physics Education majors by developing skills in experimental, theoretical and computational physics so 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, theoretical and computational 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 the private sector. The Physics Education program certifies students for careers as secondary school physics teachers. Students must contact the Education Department Chairperson for admission to the certification program.

## PHYSICS/PHYSICS EDUCATION LEARNING OBJECTIVES

- Knowledge of the fundamental theoretical fields of physics
- Understanding and practice of experimental nature of physical science
- Capability to perform independent research
- Entrance to and performance in graduate and professional schools
- Successful education certification and procurement of positions in secondary schools

## LEARNING OBJECTIVES FOR NON-MAJORS

- Other Science Majors: Knowledge and understanding of a broad variety of fundamental physics topics
- Other Science Majors: Understanding and practice of experimental nature of physical science in fundamental areas corresponding to broad survey of topics
- Non-Science Majors: Please refer to the Natural Sciences section

## 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, typically 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	General Physics I Laboratory	1
PH 114	General 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 111-113	Calculus I-III	12
MA 114	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) (68 credits):

NSCI 100	Astronomy	3
NSCI 101	Astronomy Laboratory	1
NSCI 135	Physical Geology	3
NSCI 136	Physical Geology Laboratory	1
PH 100	Physics Seminar	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
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 111-113	Calculus I-III	12
MA 114	Differential Equations	4
CH 101, 103	General Chemistry I and Laboratory	4
CH 102, 104	General Chemistry II and Laboratory	4
BL 150-151	General Biology and Laboratory	4

A thesis is required in the senior year.

See Education Department section of Bulletin for Education course requirements.

### Requirements for a Physics Minor: 19 credits

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

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 113-114 Calculus III and Differential Equations are recommended electives.

### Typical First-Year Schedule: 32 credits

#### Fall Semester

PH 100	Physics Seminar	1
MA 111	Calculus I*	4
CH 101	General Chemistry I*	3
CH 103	General Chemistry I Laboratory*	1
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
	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

CH 102	General Chemistry II*	3
MA 112	Calculus II*	4
CH 104	General Chemistry II Laboratory*	1
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
CS 110 C++	Programming I	3
or		
PH 214	Introduction to Fluids and Thermodynamics	3
	A core course	3

\*These courses fulfill the core curriculum requirements.

Course descriptions can be found in the online *Bulletin Appendix*.

## POLITICS

Bradley C. S. Watson, *Chairperson*

Bruce Antkowiak; Jerome C. Foss; Jason R. Jividen  
Distinguished Visiting Professor of Politics: Hon. Tom Corbett

Adjunct Faculty: Michael A. Arabia; Richard Coldren;  
Cecilia Dickson; Sacha A. Katuria; Mary Beth McConahey;  
George C. Miller; Gabriel Pellathy, Jr.; Richard Saccone

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. The city, Aristotle taught, is that association that allows a complete human life to be lived. But not every activity of the city promotes the complete human life, or happiness in a comprehensive sense. Political science, originally understood, was the study of the city's activities in order to understand which modes of political organization were best suited to promoting human happiness. That study, however, had to begin with the question of human happiness itself: What is human nature? Of what does the complete human life consist? How does such a life relate to the city? These are the questions of political philosophy, and no political science is complete without reference to them.

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.

Politics courses are designed to promote the following learning objectives:

- To present, engage, and understand the fundamental ideas that have shaped political life, particularly the political life of Western civilization. These ideas often conflict with one another, and are best approached at their source, namely through the Great Books.
- 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.

- To 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.

- To 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 experience.

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)

PS 100	Principles of American Politics	3
PS 135	Classical Political Thought	3
PS 136	Modern Political Thought	3
PS 242	International Politics	3
or		
PS 343	Comparative Politics	3
PS 290	Institutions	3
PS 336	American Political Thought	3
PS 339	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
PS	Politics electives (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 (40 credits)

PS 100	Principles of American Politics	3
PS 135	Classical Political Thought	3
PS 136	Modern Political Thought	3
PS 242	International Politics	3
or		
PS 343	Comparative Politics	3
PS 290	Institutions	3
PS 336	American Political Thought	3

PS 339	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
PS	Politics elective (Any PS class except PS 550)	3
BA 350	Statistics I	3
EC 360	Econometrics or BA 351 Statistics II	3
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 339 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:

PS 100	Principles of American Politics	3
PS 135	Classical Political Thought	3
or		
PS 136	Modern Political Thought	3
PS 290	Institutions	3
PS 336	American Political Thought	3
PS 339	Constitutional Law: National Powers	3
or		
PS 369	Constitutional Law: Civil Rights and 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

The Aurelius Scholars in Western Civilization is a program offered to motivated students interested in the intellectual heritage of Western civilization. It is open to all majors and minors in the McKenna School and to students considering a major or minor in the McKenna School. It should be of particular interest to students in the Politics Department. Aurelius Scholars are committed to taking a coherent sequence of courses in the Western educational tradition. The Aurelius sequence is designed to satisfy the college core curriculum in selected disciplines. Interested students should contact the Aurelius Scholars program director, Dr. Jason R. Jividen.

### 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, 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—Career Services 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 Pizza and Politics Club, 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 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	Spring
PS 100	Principles of American Politics	3	
	Foreign Language	3	3
PS 135	Classical Political Thought	3	
PS 136	Modern Political Thought		3
EL 102	Language and Rhetoric	3 or	3
TH 119	First Theology	3 or	3
	College Core	0-6	0-9

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

Course descriptions can be found in the online *Bulletin Appendix*.



# 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	4
CH 221-224	Organic Chemistry	8

## Junior Year

PH 111-114	General Physics	8
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Additionally, it is strongly recommended that Cell Biology (BL 208, 209) be completed by the end of the junior year. If scheduling permits, Mammalian 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 I	4

### Sophomore Year

BL 208, 209	Cell Biology with Lab	4
BL 224, 225	Mammalian Physiology with Lab	4
CH 221-224	Organic Chemistry with Lab	8

### Junior Year

PH 111-114	General Physics with Lab	8
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## 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 (16 credits)

BL 150, 151	General Biology I with Laboratory
CH 101, 103	General Chemistry I with Laboratory
MA 111	Calculus I
TH 119	First Theology

All students must take one four-credit course designated as a First-Year Seminar.

### Second Semester (18 credits)

BL 152, 153	General Biology II with Laboratory
CH 102, 104	General Chemistry II with Laboratory
MA 112	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 113	Calculus III
PH 111, 113	General Physics I with Laboratory

### Fourth Semester (17 credits)

BL 224	Mammalian 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 I	4

#### Sophomore Year

BL 208, 209	Cell Biology with Lab	4
BL 224, 225	Mammalian Physiology with Lab	4
CH 221-224	Organic Chemistry with Lab	8

#### Junior Year

PH 111-114	General Physics with Lab	8
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#### Senior Year

CH 251	Proteins and Metabolism	3
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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	Mammalian 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.

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

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

Bettie Davis, *Coordinator of the Physician Assistant, Physical Therapy and Occupation Therapy Programs*

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 the following fields: Physician Assistant, Physical Therapy, Occupational Therapy, and Pharmacy. These unique programs allow 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 one of these courses 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

To be eligible to be considered for admission to the PT, PA, or OT Duquesne-SVC cooperative programs, a student must have a combined SAT score in math and critical reading of 1100 or ACT score of 24. To maintain their eligibility for admission to these programs, students in the PA and PT programs must also maintain a 3.5 overall GPA at Saint Vincent College and obtain no more than one grade less than a B- in their science courses. Additionally, students in the OT program must maintain a 3.25 GPA overall. Please note that eligibility for admission to these programs does not guarantee acceptance into them. 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. Duquesne does not accept transfer students to these programs. Entry to these programs at Duquesne is only available through the SVC-Duquesne cooperative. Students who intend to pursue the

SVC-Duquesne cooperative must declare that intention in the first semester of their freshman year. 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.

## APPLICATION

The Duquesne-SVC cooperative programs are competitive and have limited seats available. As such, maintaining the required academic GPA and SAT standards does not guarantee that a student is selected for one of the available seats — admission to Duquesne is not guaranteed. For students interested in the PA, PT, or OT programs, the Pre-Professional Health Committee subsequently reviews each applicant and makes recommendations to Duquesne for the number of seats allotted to Saint Vincent. Students submit an application, personal statement, critical review essay, CV, high school transcript, all college transcripts, and three letters of reference to the Coordinator of the Duquesne Cooperative Programs the fall semester before transferring to Duquesne. Some programs such as Physical Therapy, require documentation of a minimum of 100 hours of volunteer or paid shadowing experience in a physical therapy setting. The 100 hours of shadowing experience must take place in at least two different settings, with no more than 50 hours of service counting at any setting. The Occupational Therapy program requires documentation of a minimum of 120 volunteer hours with 60 in a community setting providing services and 60 hours of volunteer or paid experience in occupational therapy. The Physician Assistant program requires 60 hours of shadowing. Students interested in the Pharmacy program should see the Pharmacy program advisor for additional information regarding the application process to that program. The Pre-Professional Health Committee recommends candidates to Duquesne based on academic performance, moral character, and the materials presented to the program coordinator.

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 coursework 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. In most instances, a total of two (2) non-science courses may be taken off campus after matriculation. No science courses may be taken off campus, except for science courses that are transferred into Saint Vincent College at matriculation. Students who transfer in multiple courses at the time of matriculation may take additional courses off campus. Since it is important to demonstrate the ability to take multiple math and science courses while maintaining an appropriate GPA, taking science courses at Saint Vincent during summer school is discouraged. The program coordinator and the Pre-Professional Health Committee periodically review the progress of the students enrolled in the programs and students will receive written feedback from the program coordinator. If a student experiences academic difficulty, the committee may make a recommendation to alter the plan of study or dismiss a student from the program. If a student's GPA drops below 2.75, they may be dismissed from the program.

A second 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, Liberal Arts or Integrated 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.

## PHYSICIAN ASSISTANT

The Physician Assistant cooperative program between Saint Vincent College and Duquesne University School of Health Sciences is a six-year bachelor's/master's degree program.

Upon successful completion of the fourth year, students who have not already earned a Bachelor's degree will be awarded a Bachelor of Arts in Liberal Arts from Saint Vincent College. Upon successful completion of the sixth year, students will be awarded a Master of Physician Assistant degree from Duquesne University.

Graduates are eligible to sit for the Physician Assistant National Certifying Examination. Duquesne University currently requires that all students transferring into their OT, PA and PT programs have a combined math and verbal SAT score of at least 1100. Sixty hours of shadowing is required. The required course of study while at Saint Vincent College follows:

### PHYSICIAN ASSISTANT (LIBERAL ARTS DEGREE 3-3)

#### 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
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
CA 120	Public Presentation	3
or		
CA 140	Interpersonal and Organizational Communication	3
	Intermediate Language	3
	First-Year Seminar	1
Total Fall		18

##### Spring Semester

BL 152	General Biology II	3
BL 153	General Biology II Lab	1
CH 102	General Chemistry II	3
CH 104	General Chemistry II Lab	1
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
	Intermediate Language	3
HI—	History (100 level)	3
Total Spring		17

#### Typical Sophomore Year Schedule

##### Fall Semester

BL 208	Cell Biology	3
BL 209	Cell Biology Laboratory	1
CH 221	Organic Chemistry I	3
CH 223	Organic Chemistry I Laboratory	1
PY 100	Introduction to Psychological Science	3
TH—	Theology Elective	3

PL 101	First Philosophy	3
Total Fall		17

### Spring Semester

BL 212	Microbiology	3
BL 213	Microbiology Laboratory	1
MA 109	Calculus I	4
PY—	Psychology Concentration	3
EL 202	Intermediate Writing	3
HI—	History (200 level)	3
Total Spring		17

### Typical Junior Year Schedule

#### Fall Semester

PL—	Philosophy	3
LA 200	Methods and Techniques of Research	3
PY 203	Statistics I	3
PY—	Psychology Concentration	3
TH 280	Catholic Bioethics	3
PH 111	General Physics I	3
PH 113	General Physics I Laboratory	1
Total Fall		19

#### Spring Semester

AN 222	Cultural Anthropology	3
LA 250	Junior Seminar	3
PY—	Psychology Concentration	3
FA—	Fine Arts	3
EL—	Literature Course	3
BL 224	Mammalian Physiology	3
Total Spring		18

#### Summer Semester

LA 350	Independent Study	3
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### Senior Year (First Year at Duquesne)

27 additional credits to satisfy requirements for the BA in Liberal Arts

Four credits at Duquesne to satisfy requirements for Biology minor

Three credits at Duquesne to satisfy requirements for Psychology Concentration

### PHYSICAL THERAPY

The Physical Therapy cooperative program between Saint Vincent College and Duquesne University School of Health Sciences is a six-year doctoral program. Upon successful completion of the fourth year, students who have not already earned a Bachelor's degree will be awarded a Bachelor of Science in Biology or Bachelor of Arts in Liberal Arts from Saint Vincent College. Upon successful completion of the sixth year, students will be awarded a Doctor of Physical Therapy degree from Duquesne University. Graduates will be eligible to sit for state licensure examinations. **Duquesne University currently requires that all students transferring into their PA and PT programs have a combined math and verbal SAT score of at least 1100.**

The required course of study while at Saint Vincent College follows:

### BIOLOGY MAJOR FOR PHYSICAL THERAPY

#### 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

TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
	Intermediate Language	3
HI—	History Elective (100 level)	3
	First-Year Seminar	1
Total Fall		18

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

#### 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
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	Intermediate Language	3
HI—	History Elective (200 level)	3
Total Spring		17

### Typical Sophomore Year Schedule

#### Fall Semester

BL 208	Cell Biology	3
BL 209	Cell Biology Laboratory	1
CH 221	Organic Chemistry I	3
CH 223	Organic Chemistry I Laboratory	1
PL 101	First Philosophy	3
TH 280	Catholic Bioethics	3
MA 109	Calculus I	4
Total Fall		18

#### Spring Semester

BL 212	Microbiology*	3
BL 213	Microbiology Laboratory	1
or		
BL 224	Mammalian Physiology**	3
BL 225	Mammalian Physiology Laboratory	1
or		
BL 216	Biotechnology*	3
BL 217	Biotechnology Laboratory	1
CH 222	Organic Chemistry II	3
CH 224	Organic Chemistry II Laboratory	1
PY 100	Introduction to Psychological Science	3
MA 110	Calculus II	4
PL—	Philosophy Elective	3
Total Spring		18

### Typical Junior Year Schedule

#### Fall Semester

BL 220	Comparative Anatomy**	3
BL 221	Comparative Anatomy Laboratory	1
or		
BL 232	Ecology***	3
BL 233	Ecology Laboratory	1
or		
BL 240	Conservation Biology***	3
BL 241	Conservation Biology Laboratory	1
or		
BL 214	Molecular Genetics*	3
BL 215	Molecular Genetics Laboratory	1
PH 111	General Physics I	3
PH 113	General Physics I Laboratory	1

PY 203	Statistics I	3
EL—	Literature Elective	3
TH—	Theology Elective	3
Total Fall		17

### Spring Semester

BL 234	Evolution***	3
BL 235	Evolution Laboratory	1
or		
BL 236	Aquatic Ecology and Toxicology***	3
BL 237	Aquatic Ecology and Toxicology Laboratory	1
or		
BL 224	Mammalian Physiology**	3
BL 225	Mammalian Physiology Laboratory	1
or		
BL 212	Microbiology*	3
BL 213	Microbiology Laboratory	1
or		
BL 216	Biotechnology*	3
BL 217	Biotechnology Laboratory	1
PH 112	General Physics II	3
PH 114	General Physics II Laboratory	1
BL 301	Junior Research Seminar	2
EL—	English Elective	3
Total Spring		13

### Summer Semester

BL 302	Research Project	2
BL 303	Research Thesis	1
Total Credits at Saint Vincent		104

The remaining three years are to be completed at Duquesne University.

\*Cell and Molecular concentration course

\*\* Organismal concentration course

\*\*\* Population concentration course

Students must complete one cell and molecular course with lab, one organismal course with lab and one population course with lab.

## PHYSICAL THERAPY (LIBERAL ARTS MAJOR TRACK, WITH MINOR IN BIOLOGY AND CONCENTRATION IN PSYCHOLOGY)

### Typical First-Year Schedule

#### Fall Semester

	First Year Seminar	1
BL 150	General Biology I	3
BL 151	General Biology Laboratory I	1
CH 101	General Chemistry I	3
CH 103	General Chemistry I Laboratory	1
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
	Intermediate Language	3
Total Fall		15

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

#### 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
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3

	Intermediate Language	3
HI—	History Elective (100 Level)	3
Total Spring		17

### Typical Sophomore Year Schedule

#### Fall Semester

BL 208	Cell Biology	3
BL 209	Cell Biology Laboratory	1
PY 100	Introduction to Psychological Science	3
PL 101	First Philosophy	3
TH—	Theology Elective	3
MA 109	Calculus I	4
Total Fall		17

#### Spring Semester

BL—	Biology Elective	3
BL—	Biology Laboratory Elective	1
MA 110	Calculus II	4
PY—	Psychology Elective	3
EL—	English Elective	3
HI—	200-Level History	3
Total Spring		17

### Typical Junior Year Schedule

#### Fall Semester

PL—	Philosophy	3
PH 111	General Physics I	3
PH 113	General Physics Lab I	1
LA 200	Methods and Techniques of Research	3
PY 203	Statistics I	3
PY—	Psychology	3
TH 280	Catholic Bioethics	3
Total Fall		19

#### Spring Semester

AN 222	Cultural Anthropology	3
PH 112	General Physics II	3
PH 114	General Physics Laboratory II	1
LA 250	Junior Seminar	3
PY—	Psychology Elective	3
EL—	English Elective (Literature)	3
Total Spring		16

### Summer Semester

LA 350	Independent Study	3
Total Credits at Saint Vincent		108

### Senior Year (First Year at Duquesne)

24 additional credits to satisfy requirements for the BA in Liberal Arts

Four (4) credits at Duquesne to satisfy requirements for Biology minor

Three (3) credits at Duquesne (435) Psychology of Illness and Disability to satisfy requirements for Psychology Concentration.

### OCCUPATIONAL THERAPY

The Occupational Therapy cooperative program between Saint Vincent College and Duquesne University School of Health Sciences is either a five-year master's degree program or a six-year doctoral program. Students entering the program in 2015 must choose either the master's program or the doctoral program upon entrance to Saint Vincent College. Students entering the program after 2015 must enter the doctoral program. The master's program will no longer be offered after 2015. Upon successful completion of the fourth year, students who have not already

earned a bachelor's degree will be awarded a Bachelor of Science in Health Sciences from Duquesne University. For students entering the master's program, upon successful completion of the fifth year, students will be awarded a Master of Occupational Therapy degree from Duquesne University. Students who enter after 2015, upon successful completion of the sixth year, the students will be awarded an Occupational Therapy Doctorate degree.

Graduates will be eligible to sit for the National certification examination administered by the National Board for Certification in Occupational Therapy and apply for state licensure, if required. Duquesne University currently requires that all students transferring into their OT, PA and PT programs have a combined math and verbal SAT score of at least 1100. Sixty hours of shadowing is required. Sixty hours of community service is required.

### 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
CA 120	Public Presentation	3
or		
CA 140	Interpersonal and Organizational Communication	3
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
PY 100	Introduction to Psychological Science	3
	First-Year Seminar	1
Total Fall		18

#### Spring Semester

BL 152	General Biology II	3
BL 153	General Biology II Lab	1
PL 101	First Philosophy	3
TH 119	First Theology	3
or		
EL 102	Language and Rhetoric	3
SO 101	Introduction to Sociology	3
MA 104		
or		
MA 109	Calculus I preferred	3 or 4
Total Spring		16 or 17

### Typical Second-Year Schedule

#### Fall Semester

BL 220	Comparative Vertebrate Anatomy	3
BL 221	Comparative Vertebrate Anatomy Laboratory	1
PH 111	General Physics I	3
PH 113	General Physics I Laboratory	1
BA 350	Statistics I	3
or		
PY 203	Statistics I	3
CS 102	Fundamentals of IT and Computing	3
SO 105	Chemical Dependency	3
Total Fall		17

### Spring Semester

BL 224	Mammalian Physiology	3
BL 225	Mammalian Physiology Laboratory	1
EL—	Literature Elective	3
	Ethics <sup>2</sup>	3
	Fine Arts Elective	3
	Global Diversity <sup>1</sup>	3
Total Spring		16
Total credit hours at Saint Vincent College		67

All students transferring to Duquesne University must complete courses in the following core areas. Below is a list of core areas and the courses that fulfill the requirement.

1 Global Diversity includes one of the following: TH 380 World Religions, TH 385 Buddhism, HI 108 Traditional East Asian Societies I, HI 109 Modern East Asian Societies, HI 233 History of Latin America, HI 270 The Rise of Chinese Civilization, HI 280 Islamic Civilization I 3, HI 123 Global History I (preferred), or HI 102 Western Civilization I

2 Ethics includes either PL 218 Bioethics, or TH 280 Catholic Bioethics

3 Communication includes one of the following: CA 120 Public Presentation or CA 140 Interpersonal and Organizational Communication

Social Justice: SO 101 Introduction to Sociology, TH 250 Introduction to Moral Theology, TH 265 God, Work, and Money  
Philosophy: PL 101 First Philosophy  
Creative Arts: Fine Arts Elective  
Developmental Psychology  
Medical Terminology

### 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
TH 119	First Theology	3
or		
EL102	Language and Rhetoric	3
PL 101	First Philosophy	3
	First Year Seminar	1
Total Fall		15



### Spring Semester

BL 152	General Biology II	3
BL 153	General Biology II Lab	1
CH 102	General Chemistry II	3
CH 104	General Chemistry II Lab	1
TH 119	First Theology	3
or		
EL102	Language and Rhetoric	3
PY 100	Introduction To Psychology	3
MA 109		
or		
MA 111	Calculus I	4
Total Spring		18

### Typical Second-Year Schedule

#### Fall Semester

CH 221	Organic Chemistry I	3
CH 223	Organic Chemistry I Laboratory	1
PH 111	General Physics I	3
PH 113	General Physics I Laboratory	1
BA 350	Statistics I	3
or		
PY 203	Statistics I	3
EC 101	Microeconomics	3
or		
EC 102	Macroeconomics	3
	Global Diversity <sup>1</sup>	3
Total Fall		17

#### Spring Semester

CH 222	Organic Chemistry II	3
CH 224	Organic Chemistry II Laboratory	1
	Ethics <sup>2</sup>	3
	Faith and Reasoning <sup>3</sup>	3
	Fine Arts	3
EL—	English Literature	3
Total Spring		16

1 Global Diversity includes one of the following: TH 380 World Religions, TH 385 Buddhism, HI 108 Traditional East Asian Societies, HI 109 Modern East Asian Societies, HI 233 History of Latin America, HI 270 The Rise of Chinese Civilization, HI 280 Islamic Civilization I 3, HI 123 Global History I (preferred), HI 102 Western Civilization I, or SO 101 Introduction to Sociology  
2 Ethics includes one of the following: PL 215 Ethics, PL 216 Ethical Problems, TH 275 Catholic Sexual Ethics, PL 218 Bioethics, or TH 280 Catholic Bioethics

3 Faith and Reasoning includes one of the following: PL 235 Philosophy of God, PL 240 Influence of Philosophy on Theology, TH 255 Religion and Politics, TH 300 Systematic Theology, TH 325 Vatican II History and Theology, TH 344 Classics in Catholic Theology, TH 348 Film, Fiction and Faith, TH 366 Religious Beliefs of Abraham Lincoln

Philosophy: PL 101 First Philosophy  
Theology: TH 119 First Theology  
Creative Arts: Fine Arts Elective

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.

Course descriptions can be found in the online *Bulletin Appendix*.

## 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.

There are three important ways in which Saint Vincent can help you achieve these goals.

### AN UNDERGRADUATE CURRICULUM TO READY YOU FOR LAW SCHOOL

While individual courses in logic, advanced writing and principles of the judicial process will help acclimate you to the legal system and prepare you for the important LSAT exam, recognize this truth: there is no one major in college that best prepares you for law school or best positions you to be accepted by law schools you will want to attend. Each of the four schools at Saint Vincent can help you fashion an undergraduate curriculum that will make you a desired candidate for law school and prepare you to succeed in any law school program. These curriculum options will allow you to exhibit a rigorous work ethic and the necessary level of competence in the areas most critical to success in the study and practice of law:

- your capacity to synthesize a large body of material;
- your skill in analyzing that material to discern the key principles that will lead to a strategy to resolve the problem the material presents; and,

• your ability to advocate that strategy with force and clarity. Explore these options with the help of the Deans of each of the schools.

### 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 in-depth 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.

### A SUPPORTIVE COMMUNITY

The community at Saint Vincent supports those who seek their vocation in the law through active student and alumni Pre-Law organizations that sponsor mentoring programs, raise money to lessen the cost of LSAT prep courses, and support our excellent Mock Trial Team. Our Career Center makes the process of applying to law schools effective and efficient, and our pre-law advisor is available to students in any major for advice and counseling on the many decisions that have to be made in pursuing a career in the law. An LSAT prep course is offered by our faculty in the spring semester to help students score well on a test that is important to law schools.

A special level of support is offered to students who achieve recognition as a Saint Vincent Law Scholar. The Deans of the four schools and the pre-law advisor will identify truly exceptional candidates and certify to the law schools that they have demonstrated the academic and ethical attributes necessary to meet the highest standards of law school study and the practice of law that lies beyond it.

Among the criteria for this prestigious designation are the following. A complete list of criteria appears on the College website.

- Attain a GPA that equals or exceeds that which is required for graduation with honors.
- Attend a pre-law orientation session.
- Taken some program of preparation for the LSAT and achieved a score that is consistent with their overall academic performance.
- Complete:
  - a. A three-credit course in Logic or a comparable course in analytical reasoning.
  - b. Six credits in courses in advanced writing, or their equivalent.
  - c. Six credits in courses involving the study of the law or the legal system. A list of these courses will be available through the pre-law advisor.
- Show evidence of excellence in a rigorous course of study.
- Obtain support from faculty members who are intimately familiar with the depth and quality of the student's work.
- Demonstrate high moral caliber.
- Complete relevant internships and mentor experiences.
- Submit an essay demonstrating the student's passion for the study and practice of law, their commitment to upholding the highest traditions of the law, and their dedication to using their legal education in the service of the ends of justice.

Lastly, information about a 3-3 program in law is available through the pre-law advisor.

Course descriptions can be found in the online *Bulletin Appendix*.

## PSYCHOLOGICAL SCIENCE

Christopher Oldenburg, *Chairperson*

Devin Fava; Vernon A. Holtz, O.S.B.; Junlei Li; Mark Rivardo; Kristine L. Slank; Susan Walker

Adjunct Faculty: Joanne Kornides; Larry Montemurro; Mary Niemiec; Paul Niemiec; Courtney Ryan; Tanya Shearer

The Department of Psychological Science offers a program of study that is designed to prepare students for both advanced and applied work in the professional and scientific areas of psychology and related fields including health, business, law, education, and human services. 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 complete list of programs offered by the department (or programs in which psychology courses are a key component) include the following:

- Bachelor of Science Degree in Psychology
- Minor in Psychology
- Addictions Specialist Training Certificate
- Psychology Scholars Program
- Bachelor of Arts Degree in Psychology Education
- Minor in Children's Studies
- Double major in concert with the Sociology Department

Beginning as early as the first year, students who meet the requirements may opt to enroll in Directed Research, which involves assisting faculty and senior Psychology majors in the conduct of their research. Students may also wish to take advantage of the Department's seminar courses. The seminar courses are one component of our Psychology Scholars Program, but the courses are available to all intellectually motivated students. The seminars provide students an opportunity to engage in small group discussion of scholarly readings on advanced topics and to enhance their skills in critical thinking, analytical reading, and written and oral expression.

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 LEARNING OBJECTIVES

- Students will demonstrate understanding of research methodology in psychological science and will gain a full appreciation of sound, scholarly research as the foundation of the discipline.
- Students will demonstrate understanding of and the ability to apply the major concepts in the key disciplines within the field of psychological science, including Abnormal, Biological, Cognitive, Developmental, Learning, and Social Psychology.
- Students will develop written communication skills that enable them to communicate effectively and in a professional manner.
- Students will develop the oral communication skills that are needed to make professional presentations that are appropriate to the audience.
- Students will develop technological skills that enable them to locate sources, conduct statistical analyses, and construct effective

graphs, and written documents. Students will also be able to use email, Blackboard and PowerPoint.

- Students will have an understanding of the major ethical issues associated with psychological research, application, and professional behavior.
- Students will be prepared for employment and graduate study in psychology-related areas; they will be familiar with the variety of career and graduate school options.

### Requirements for the Bachelor of Science Degree in Psychology (38 credits)

(Also see core curriculum requirements.)

PY 100	Introduction to Psychological Science	3
PY 203	Statistics I	3
PY 204	Statistics II	3
PY 331	Biological Psychology	3
PY 341	Research Methods in Psychological Science	4
PY 550	Psychology Internship	1-3

#### One of the following three:

PY 212	Child Development	3
PY 214	Adolescent Development	3
PY 216	Psychology of Adult Development	3

#### Two of the following three:

PY 243	Abnormal Psychology	6
PY 244	Theories of Personality	6
PY 260	Social Psychology	6

#### One of the following two:

PY 308	Cognitive Psychology	3
PY 309	Learning	3

#### One of the following two\*:

PY 382	Psychological Assessment	3
PY 390	History and Systems of Psychology	3

\*Students who complete both PY 308 and PY 309 are exempt from this requirement.

One additional three-credit 300-level psychology course	3
One of the following two:	3

PY 401 Capstone: Research Review and Analysis	3
PY 405 Research Thesis I**	3

\*\*PY 405 requires a minimum 3.5 grade point average in all psychology courses and students who register for PY 405 should do so with the expectation that they will complete PY 406 (Capstone: Research Thesis II).

### REQUIREMENTS FOR MINOR IN PSYCHOLOGY (18 CREDITS)

PY 100	Introduction to Psychological Science	3
<b>Two of the following four:</b>	<b>6</b>	

PY 212	Child Development	3
PY 243	Abnormal Psychology	3
PY 244	Theories of Personality	3
PY 260	Social Psychology	3

#### Two courses from the following six:

PY 308	Cognitive Psychology	6
PY 309	Learning	6
PY 322	Health Psychology	6
PY 331	Biological Psychology	6
PY382	Psychological Assessment	6
PY 390	History and Systems of Psychology	6

Any additional one three-credit course offered by the department: 3

### 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 and philosophies, legal rights of clients, and the development of specific treatment skills including intake, orientation, treatment planning, case management, crisis intervention, client advising, referral, documentation, consultation, and case presentation. 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 24 credits (or 15-18 additional credits for Psychology majors). At least 12 credits must be earned at Saint Vincent College. The curriculum is based on the assumption that the student has had Introduction to Psychology or an equivalent course. Required Courses:

SO 105	Chemical Dependency	3
PY 214	Adolescent Development	3
PY 219	Introduction to Counseling	3
PY 251	Family Systems	3
PY 252	Rehabilitative Treatment Systems	3
PY 280	Interpersonal and Group Processes	3

#### One of the following two:

PY 243	Abnormal Psychology	3
CLS 377	Addiction and Crime	3

#### One of the following two:

PY 322	Health Psychology	3
PY 331	Biological Psychology	3

Upon completion of the program, Saint Vincent College will award an Addiction Specialist Training Certificate as a credential of achievement. The 300 clock hours of instruction in the addiction field may also be applied toward fulfilling the Pennsylvania Chemical Abuse Certification Board (PCACB) instructional requirements for state certification (see [www.pacertboard.org](http://www.pacertboard.org)). Twenty-five clock hours of approved instruction can be applied toward the 50-hour recertification requirements of the PCACB.

### THE PSYCHOLOGY SCHOLARS PROGRAM

The Psychology Scholars Program is designed to provide high quality students with an intensive education in the science of psychology. Through the program, students receive the educational background for admittance to and success in graduate school. The program is rooted in the liberal arts tradition and places strong emphasis on the reading and analysis of scholarly work, class discussion, and written assignments. Interested students apply for admittance to the program in the spring semester of their sophomore year.

In addition to completing the requirements of the Psychology major, students in the Psychology Scholars Program fulfill the following requirements\*:

- Participants complete a research thesis (PY 405 and PY 406).
- Participants complete three seminar courses offered in the department. Seminar courses emphasize the reading of primary source material, class discussion, and written assignments.
- Participants attend a regional or national psychology conference in the junior or senior year.
- Participants present their research at a psychology conference; they apply for an A. J. Palumbo Student Research Grant to fund their travel, if applicable.
- Participants maintain a 3.67 GPA in psychology courses and a 3.50 overall GPA.

*\*Students not admitted to the Psychology Scholars Program are eligible to participate in any of the above activities if the student meets the requirements of the particular activity. Students who fulfill all requirements of the Psychology Scholars Program receive special recognition as a Psychology Scholar.*

### **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 the education field.

Students who major in Psychology Education are not allowed to major in Psychology and are not allowed to major in any program in the Education department. Students are not allowed to declare a major in Psychology Education until their junior year.

### **REQUIREMENTS (PSYCHOLOGY EDUCATION MAJOR) (55 CREDITS)**

ED—	21 Credits in Education (any ED courses)	21
PY 115	Educational Psychology	3
PY 201	Applied Statistics and Research Methods	3
PY 260	Social Psychology	3
PY 290	Psychology of Exceptional Student	3
PY 308	Cognitive Psychology	3
PY 309	Learning	3
PY 331	Biological Psychology	3
PY 381	Educational Testing	3
PY 550	Internship in Psychology	1-3
<b>One of the following two:</b>		3
PY 212	Child Development	
PY 214	Adolescent Development	
<b>Two of the following three:</b>		6
PY 219	Introduction to Counseling	
PY 243	Abnormal Psychology	
PY 251	Family Systems	

### **MINOR IN CHILDREN'S STUDIES**

The Minor in Children's Studies is an interdisciplinary program of study inspired by the work of the Fred Rogers Center for Early Learning and Children's Media. The minor seeks to enhance students' understanding of children from a variety of disciplinary perspectives, providing students with a broad-based examination of childhood grounded in the tradition of the liberal arts. The Children's Studies minor is suitable for students who have an interest in childhood, whether it is part of their professional plans, an academic interest, and/or a personal interest. The minor may be of particular interest to Psychology majors who are interested in working with children and families. See requirements for the Minor in Children's Studies.

### **PSYCHOLOGY-SOCIOLOGY DOUBLE MAJOR**

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**

#### **Fall Semester**

PY 100	Introduction to Psychological Science – First-Year Seminar	4
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
PY 243	Abnormal Psychology (if entering with PY 100 credit) Intermediate Modern or Classical Language Mathematics History, Fine Arts, Philosophy, or Social Science	3 3 3

#### **Spring Semester**

PY 260	Social Psychology	3
TH 119	Exploring Religious Meaning	3
or		
EL 102	Language and Rhetoric Intermediate Modern or Classical Language History, Fine Arts, Philosophy, or Social Science	3 3 3

Course descriptions can be found in the online *Bulletin Appendix*.



# PUBLIC POLICY

Bradley C.S. Watson, *Program Chairperson*

Bruce Antkowiak; Charles Fazzi; Robert DePasquale;  
Jerome C. Foss; Thomas Holowaty; Andrew R. Herr;  
William J. Hisker; Peter M. Hutchinson; Jason R. Jividen;  
Gary Quinlivan; Courtney Stopansky

Distinguished Visiting Professor of Politics:  
Hon. Tom Corbett

Adjunct Faculty: Michael A. Arabia; Mark D'Amico;  
Cecilia Dickson; Mary Beth McConahey; George C. Miller;  
Gabriel B. Pellathy, Jr.; Joseph Polka; Richard Saccone

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 Services office.

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 (43 CREDITS)

BA 100	Financial Accounting I	3
BA 150	Managerial Accounting	3
BA 350	Statistics I	3
BA 351	Statistics II	3
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 I	4
PS 100	Principles of American Politics	3

PS 242	International Politics	3
PS 336	American Political Thought	3
PS 345	Domestic Public Policy	3
PS 480	Senior Thesis (on a public policy topic)	3

This major satisfies all of the social sciences requirements of the college core curriculum. After completing this major and the college core, you will have 34 credits for electives.

## Typical First-Year Schedule

### Fall/Spring

EC 101, 102	Principles of Microeconomics and Macroeconomics	3 or 3
PS 100	Principles of American Politics	3
BA 100	Financial Accounting I	3
BA 150	Managerial Accounting	3
College Core—Foreign Language		3 or 3
TH 119	First Theology	3 or 3
EL 102	Language and Rhetoric	3 or 3
MA 109	Calculus I	4 or 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 104	Introduction to Management	3
BA 150	Managerial Accounting	3
BA 170	Organizational Behavior	3
BA 350	Statistics I	3
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	3
or		
BA 102	Survey of Accounting	3
BA 350	Business Statistics I	3
PS 100	Principles of American Politics	3
PS 345	Domestic Public Policy	3

The student will also be required to choose two courses from the following list:

BA 104	Introduction to Management	3
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.

Course descriptions can be found in the online *Bulletin Appendix*.

# SOCIOLOGY/ ANTHROPOLOGY

Phyllis Riddle, *Chairperson*

Bruce A. Antkowiak; Elaine Bennett; Thaddeus Coreno;  
Eric Kocian

Adjunct Faculty: Angela Belli; Paul Burkey; Adam Cogan;  
Michael Kuhar; Anthony Mucha; Candace Ragin;  
Elizabeth Ventura; James Wilson

The Department offers a Bachelor of Arts degree in Sociology, Anthropology, and Criminology, Law and Society, as well as a minor in three courses of study: Sociology, Anthropology, and Criminology, Law and Society. 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 or 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.

The major in Criminology, Law, and Society will prepare students for a wide variety of careers and professional programs and will inform students about the influence of social forces on the legal system and how the law affects society. The major is suitable for students who wish to pursue advanced study in areas such as sociology, law, social welfare, and other areas of study which would benefit from an understanding of social forces; and those who wish to gain a sociological understanding of law and society before seeking careers in criminal justice, social work, politics, public policy, public administration, and other service occupations.

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 LEARNING OBJECTIVES**

- To develop an understanding of the field of sociology and how social forces shape our understanding of social reality by demonstrating the relevance of key concepts in the discipline, especially the connection between the individual and social structure (the sociological imagination), and by linking social locations such as class, age, gender, race and ethnicity to life changes and social trends
- To understand the role of theory in sociology and how to apply key concepts of sociological inquiry in social analysis
- To understand the role of evidence in research, to be familiar with quantitative and qualitative research methods in sociology, and to be aware of ethical issues in research
- To think critically by distinguishing between arguments based on empirical evidence and arguments based simply on opinion; identifying underlying assumptions in theoretical orientations or methodological approaches; and to examine one's own cultural practices, beliefs, and values
- To provide a clear and concise sociological analysis — written or oral presentation — of sociological content, such as an account of a social event, topic, issue, or problem, or writing a clear and concise report of the findings from empirical sociological analysis

## **ANTHROPOLOGY LEARNING OBJECTIVES**

- Develop an understanding of the connection between the individual and social structure by making the connection between Western cultural constructions and universal cultural patterns and making the connection between cultural phenomena and specifically human modes of physicality, ecology and grammatical structures of the mind.
- Demonstrate the ability to understand and/or apply theory in anthropology by demonstrating a critical understanding of concepts and using them correctly; evaluating texts and understanding the major principles, controversies, and critiques; demonstrating the knowledge of the diverse ways of being human; appreciating the interplay of relative cultural constructions and universal themes of pan-human nature.
- Develop analytical skills relevant to 21st century anthropology by making connections between the past and the present, the local and the global, and by demonstrating an understanding of the basic analytic techniques of physical anthropology, cultural anthropology, linguistics, and/or archaeology.
- Demonstrate the ability to conduct research (original or secondary) in anthropology and be aware of ethical issues in research.
- Demonstrate the ability to clearly communicate verbally and in writing by constructing a logical argument from primary literature, and knowing how to properly reference and cite academic sources.

## **CRIMINOLOGY, LAW, AND SOCIETY LEARNING OBJECTIVES**

- Demonstrate an understanding of the criminal justice system and its components.
- Demonstrate an understanding of criminological theories and their application to contemporary public policy.



- Demonstrate an ability to integrate and apply analytical skills and substantive knowledge to specific problems in criminology.
- Demonstrate an understanding of the role of diversity and human experience in the application and study of criminology.
- Demonstrate an ability to use skills in critical thinking, synthesis and analysis of informational sources about criminal law, policing, corrections, research, and social justice.
- Demonstrate knowledge of the role of ethics, morals, and values in the field of criminology.
- Demonstrate an understanding of basic research methodology.

#### 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	Qualitative Research Methods	3
SO 405	Senior Seminar I	3
SO 450	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	Qualitative 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 106	Sociology and Global Issues	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 BACHELOR OF ARTS DEGREE IN CRIMINOLOGY, LAW, AND SOCIETY

##### B.A. Criminology, Law, and Society Requirements: (42 credits)

CLS 101	Introduction to Criminology	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 404	Ethical Decisions and Dilemmas in Criminal Justice	3
CLS 410	Criminological Theories	3
CLS 490	Criminology, Law, and Society Capstone Project	3

##### One of the following:

PY 203	Statistics I	3
BA 350	Statistics I	3

#### Five of the following (15 credits)

CLS 155	American Judicial System	3
CLS 176	The Investigation and Prosecution of Urban Street Gangs	3
CLS 205	Criminal Trial Evidence	3
CLS 269	Agency Management	3
CLS 305	Violence and Victimology	3
CLS 320	White Collar Crime	3
CLS 340	Principles of Homeland Security	3
CLS 344	Financing Criminal Organizations	3
CLS 355	Sentencing	3
CLS 360	Prediction and Prevention of Criminal Conduct	3
CLS 375	International Criminal Law	3
CLS 376	Federal Criminal Law	3
CLS 380	Criminology of Firearms	3
CLS 440	Advanced Constitutional Law	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
AN 360	or	
SO 356	Qualitative or Quantitative Research Methods	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.

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
PS 390	Environmental Law
BA 340	Business Law
EL 108	Technical Writing
EL 109	Business Communications

#### 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
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**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	Qualitative 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.

**REQUIREMENTS FOR A MINOR IN CRIMINOLOGY, LAW, AND SOCIETY: (18 CREDITS)**

**Required Courses:**

SO 204	Deviance	3
CLS 101	Introduction to Criminology	3
CLS 215	Juvenile Justice	3
CLS 227	Criminal Law and Process	3
CLS 404	Ethical Decisions and Dilemmas in Criminal Justice	3

One of the following: CLS 230 or any 300 or 400 level CLS course 3

**REQUIREMENTS FOR A MINOR IN FORENSIC STUDIES – COMPUTER SECURITY: (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 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 – 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 Procedures	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
BL 214/215**	Molecular Genetics and Lab	4
CH 252/253	Nucleic Acids and Membranes 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 – 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

**TEACHER PREPARATION**

Sociology, Anthropology, or 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**.

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
EL 102		
or		
TH 119	Language and Rhetoric or First Theology	3
	Modern or Classical Language	3 or 4
PY 100	Introduction to Psychological Science	3
	History or Natural Science Core	3

**Spring Semester**

SO	Elective	3
AN 222	Cultural Anthropology	3
EL 102	Language and Rhetoric or First Theology	3
or		
TH 119	Modern or Classical Language History, Math, or Natural Science Core	3 or 4 6 or 7

*\* One course must be a First-Year Seminar (4 cr.).  
\*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 121	Anthropology I	3
EL 102	Language and Rhetoric or First Theology	3
TH 119	Modern or Classical Language History, Math, or Natural Science Core	3 or 4 6 or 7
SO 101	Introduction to Sociology	3
or		
PY 100	Introduction to Psychological Science	3
SO 106	Sociology and Global Issues History or Natural Science Core	3 3 or 4

**Spring Semester**

AN 222	Cultural Anthropology	3
EL 102	Language and Rhetoric or First Theology	3
TH 119	Modern or Classical Language History, Math, or Natural Science Core	3 or 4 6 or 7

*\* One course must be a First-Year Seminar (4 cr.).  
\*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**

**Criminology, Law, and Society\***

**Fall Semester\***

CLS 101	Introduction to Criminology	3
EL 102	Language and Rhetoric or First Theology	3
TH 119	Modern or Classical Language History, Math, or Natural Science Core	3 or 4 6 or 7
SO 101	Introduction to Sociology	3
or		
PY 100	Introduction to Psychological Science	3
	History or Natural Science Core	3 or 4

**Spring Semester**

CLS	Elective	3
EL 102	Language and Rhetoric or First Theology	3
TH 119	Modern or Classical Language History, Math, or Natural Science Core	3 or 4 6 or 7
SO 101	Introduction to Sociology	3
or		
PY 100	Introduction to Psychological Science	3

*\* One course must be a First-Year Seminar (4 cr.).  
\*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.*

Course descriptions can be found in the online **Bulletin Appendix**.



# THEOLOGY

Jason King, *Chairperson*

Rev. John Aupperle; Rabbi Jason Edelstein; Thomas Hart, O.S.B.; Elliott Maloney, O.S.B.; Christopher McMahon; Nathan Munsch, O.S.B.; Catherine Petraney; Patricia Sharbaugh

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 LEARNING OBJECTIVES

- Understand the meaning of the Christian scriptures and the various methods necessary for studying them.
- Understand and contextualize the major doctrines of Christianity in general and Catholicism in particular.
- Understand the relevance of the Christian tradition to contemporary moral issues.
- Understand the Catholic approach, as articulated by the Second Vatican Council, to the true and holy as expressed in other religious and intellectual traditions.

The Department of Theology offers a major and a minor:

- A Bachelor of Arts in Theology
- A minor in Theology

## THEOLOGY MAJOR REQUIREMENTS: (30 CREDITS)

The basic requirements are below. Majors wishing to focus on ministry, graduate schools, or teaching high school need further courses chosen in conjunction with the chairperson of the department.

TH 119 First Theology  
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)  
Two Electives  
Exit Interview: 0 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:

TH 119 First Theology  
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)

TH 119 First Theology  
TH 300 Systematic Theology  
TH 301 Systematic Theology II  
Three other theology courses.

## Typical First-Year Schedule

### Fall Semester

TH 119	First Theology	3
PY 100	Introduction to Psychological Science	3
MA 104	Elementary Functions	3
	Foreign Language (intermediate level)	3
	Natural Science	4

All students will take one course designated as a First-Year Seminar (typically this will be TH 119) which will satisfy a core curriculum requirement.

### Spring Semester

	One course in scripture (TH 201-249)	3
	or	
	One course in doctrines (TH 300-349)	3
	History Course	3
EL 102	Language and Rhetoric	
	Foreign Language (intermediate or advanced level)	3
	Natural Science	4

# UNDECLARED

Alice J. Kaylor, Coordinator

Mark Abramovic; Doreen Blandino; Thaddeus Coreno; David W. Grumbine; Sara Hart; Timothy Kelly; Sandra Quinlivan; Nancy A. Rottler; John J. Smetanka; Peggy Smith; Theresa Torisky; Allison Viron; Margaret Watkins

Many first-year college students are unsure about a specific course of studies or a possible career, and they might want to explore several options in college. Saint Vincent College recognizes that high school seniors might not be prepared to make a definite choice about an academic major and consequently offers the undeclared major for those students who have not yet arrived at a definite choice concerning their future.

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.

In addition to the academic advisor, the Career Center at Saint Vincent College also helps the undeclared major select the right

major and career. The Career Center administers a battery of personal inventory tests which assess a student's skills, interests, and potential. The Career Center also sponsors career seminars, assists in the preparation of résumés, maintains placement files, coordinates internships and on-campus recruiting, and maintains an up-to-date library of career resources.

## Typical First-Year Schedule\*

	Fall	Spring
Language and Rhetoric	3	3
or		
First Theology	3	3
Mathematics	3	
History	3	3
or		
Social Sciences	3	3
Modern Language	3	3
Natural Sciences		4
Fine Arts	3	
Total	15	16

All students will take one course designated as a First-Year Seminar which will satisfy a core curriculum requirement.

*\*Course selection will depend upon the individual interests of the student. For example, a student considering a major in the social sciences will enroll in the introductory level course for the major; i.e. SO 101 Introduction to Sociology or PY 100 Introduction to Psychological Science in the fall semester.*

Course descriptions can be found in the online **Bulletin Appendix**.





# VISUAL ARTS

Ben Schachter, Chairperson

Mark Floreanini, O.S.B; Gregory Brandt; Thomas Octave  
Adjunct Faculty: Christopher Allen, Joseph Materkowski, Richard Stoner

*"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 Visual Arts offers three majors that lead to the Bachelor of Arts Degree: Art Education, Graphic Design and Studio Art. Four minors are available: Art History, Graphic Design, Photography and Studio Art. Certification in Art Education is also available through a joint program with the Saint Vincent College Department of Education. There are also several outstanding resources for further hands-on and experiential learning. They include the Saint Vincent College Gallery, the Foster and Muriel McCarl Collection of 19th century American coverlets, and an extensive collection of art on view throughout the College. Museums and galleries in Greensburg and Pittsburgh are easily accessible and classes, clubs and individual students often make the trip. Thus, our students are not just viewers, they are makers and scholars.

## VISUAL ARTS LEARNING OBJECTIVES

Students will:

- Understand discipline-based concepts such as composition, expression, and iconography.
- Be able to offer constructive critique to their peers.
- Acquire basic facility in a broad range of media and/or research methods.
- Be familiar with career paths.

## 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.

## ENTRANCE PORTFOLIO

Entrance to the Visual Arts, Art Education and Graphic Design majors requires a portfolio. For newly matriculating students, this portfolio will only be reviewed after students have been accepted to Saint Vincent College. Portfolios are accepted only by email. It should be organized as a PowerPoint presentation with name, title and material/digital program on each slide. The whole presentation should not exceed 2MB. Any portfolio that does not meet these requirements will not be reviewed. Please include at least two different media including various software or formats. Portfolios should be sent to the Chairperson of the Visual Arts. No physical work will be accepted. Portfolios become the property of the Department. The Chairperson makes decisions regarding acceptance in consultation with other Visual Arts faculty. Students may be accepted, provisionally accepted or counseled to investigate other majors. Provisionally accepted students are asked to take introductory studio courses in the department. If at the end of one year at Saint Vincent (typically freshman year) students have received an average departmental GPA of 3.0, then they will be offered acceptance to the major. At that time students are responsible for filling out the required paperwork through the Registrar's Office.

## CAPSTONE PROJECTS – SENIOR EXHIBITION AND STUDENT RESEARCH CONFERENCE

All majors complete a capstone project. These are either a senior exhibition or presentation at the Student Research Conference that are both in conjunction with Senior Exhibition or Graphic Design Portfolio courses. Professionals outside of the department organize these events. Therefore, students must be attentive to deadlines, assignments and the requirements of the Gallery and Student Conference organizers. Faculty members will assist majors to do this but ultimately it is the students' responsibility to act in a professional and timely manner.

## Art Education Major Requirements (42 credits)

### 24 credits:

AR 100, AR 101 or AR 102	3
AR 130 Drawing I	3
AR 131 Design: Two-Dimensional	3
AR 225 Painting I	3
AR 325 Painting II	3
AR 404 Senior Studio	3
AR 405 Senior Exhibition and Professional Seminar	3
Another AR 100 Art History course or Art History Seminar	3

### Nine credits from:

AR 234 Introduction to Stained Glass	3
AR 238 Clay and Pottery	3
AR 236 Fiber Art	3
AR 240 Sculpture I	3

### Three credits from:

AR 212 Beginning Black and White Photography	3
AR 338 Printmaking I	3
CA 235* Introduction to Web Design	3
CA 285* Electronic Media (Digital Layout and Design)	3

### Six credits:

AR Elective – may include CA 235, CA 285 or any AR course.

### Non-credit course:

Senior Exit Interview

*\* Course descriptions are listed with the Communication Department in the online **Bulletin Appendix**.*

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 100	Art and Music	3
AR 131	Two-Dimensional Design	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 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 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

## GRAPHIC DESIGN MAJOR REQUIREMENTS (42 CREDITS)

### 30 credits:

AR 101, 102		
or AR 150	Art History or History of Photography	3
AR 130	Drawing I	3
AR 131	Design: Two-Dimensional	3
AR 212	Beginning Black and White Photography	3
AR 233	Drawing and Illustration for Design	3
—This course has been called Engineering Drawing and Mechanical Drawing in the past. It counts whichever title the course was taken as. No prerequisites		
AR 330	Digital Photography and Post-Production	3
AR 334	Typography	3
AR 406	Graphic Design Portfolio	3
CA 235	Introduction to Web Design	3
CA 285	Electronic Media (Digital Layout and Design)	3

### One course selected from (3 credits):

Any additional AR Art History course including AR 101 or 102

### 9 Credits of Elective:

AR 333	Advanced Photography	3
AR 225	Painting I	3
AR 338	Printmaking I	3
AR 550	Internship, variable	
CA 309	Intermediate Multimedia	3
CS 103	Animation, Web, and Security	3
CS 110	Computing and Information Science I	3
CS 205	Website Design and Programming	3

### Non-credit course:

Senior Exit Interview

## Typical First-Year Graphic Design Major Schedule

### Fall Semester (16/18 credits)

AR 100, 101		
or 150	Art History	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 and	
	Classical Language	3
MA -	Mathematics	3 or 4

If Mathematics is postponed, then one of the following should be taken:

HI -	History	3
Social Science		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 131	Design: Two-Dimensional	3
AR 212	Intro Black and White Photography	3
EL 102	Language and Rhetoric	3
or		
TH 119	First Theology	3
	Elementary Modern or	
	Classical Language	4
or		
	Intermediate Modern and	
	Classical Language	3
MA -	Mathematics	3 or 4
If Mathematics was taken in the fall then one of the following should be taken:		
HI -	History	3
Social Science		3

## Studio Art Major Requirements (42 credits)

### 21 credits:

AR 101 or		
102 Art	History	3
AR 130	Drawing I	3
AR 131	Design: Two-Dimensional	3
AR 225	Painting I	3
AR 325	Painting II	3
AR 404	Senior Studio	3
AR 405	Senior Exhibition and Professional Seminar	3

**9 credits from:**

AR 135	Design 3D	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 336	Sculpture II	3
AR 384	Advanced Stained Glass	3
AR 388	Advanced Ceramics	3
AR 386	Advanced Fiber Arts	3

**3 credits:**

Any AR 200 or 300 Art History Seminar

**9 credits:**

Any AR courses

Non-credit course:

Senior Exit Interview

\* *Course descriptions can be found listed in the Department of Communication in the online **Bulletin Appendix**.*

**Typical First-Year Visual Arts Major Schedule****Fall Semester (16/18 credits)**

AR 100, 101		
or 102	Art and Music	3
AR 131	Two-Dimensional Design	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 is postponed to the spring, then one of the following should be taken:

HI - History

Social Science

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
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:

HI - History

Social Science

**ART HISTORY MINOR REQUIREMENTS (18 CREDITS)****6 credits:**

AR 101	Art History I: Ancient through Renaissance	3
or		
AR 102	Art History II: Baroque to the Present	3
AR 130:	Drawing I	3
or		
AR 131:	Design: Two-Dimensional	3

**12 credits selected from:**

Any AR Art History courses including History of Photography, Film Studies (Communications course) and Musical Theater History

**GRAPHIC ARTS MINOR REQUIREMENTS (18 CREDITS)****6 credits:**

AR 130	Drawing I OR AR 131 Design: Two-Dimensional	3
CA 285	Electronic Media (Digital Layout and Design)*	3

**12 credits selected from:**

AR 212	Beginning Black and White Photography	3
AR 233	Drawing and Illustration for Design	3
— This course has been called Engineering Drawing and Mechanical Drawing in the past. It counts whichever name it was taken as.		
AR 330	Digital Photography and Post-Production	3
AR 334	Typography	3
CA 235	Introduction to Web Design*	3
CS 205	Website Design and Programming	3
CS 103	Animation, Web, and Security	3
AR 150	History of Photography	3
CA 200	Film Studies	3

\* *Course description can be found listed in the Department of Communication in the online **Bulletin Appendix**.*

**PHOTOGRAPHY MINOR REQUIREMENTS (18 CREDITS)****Required courses:**

AR 155	History of Photography	3
AR 212	Beginning Black and White Photography	3
AR 330	Digital Photography and Post-Production	3

**Electives**

AR 333	Advanced Photography	3
CA 285*	Electronic Media (Digital Layout and Design)	3
CA 211*	Photo Images: Composing and Informing	3
CA 200	Film Studies	3

\* *Course description can be found listed in the Department of Communication in the online **Bulletin Appendix**.*

**STUDIO ARTS MINOR REQUIREMENTS (18 CREDITS)****Graduation Requirements****6 credits:**

AR 130	Drawing I OR AR 131 Design: Two-Dimensional	3
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100 Level courses – any

**12 credits:**

200 or 300 level courses – any

Course descriptions can be found in the online **Bulletin Appendix**.

# DIRECTORY

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### **Food Service**

*Senior General Manager*, Reggie Esmi  
*Executive Chef*, Daniel Keeley  
*Director of Catering*, Julia Molnar  
*Executive Sous Chef*, Mike Logesky  
*Director of Retail*, Jesse Bush  
*Office Manager*, Marty Radocaj  
*Assistant Director of Dining*, Megan Karpienak

## **Fred M. Rogers Center for Early Learning and Children's Media**

*Executive Director*, Richard Fernandes

*Director of Education and Research*, Michael Robb, Ph.D.

*Director of Development and Communications*, Karen Struble Myers, B.A., M.S., CFRE

*Archivist*, Emily Uhrin, B.A., MLIS

*Senior Fellow*, Hedda Sharapan, B.S., M.S., L.H.D.

*Faculty Fellow*, Junlei Li, Ph.D.

*Program Coordinator, Fred Rogers Center Early Learning Environment™*, Tanya B. Smith, B.A.

*Secretary*, Theresa Noel

## **Graduate and Continuing Education**

*Director*, Amanda Gunther, B.A., M.A.

## **Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing**

*Dean*, Stephen Jodis, BCPE, M.S., Ph.D.

*Lab Manager, Biology*, Molly Grace, B.A.

*Chemical Hygiene Coordinator*, Romi Green, B.A.

*Nurse Anesthetist Program Coordinator*, Stephen Jodis, BCPE, M.S., Ph.D.

## **Human Resources**

*Director*, Judith Maher, B.A., J.D.

*Administrator of Human Resource Services*, Barbara Joyce

*HR Assistant*, Lana Dillon

## **Information Services**

*Chief Information Officer*, Peter E. Mahoney, B.A., M.B.A.

*Director of Application Services*, J. Roberto Wisnesck, B.A.

*Coordinator of Academic Computing*, Patricia A. Babusci

*Administrative Systems Analyst*, Nancy A. Ramaley, B.S.

*Director of Technical Services*, Justin N. Fabin, B.A., M.B.A.

*Network Services Manager*, Michael Gerhart, B.S.

*Coordinator of Multimedia*, Ian Dunlap, B.A.

*Service Desk Analyst I*, David Regula, A.A.S., A.A.S.

*Service Desk Analyst I*, John Sharbaugh, B.S.

*Service Desk Analyst I*, Joshua Seevers

*Senior Programming Analyst*, Kevin Higgs, B.S.

## **Institutional Advancement**

*Assistant Vice President for Institutional Advancement*, Eileen K. Flinn, Esq., B.A., J.D.

*Assistant Vice President of Foundation and Grants*, Christine Foschia, B.A., M.A.

*Assistant Director of Foundation and Grants*, Ramie Ortiz, B.F.A.

*Associate Director of Foundation and Grants*, Linda Morlacci, B.A., M.S.

*Grants Coordinator, Foundation and Grants*, Chris Bierbower

*Director of Advancement Communications and Stewardship*, Joan Aungier Davis, B.A.

*Director of Annual Fund*, Alicia M. Barnes, B.A.

*Director of Advancement Services*, Jennie Miller, B.S.

*Manager, Advancement Services*, Jill Bush, B.A.

*Assistant Director, Advancement Services*, Marsha Brasile, B.S.

*Director of Alumni Relations*, Michael C. Gerdich, B.A.

*Special Projects and Corporate Relations*, Don Paul Harris, B.A.

*Director, Development for Operations and Events*, Lisa L. Poole, B.S.

*Director, Planned Giving*, James Bendel, B.A.

*Alumni Secretary*, Mary Ann Dunlap, B.A.

## **Institutional Research and Assessment**

*Director*, Julia A. Cavallo, B.A., M.S.

## **Kennametal Center for Operational Excellence (KCOE)**

*Executive Director*, Richard Simonetti, B.S.

## **Libraries**

*Director*, David A. Kelly, O.S.B., B.S., M.A., J.C.L., M.C.L., MLIS

*Special Collections Librarian*, Chrysostom Schlimm, O.S.B., B.A., M.Div., M.A., M.L.S.

*Assistant Director/Bibliographic Instruction Librarian*, Denise A. Hegemann, B.A., M.T.S., M.L.S.

*Cataloger/Technical Services*, Elizabeth DiGiustino, B.A., M.S.L.S.

*Public Services Librarian*, Bridget Hornyak, B.S., M.S.L.S.

## **Marketing and Enrollment**

*Vice President for Admission, Marketing and Communications*, Suzanne English, B.A., M.B.A.

*Director of Web Services*, Cindy Hoffman, B.S.

*Director of Public Relations*, Donald A. Orlando, B.A.

*Coordinator of Marketing and Communications*, Carol Riddle

*Digital Marketing Specialist*, Jared Bundy, B.A.

*Art Director*, George Fetkovich, B.A., M.A.

## **Opportunity/Act 101/Student Support Services (SSS-TRIO) Program**

*Director*, Nancy A. Rottler, B.A., M.A., D.Ed.

*Tutorial Coordinator/Academic Advisor*, Peggy Schlosnagle Smith, B.A., M.A.

*Academic Advisor*, Theresa Torisky, B.A., M.S., M.A.

## **Post Office**

*Manager*, Donna Werner

## **President's Office**

*Executive Assistant*, Patricia Owens

**Prevention Projects**

*Executive Director*, Donna Kean, B.S.W., M.S.

*Intervention Specialist*, Rebecca Casale, B.S., B.A., M.S.Ed.

*Intervention Specialist*, Lisa Rizza, B.A., M.A.

*Intervention Specialist*, Tracy Thompson, B.A.

**Prevention Education/Community Outreach Services**

*Manager*, Beth Joseph, B.S., M.Ed.

*Prevention Specialist*, Debora Babilya, B.A.

*Prevention Specialist*, Anna Marie Blon, B.S.

*Prevention Specialist*, Stephanie Frey, B.A.

*Prevention Specialist*, Jerry Hopkins, B.A., M.S.

*Prevention Specialist*, Joanne Krynicki, B.S.

*Prevention Specialist*, Laurie Moorhead, B.S.

*Prevention Specialist*, Dennis McDonough, B.S.

*Prevention Specialist*, Diane Meadows, B.A., M.S.

*Prevention Specialist*, Kathryn Senic, B.A.

*Student Assistance Program Coordinator*,  
Patricia Morhack, B.A.

*Student Assistance Program Assistant Coordinator*,  
Heather Meyer, B.A., M.S.

**Public Safety**

*Director*, Steven D. Brown, B.S., M.S.

*Office Manager*, Michelle Hart, B.S.

*Fire Chief*, Terry Noel, B.S.

**Registrar and Records**

*Registrar*, Celine R. Brudnok, B.S., M.B.A.

**Residence Life**

*Coordinator of Residence Life and Diversity*,  
Jamie Kensinger, B.A., M.A.

*Associate Director of Resident Life and Student Conduct/Career  
Consultant*, Jenna Hogan, B.A., M.A.

**School of Humanities and Fine Arts**

*Dean*, Rene Kollar, O.S.B., B.A., M.Div., M.A., Ph.D.,  
F.R. Hist. S.

**School of Social Sciences, Communication, and  
Education**

*Dean*, Mary Beth Spore, B.A., M.A., Ph.D.

**Service Learning and Campus Outreach**

*Director*, Kelly King, B.S., M.A.

*Service Learning and Outreach Coordinator*,  
Jessica Adams, B.S.

**Small Business Development Center**

*Executive Director, Small Business Development Center and Center  
for Global Competitiveness (C.G.C.)*,  
James H. Kunkel, B.S., M.B.A.

*Senior Business Analyst*, Peter Tulk, B.S.

*Business Analyst*, Timothy Bates, B.S.

*Global Trade Manager*, Victoria A. Gyenes, B.S.

*Office Manager*, Anita Hudock

**Stage and Theatre**

*Director Stage and Summer Theatre*,  
Greggory Brandt, B.F.A., M.A.

*Technical Director*, Penny Lin Lambright, B.F.A.

**Student Affairs**

*Vice President for Student Affairs*, Mary L. Collins, B.S., M.A.

*Dean of Students*, Bob Baum, B.A., M.S.W.

**Study Abroad Program**

*Director*, Sara Hart, B.A., M.S.

**Attending Physicians**

*Chestnut Ridge Primary Care Weldon Division*

Donald J. Jakubek, M.D.

Aldo J. Prosperi, M.D.

Michael Weinberg, M.D.

**Wellness Center**

*Director/Personal Counselor*, Gretchen Flock, L.P.C.

*Staff Nurse*, Connie Krznicar, R.N., B.S.N.

*Staff Nurse*, Kathy Prosperi, R.N., B.S.N.

*Assistant Director/Personal Counselor*, Amy Meade, L.S.W.

*Staff Nurse*, Sharon Smetanka, B.S.N.

*Secretary*, Linda Arandas

*\*As of July 2015*



# THE FACULTY 2015-2017

**A. Mark Abramovic**, *Instructor of Finance*, B.S., Penn State University; M.B.A., University of Pittsburgh. 2007-

**Shawn Anderson, O.S.B.**, *Assistant 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-

**Daniele Arcara**, *Associate Professor of Mathematics*, B.S., Università di Torino; Ph.D., University of Georgia. 2006-

**James G. Barnett**, *Associate Professor of Biology*, B.S., Ph.D., University of California at Davis. 1985-

**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**, *Assistant 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-

**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. Candidate, The Catholic University of America. 2005-

**Michael W. Botsko**, *Professor of Mathematics*, B.S., M.A., Duquesne University; Ph.D., University of Pittsburgh. 1967-

**Gregory Brandt**, *Instructor of Visual Arts and Director of Stage and Summer Theatre*, M.S., B.F.A., Carnegie Mellon University. 2015-

**Derek Breid**, *Assistant Professor of Engineering Science*, B.S., University of Kansas; M.S., Ph.D., University of Massachusetts. 2014-

**David Carlson, O.S. B.**, *Associate Professor of Computing and Information Science*, 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-

**Stephen Concordia, O.S.B.**, *Assistant Professor of Music*, B.M., M.M., New England Conservatory of Music; Magistero (diplomas), Pontifical Institute of Sacred Music. 2008-

**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-

**Melissa A. Cook**, *Associate Professor of Communication*, B.A., Washington and Jefferson College; M.P.A., University of Pittsburgh; Ph.D., Duquesne University. 2004-

**Thaddeus Coreno**, *Associate Professor of Sociology*, B.S., John Carroll University; M.A., Ph.D., Kent State University. 1996-

**Bettie Davis**, *Assistant Professor of Chemistry*, B.S., James Madison University; M.S., Ph. D., Medical College of Virginia, Virginia Commonwealth University. 2001-

**Ronald Davis**, *Associate Professor of Communication*, B.S., Indiana University of Pennsylvania; M.Ed., Ed.D., Auburn University. 2005-

**John Deely**, *Professor of Philosophy*, M.S., Ph.D., Aquinas Institute of Philosophy and Theology. 2015-

**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-

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**Jason Z. Edelstein**, *Associate Professor of Theology*, B.A., M.A., University of New Hampshire; BHL, M.A.H.L., D.D., Hebrew Union College; D.Min., Pittsburgh Theological Seminary. 1995-

**Veronica I. Ent**, *Associate Professor of Education*, B.A., University of Findley; M.A., M.Ed., Ohio University; Ed.D., University of Pittsburgh. 2002-

**Thomas Ernst**, *Assistant Professor of Modern and Classical Languages*, B.A., Clarion University; M.A. French, M.A. German, Ph.D., University of Pittsburgh. 2000-

**Devin Fava**, *Assistant Professor of Psychology*, B.A., Denison University; M.S., Ph.D., Kent State University. 2012-

**Charles Fazzi**, *Professor of Accounting*, B.S., M.B.A., Ph.D., Pennsylvania State University. 2002-

**Caryl L. Fish**, *Associate Professor of Chemistry*, 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. 1991-

**Matthew A. Fisher**, *Associate 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-

**Paul Follansbee**, *James F. Will Professor of Engineering Science*, B.S.E., Duke University; M.S., Rensselaer Polytechnic Institute; Ph.D. Carnegie Mellon University. 2008-

**Jerome C. Foss**, *Assistant Professor of Politics*, B.A., University of Dallas; M.A., Ph.D., Baylor University. 2011-

**Janet L. Francicola**, *Assistant Professor of Education*, B.S., Indiana University of Pennsylvania; M.S., California University of Pennsylvania; Ed.D., University of Pittsburgh. 2010-

**Albert Gahr, O.S.B.**, *Assistant Professor of Biology*, B.S., Saint Vincent College; M.A., Saint Vincent Seminary; Ph.D., West Virginia University. 2012-

**Michelle Gil-Montero**, *Associate Professor of English*, B.A., Brown University; M.F.A., University of Iowa. 2007-

- Jeffrey L. Godwin**, *Associate Professor of Management*, B.B.A., The College of William and Mary; M.Div., Wesley Theological Seminary; M.B.A., West Virginia University; Ph.D., Virginia Tech. 2010-
- Steven J. Gravelle**, *Associate Professor of Chemistry*, B.A., St. John's University (MN); M.S., Ph.D., Northwestern University. 1991-
- David W. Grumbine, Jr.**, *Associate 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-
- Jessica Harvey**, *Assistant Professor of Communication*, B.A., Purdue University; M.A., Arizona State University; Ph.D., University of Washington. 2012-
- Mary Anne Hazer**, *Assistant Professor of Education*, B.S., M.Ed., Edinboro University; M.Ed., University of Pennsylvania; Ed.D., University of Pittsburgh. 2012-
- Andrew R. Herr**, *Associate Professor of Economics*, B.S., North Carolina State University; M.A., Ohio State University; Ph.D., Indiana University-Bloomington. 1996-
- Matthew L. Hillwig**, *Assistant Professor of Chemistry*, B.S., The Pennsylvania State University; Ph.D., Iowa State University. 2014-
- Norman W. Hipps, O.S.B.**, *Associate Professor of Mathematics*, B.A., Saint Vincent College; M.A., Ph.D., Northwestern University. 1972-1974, 1976-
- 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-
- Thomas C. Holowaty**, *Associate Professor of Accounting*, B.S., M.B.A., Duquesne University; C.P.A. (Pennsylvania); Member of the Pennsylvania Institute of Certified Public Accountants. 1972-
- Vernon A. Holtz, O.S.B.**, *Associate Professor of Psychology*, B.S., Lock Haven State College; M.A., Saint Vincent College; M.A., The Catholic University of America; Ph.D., Duquesne University. 1966-
- Peter M. Hutchinson**, *Professor of Economics*, B.A., Saint Vincent College; M.A., Ph.D., University of Pittsburgh. 2002-
- Jason R. Jividen**, *Associate Professor of Politics*, B.A., M.A., Marshall University; Ph.D., Northern Illinois University. 2010-
- Stephen Jodis**, *Professor of Computing and Information Science*, Dean, Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing; B.S., M.S. and Ph.D. Auburn University. 2011-
- Tina Phillips Johnson**, *Associate Professor of History*, B.A., Oklahoma State University; M.L.A., Johns Hopkins University; M.A., Ph.D., University of Pittsburgh. 2005-
- Linda Jukes**, *Assistant Professor of Education*, B.S., M.Ed., California University of Pennsylvania; Ed.D., Duquesne University. 2013-
- Philip M. Kanfush, O.S.B.**, B.C.B.A.-D., C.B.I.S., *Associate 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. 2007-
- Alice Kaylor**, *Instructor in Liberal Arts, Dean of Studies and Director of the Liberal Arts Program*, B.A., Seton Hill College; M.S., State University College of Buffalo. 1978-
- 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-
- Gloria Kerr**, *Assistant Professor of English*, B.S., M.A., Ph.D., Indiana University of Pennsylvania. 2006-
- Jason E. King**, *Associate Professor of Theology*, B.A., Berea College; M.A., Ph.D., The Catholic University of America. 2005-
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- Jennifer Schmidt Koehl**, *Associate Professor of Biology*, B.A., Lycoming College; M.S., Clarion University; Ph.D., Illinois State University. 2002-
- Rene M. Kollar, O.S.B.**, *Professor of History, Dean, School of Humanities and Fine Arts*, 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**, *Associate Professor of Philosophy*, B.A., St. Mary's College (CA); M.A., Boston College; Ph.D., Emory University. 2007-
- George H. Leiner**, *Associate Professor of Philosophy and Liberal Arts*, B.A., Knox College; M.A., Ph.D., Purdue University. 1989-
- Junlei Li**, *Associate Professor of Psychology, Visiting Professor for Early Learning and Children's Media, Fred Rogers Center*; B.S., University of Notre Dame; M.A., Ph.D., Carnegie Mellon University. 2013-
- Bo Liang**, *Assistant Professor of Marketing*, B.S., Hebei University; M.S., Renmin University, M.B.A., Clemson University; Ph.D. University of Utah. 2014-
- Sara Lindley**, *Associate Professor of English*, B.J., B.A., University of Missouri; Ph.D., University of Minnesota. 2008-
- Mohamed Anis Maize**, *Professor of Physics*, B.S., Cairo University; M.S., University of Louisville; Ph.D., Purdue University. 1990-
- Elliott C. Maloney, O.S.B.**, *Professor of Theology*, B.A., Saint Vincent College; S.T.L., Pontifical Atheneum of Sant' Anselmo, Rome; Ph.D., Fordham University. 1977-
- Robert Markley**, *Latrobe Specialty Steel Company Sponsored, Instructor in Business Administration*, B.S., Pennsylvania State University; M.B.A., University of Chicago. 2007-
- Cynthia J. Martincic**, *Associate Professor of Computing and Information Science*, A.S., Community College of Allegheny County; B.S., University of Pittsburgh; M.S.I.S., Ph.D., University of Pittsburgh. 2001-
- Dennis D. McDaniel**, *Associate Professor of English*, B.A., Saint Vincent College; M.A., Ph.D., Duquesne University. 1998-

- Christopher McMahon**, *Associate Professor of Theology*, B.A., The University of Scranton; M.A., Saint Mary's Seminary and University; Ph.D., Catholic University of America. 2007-
- Tracy A. McNelly**, *Assistant Professor of Education*, B.S., Duquesne University; M.Ed., University of Pittsburgh; D.Ed., Indiana University of Pennsylvania. 2015-
- Robert J. Michalow**, *Assistant Professor of Education, Director of K-12 and Secondary Education*, B.S., Saint Vincent College; M.S., Duquesne University; Ph.D., West Virginia University. 2004-
- Larry J. Mismas**, *Assistant Professor of Mathematics*, B.A., Saint Vincent College; M.A., Duquesne University; Graduate Studies, University of Pittsburgh. 1989-
- Nathan Munsch, O.S.B.**, *Assistant Professor of Theology*, B.A., University of Notre Dame; M.A., Duquesne University; S.T.B., Catholic University; Ph.D., Boston College. 1994-
- C. Richard Nichols**, *Assistant Professor of Education*, B.S., California University of Pennsylvania; M.Ed., University of Pittsburgh; Ed.D., University of Pittsburgh. 1999-
- Justin Nolan, O.S.B.**, *Associate Professor of Philosophy*, B.A., Saint Vincent College; M.Div., Saint Vincent Seminary; Ph.L., Ph.D., Pontifical Athenaeum of Sant' Anselmo, Rome. 1960-2015
- Douglas R. Nowicki, O.S.B.**, *Chancellor, Associate Professor of Psychology*, B.A., Saint Vincent College; M.Div., Saint Vincent Seminary; Ph.D., University of Tennessee. Jan., 1978-
- Stacie Hoffer Nowikowski**, *Assistant Professor of Education*, B.S., Slippery Rock University; M.Ed., D.Ed., Indiana University of Pennsylvania. 2011 -
- Thomas Octave**, *Assistant Professor of Music*, B.F.A., Carnegie Mellon University; M.M., Duquesne University. 2008-
- Christopher Oldenburg**, *Associate Professor of Psychology*, B.A., University of Notre Dame; M.A., Ph.D., Kent State University. 2000-
- Catherine Petrany**, *Assistant Professor of Theology*, B.A., Marshall University; M.A., Ph.D., Fordham University. 2014-
- Matthew Prudente**, *Assistant Professor of Mathematics*, B.S., University of Scranton; Ph.D. Lehigh University. 2015-
- Gary M. Quinlivan**, *Professor of Economics, Dean, McKenna School of Business, Economics, and Government*, B.A., SUNY/Geneseo; Ph.D., University at Albany. 1981-
- Nicholas M. Racculia**, *Associate Professor of Finance*, B.S. (Economics) B.S. (Mathematics), Saint Vincent College; M.A. (Economics) M.A. (Finance), 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-
- Phyllis Riddle**, *Professor of Sociology*, B.A., M.A., Western Washington University; Ph.D., Stanford University. 1994-
- Mark G. Rivardo**, *Professor of Psychology*, B.S., Saint Vincent College; M.A., Ph.D., Bowling Green State University. 1999-
- Juan Carlos Rivas**, *Assistant Professor of Modern and Classical Languages*, B.A., M.A., University of California; Ph.D., The University of Arizona. 2012-
- Nancy Rottler**, *Assistant Professor of Health Science*, B.A., University of Pittsburgh; M.A., D.Ed., Indiana University of Pennsylvania. 2001-
- David Safin**, *Assistant Professor of Communication*, B.A., Saint Vincent College; M.S., California University of Pennsylvania; M.F.A., Chatham University. 2003-
- Ben Schachter**, *Professor of Visual Arts*, B.A., Wesleyan University; M.S., M.F.A., Pratt Institute. 2003-
- Chrysostom V. Schlimm, O.S.B.**, *Associate Professor of Languages, Special Collections Librarian*, B.A., Saint Vincent College; M.Div., Saint Vincent Seminary; M.A., The Catholic University of America; M.L.S., University of Pittsburgh; Graduate Studies: Tufts University; Virgilian Society Summer in Italy. 1961-1969, 1970-
- Anthony Serapiglia**, *Assistant Professor of Computing and Information Science*, B.S. Allegheny College; M.S., Ph.D., Robert Morris University. 2011-
- Patricia Sharbaugh**, *Assistant 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-
- Michael Sierk**, *Assistant Professor of Chemistry (Bioinformatics)*; B.A., Rice University; Ph. D., University of Virginia. 2005-
- Kristine L. Slank**, *Associate Professor of Psychology*, B.A., Berea College; M.A., Ph.D., Virginia Polytechnic Institute and State University. 1991-
- John J. Smetanka**, *Assistant Professor of Physics*, B.S., Carnegie Mellon University; M.S., Ph.D., University of Chicago. 1997-
- William C. Snyder**, *Professor of English*, B.A., Saint Vincent College; M.A., Ph.D., West Virginia University. 1976-
- Susan Mitchell Sommers**, *Professor of History*, B.A., M.A., Southern Illinois University; A.M., Ph.D., Washington University in St. Louis. 1993-
- Mary Beth Spore**, *Associate Professor of Education, Dean, School of Social Sciences, Communication and Education*, B.A., Saint Mary's College (Indiana); M.A., Ph.D., University of Pittsburgh. 2006-
- Courtney A. Stopansky**, *Instructor of Economics*, B.S., Saint Vincent College; M.A., George Mason University. 2010-
- Eugene V. Torisky, Jr.**, *Associate Professor of Philosophy*, B.A., M.A., Ph.D., Bowling Green State University. 2002-
- Dawn Turkovich**, *Assistant Professor of Education*, B.A., Saint Vincent College; M.A., Ph.D., Indiana University of Pennsylvania. 2006-
- Michael Urick**, *Assistant Professor of Management*, B.S., Saint Vincent College; M.S., M.B.A., Duquesne University; Ph.D., University of Cincinnati. 2012-
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- Jason Vohs**, *Associate Professor of Chemistry*, B.S., The College of Charleston; Ph. D., University of Georgia. 2005-
- Susan Walker**, *Associate Professor of Psychology*; B.S., M.Ed., Ph.D., University of Pittsburgh. 1987-
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- Margaret Watkins**, *Associate Professor of Philosophy*, B.A., College of William and Mary; M.A., Ph.D., University of Notre Dame. 2009-
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**Andrew B. Turner**, *Emeritus Professor of Chemistry*, B.A., Franklin and Marshall; M.S., Bucknell University; Ph.D., University of Virginia. 1980-

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**Mr. Christopher Allen**, Lecturer in Art  
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**Mr. Nicholas Ashley**, Lecturer in Education  
**Mrs. Marianne Reid Anderson**,  
Lecturer in Business Administration  
**Ms. Christina Andrae**, Lecturer in Music  
**Dr. John Aupperle**, Lecturer in Theology  
**Ms. Courtney Baum**, Lecturer in Education  
**Ms. Clare Beams**, Lecturer in English  
**Ms. Angela Belli**, Lecturer in Environmental Science  
**Ms. Beth Bollinger**, Lecturer in Chemistry, Environmental Science  
**Ms. Katrina Boosel**, Lecturer in Theology  
**Ms. Carol Borland**, Lecturer in Education  
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**Dr. Robert Bufalini**, Lecturer in Modern and Classical Languages  
**Dr. Ralph Capone**, Lecturer in Theology  
**Ms. Marisa Carlson**, Lecturer in English  
**Mrs. Lauren Churilla**, Lecturer in History  
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**Dr. Dennis Clawson**, Lecturer in Education  
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**Ms. Lara Cottrill**, Lecturer in Music  
**Mr. Robert Crovak**, Lecturer in Chemistry  
**Mr. David Cullen**, Lecturer in Mathematics  
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**Mr. Mark D'Amico**, Lecturer in Business Administration  
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**Ms. Victoria Denny**, Lecturer in Business Administration  
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**Mr. Scott DiTullio**, Lecturer in Music  
**Mr. William Doody**, Lecturer in History  
**Mr. George Fetkovich**, Lecturer in Communication  
**Ms. Karen Fetter**, Lecturer in Communication  
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**Mr. Alvin Sanfilippo**, Lecturer in Education  
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**Ms. Deborah Stock**, Lecturer in Education  
**Mr. Richard Stoner**, Lecturer in Visual Arts  
**Ms. Courtney Stopansky**, Lecturer in Economics  
**Dr. Kevin Storer**, Lecturer in Theology  
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**Mr. James Taylor**, Lecturer in Philosophy  
**Dr. Robert Thomas**, Lecturer in Education  
**Ms. Susan Tranchine**, Lecturer in Health Sciences  
**Dr. JoAnn Thistlethwaite**, Lecturer in Biology  
**Dr. Elizabeth Ventura**, Lecturer in Sociology  
**Mr. Richard Volpatti**, Lecturer in Education  
**Ms. Carrie Vottero**, Lecturer in Education  
**Dr. Feng Wang**, Lecturer in Chemistry  
**Dr. Daniel Wetzel**, Lecturer in Biology  
**Mr. James Wilson**, Lecturer in Criminology, Law, and Society  
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**Dr. Donna Witherspoon**, Lecturer in Education  
**Dr. Stefanie Yazge**, Lecturer in Theology

\* Lecturers assigned to courses during the calendar year 2015.

## 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, D.C. 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 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.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

<http://www2.ed.gov/policy/gen/guid/fpco/index.html>

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